



**ST EDMUND'S  
SCHOOL**  
CANTERBURY

# ENTERING SIXTH FORM IN SEPTEMBER 2023









# INTRODUCTION

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

Sixth Form at St Edmund's is a rewarding, creative and intellectually stimulating experience. The school provides a broad curriculum that encompasses a wide range of A-level options. In addition to high quality teaching and individual support and guidance, we place a high priority on the personal development of young people so they learn how to work and live together and how to enjoy healthy, active lifestyles. The development of the young person is evident through a very wide range of co-curricular activities, a comprehensive enrichment programme and an excellent system of pastoral care and support. Our expert Sixth Form team and experienced Housemasters provide assistance throughout this critical time. Above all, we try to be flexible and supportive in our approach.

We have a strong academic tradition and we achieve excellent results. For example, year on year, students achieve around 55 - 60% A\*-B grades and our retention figure is 95%+. The start of this success is in the matching of a student's interests, skills and aptitudes to those courses to which they will be best suited. If further clarification or guidance is needed, the school's staff will be happy to advise. In particular, Head of Sixth Form, Mr J, can be contacted.

The details in this booklet are correct at the time of publication, but we reserve the right to amend them should circumstances necessitate this. Please note that courses may not run if there is insufficient demand for them.

If you have any questions or concerns during the process, please do not hesitate to contact me or my colleagues at St Edmund's – we are always happy to help!



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## **A-Level Subjects:**

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- Biology
- Business Studies
- Chemistry
- Classical Civilisation
- Computer Science
- Dance
- Drama
- Economics
- English Literature
- English as an Additional Language (EAL)
- Film Studies
- French
- Geography
- German
- History
- Latin
- Leiths School of Food and Wine
- Mathematics and Further Mathematics
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- Photography
- Physics
- Politics
- Product Design
- Psychology
- Philosophy, Ethics and Religion
- Spanish
- Sport and Coaching Science
- Three-Dimensional Design (Art - 3D Design)
- Options Choices







# Entry into Sixth Form








# ENTRY INTO SIXTH FORM

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.

Our policy is that most students will start the Lower Sixth with four subjects (this retains the opportunity to try out subjects they have not studied before) but drop to three at the end of their first term. This enables students to focus on meeting the exacting demands of the new A-level and also creates the opportunity for additional academic or personal enrichment.

Students seeking to join our Sixth Form should have a minimum of 6 GCSE passes at level 4 / grade C or above and must meet the following specific entrance requirements in each of their chosen subjects:





# ENTRY INTO SIXTH FORM

SUBJECT	ENTRY REQUIREMENT
<b>Art</b>	Normally, grade 6 or above in an Art-related GCSE
<b>Biology</b>	Grade 6 or above in GCSE Biology (single subject) or 6-6 in Combined Science, plus a 6 in Mathematics
<b>Business</b>	A minimum of grade 6 in English (Language or Literature); Grade 5 or above in Mathematics is recommended
<b>Chemistry</b>	Grade 6 or above in GCSE Chemistry (single subject) or 6-6 in Combined Science, plus a 6 in Mathematics
<b>Computer Science</b>	Grade 6 or above in GCSE Mathematics or equivalent
<b>Dance</b> (Cambridge Technical)	Grade 5 in English and Mathematics. Students are expected to have some experience of dance.
<b>Drama</b>	Grade B or above in IGCSE Drama is preferred (or a 6 in GCSE) and at least grade 6 in English Language is required. Students are expected to have some experience of performance.
<b>Economic</b>	Grade 6 or above in GCSE Mathematics and 5 or above in English
<b>English Literature</b>	Grade 6 or above in English Literature
<b>Film Studies</b>	Grade 6 or above in English Language or English Literature
<b>French</b>	Grade 6 or above in the language to be studied is expected. Some students may have strong abilities without having taken GCSE and these will be given consideration on a case by case basis.
<b>Further Mathematics</b>	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 or grade 8 in GCSE or IGCSE Mathematics.
<b>Geography</b>	If Geography has been studied to GCSE, a grade of 6 or above is expected. For students 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 6 in English.



# ENTRY INTO SIXTH FORM

<b>German</b>	Grade 6 or above in the language to be studied is expected. Some students may have strong abilities without having taken GCSE and these will be given consideration on a case by case basis.
<b>History</b>	If History has been studied previously, a grade of 6 (GCSE), or B (IGCSE), or above is required. It is possible to take History A-level without having previously studied the subject, provided GCSE performance in English is of grade 6 standard or better.
<b>Mathematics</b>	A grade B or 6 or above from the Higher Tier of GCSE or IGCSE Mathematics is essential and an A or grade 7/8 is recommended.
<b>Music</b>	Grade 6 or above in GCSE Music is expected. In addition, students should have studied performance on at least one instrument, and should be expecting grade 7 by the end of A-level.
<b>Music Technology</b>	An aptitude for technology, the use of computer software and a willingness to work independently on coursework tasks are essential. Knowledge of musical terminology and notation will need to be developed for those without Music GCSE.
<b>Photography</b>	No specific requirements, but an SLR camera is needed. A foundation of any Art GCSE is helpful.
<b>Physics</b>	Grade 6 or above in GCSE Physics (single subject) or 6-6 in Combined Science, plus a 6 in Mathematics
<b>Politics</b>	Grade 6 or above in English Language
<b>Product Design</b>	Grade 6 or above in a GCSE Design and Technology related course
<b>Psychology</b>	Grade 6 or above in Biology or 6-6 in Combined Science, plus a 6 in Maths and a 6 in English
<b>Philosophy, Ethics and Religion</b>	There is no requirement to have studied RS to GCSE level, but a grade 6 or above in English Language or English Literature is expected
<b>Sport Science (Cambridge Technical)</b>	Grade 5 in English and Mathematics
<b>Three-Dimensional Design</b>	Grade 6 or above in Art or 3-Dimensional Design (e.g. Ceramics)

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

# LIFE IN THE SIXTH FORM

## **Independence**

Sixth Form life is busy and professional. A-level is a significantly greater challenge than GCSE: the academic demands are higher, the pace of work is fast, and many specifications are very full. Students are expected to master new and more independent approaches to study. They have fewer subjects to cope with, but each subject occupies a large proportion of their timetables – so they need to ensure that they have the motivation and interest to undertake the level of focused independent study needed for success at A-level.

## **Expectations and Support**

Students 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.

Students 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.

All students joining the Sixth Form take the ALIS test. This is a cognitive ability test which helps us to benchmark academic performance. Work and progress are then regularly monitored through regular Progress Tests and the Academic Review Card (ARC) system, which provides assessment, encouragement and interventions when additional support for students is required. Departmental clinics are available if individual help in a subject is needed. Tutors and subject teachers provide guidance on all academic matters.

## **Wider Learning**

The Sixth Form offers a wide variety of society meetings, open lectures such as The Curiosity Shop, plays, concerts, debates, and other opportunities to take part in organised activities. Students are encouraged to open their minds to all these opportunities! Sixth Form life passes by all too quickly 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, and other school activities, as well as maintaining a healthy social life.



# LIFE IN THE SIXTH FORM

## **Moving On**

Sixth Form students are guided into thinking about the medium and long-term, as well as about the present, and are well advised to 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, apprenticeship or employment of their choice.

## **Leading the School**

Sixth Form students take a lead in almost every area of House and school life and start the day with Chapel or line (assembly) with the rest of the school at 8.35am. Study periods are spent in the library, or one of the dedicated Sixth Form study areas and students do not leave the school site during the day. Upper Sixth students have the opportunity to occupy a study with a small group of students from the same House. Sport is valued and every Sixth Former has time for sport or fitness on a Thursday afternoon. On alternate Friday afternoons, there is a wide range of co-curricular activities on offer. Sixth Formers take a lead as Prefects and as House Captains and are also involved in the leadership of sport, Duke of Edinburgh Award (DoE), the Combined Cadet Force (CCF) and charitable fund raising.

## **Looking Smart**

Sixth Form dress is smart and business-like. Shirts or blouses are white. Denim, abbreviated tops, T-shirts, polo shirts or polo-neck sweaters are not permitted. Training shoes or sports clothes must only be worn for sporting activities. Male students must be clean shaven and wear a dark suit jacket or blazer. Trousers are tailored and worn with a white shirt and a school tie. Shirts must be tucked in and pullovers must not have large logos. In summer, jackets are optional but a shirt and tie must always be worn. Shoes are dark in colour and smart. Female students wear a dark suit jacket or blazer together with a dress, skirt or tailored trousers. Shirts must have a collar and sleeves. Dresses must have sleeves to cover the upper arms or be worn with a blouse. Skirt or dress length is on or just above the knee. A pullover or cardigan may be worn and must not have large logos. Shoes or boots must be dark in colour and smart.

# LIFE BEYOND SIXTH FORM

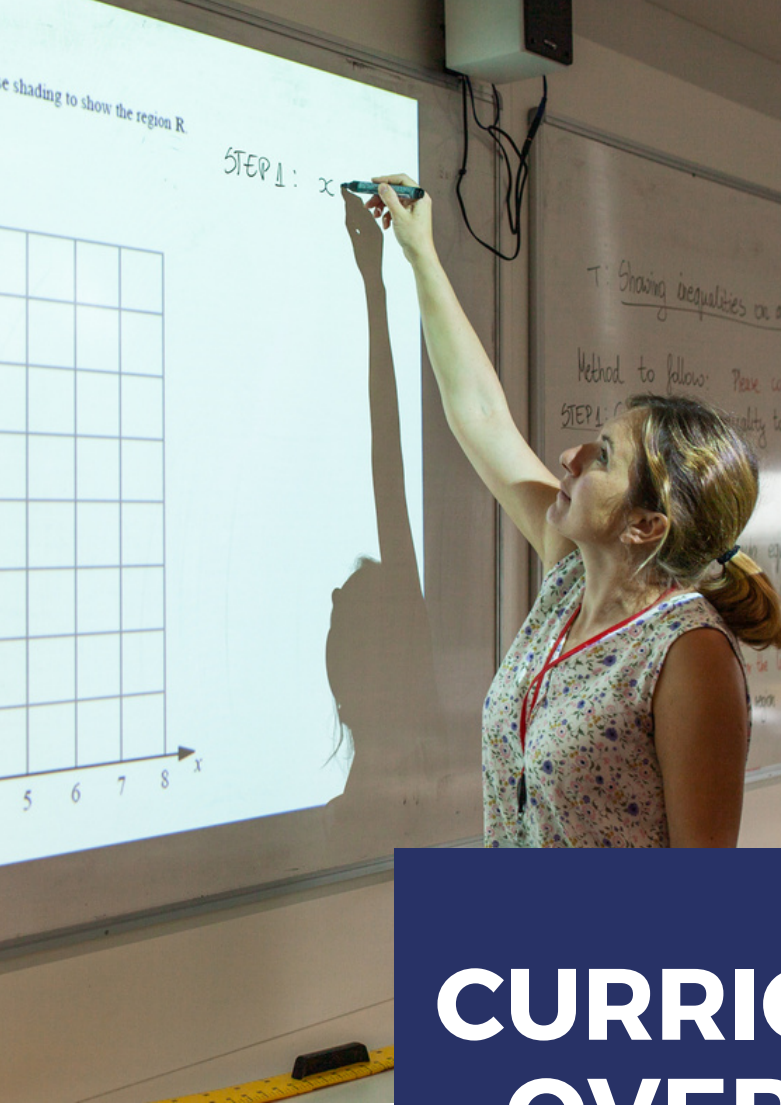
Sixth Form is more than a means to an end, but it is the gateway to onward progression for all of our students. Most students go on to Higher Education and preparing for this is an essential feature of Sixth Form life. In the Lower Sixth, the options are discussed and research is carried out from the start of the year. For those not wishing to enter into Higher Education, information and advice is also offered and guidance given on a one to one basis.

The students are encouraged to make full use of the resources available, to seek advice from their subject teachers, tutors and Housemasters as well as the Head of Sixth Form and the Head of Careers. The UCAS application process is formally introduced towards the end of the Lower Sixth with talks and workshops. Support and guidance is offered throughout the Lower and Upper Sixth years and beyond to results day when the Clearing and Adjustment facilities are open. Completion of the application is supervised by the Head of Progression. At the onset of this system, the parents of Lower Sixth students are also invited to a UCAS information briefing evening in which the application is explained and advice given as to how best to support the students from a parent's point of view.

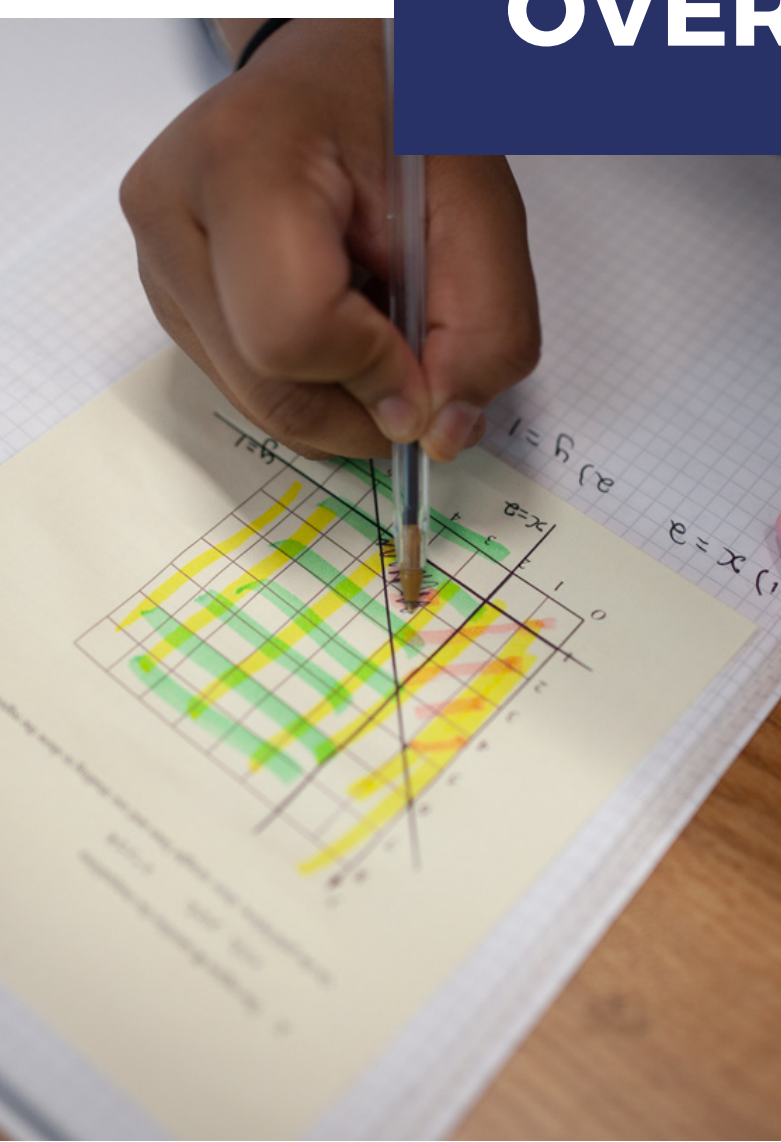
For students wishing to apply for Medicine, Dentistry or Music (at a conservatoire), or to Oxford and Cambridge, the application process differs slightly in that the closing date for applications is earlier than the rest and for many courses an entry test and interview forms part of the process. The Head of Sixth Form gives specific guidance and training ahead of the applications and extra research is very much encouraged on the part of the applicant to ensure that thorough preparation, especially for interviews, is carried out.

Understandably, university is not for everyone and we appreciate that some students may have their sights set on entering the world of work sooner than others. As part of the careers education at St Edmund's, this is openly discussed and guidance is given to students with particular ambitions to follow their desired career path from an earlier stage. Today there are many pathways into a career, including the renaissance of various exciting apprenticeship schemes, internships and vocational training colleges which offer a work placement. A-level qualifications, though, will be as important in these instances as they are for university applications and interview skills will also be crucial for a successful application.





# CURRICULUM OVERVIEW



# CURRICULUM OVERVIEW

All A-level subjects are now taught on the new specifications first introduced by the Government in 2015. The reformed A-levels are designed to be significantly tougher than their predecessors and are linear. This means that the final A-level grade awarded depends entirely on examinations and assessments undertaken at the end of the Upper Sixth year. The old modular structure with “AS” examinations in the Lower Sixth contributing to the final grade has been removed. For most students, this will mean no public examinations will take place in the summer of their Lower Sixth year. Important end of year exams will be taken “in-house” to monitor progress and inform decision making for intervention, support and predicted grades for universities.

Most students will start the Lower Sixth with four subjects (this retains the opportunity to try out subjects they have not studied before) but drop to three at the end of the first term. This allows students to focus upon the core subjects that they need for future success while retaining flexibility of choice. This model enables students to rise to the challenge of the new specifications and also creates the opportunity for additional academic or personal enrichment. There may be occasional exceptions, such as Further Mathematicians who wish to continue with four subjects.

BLOCK A	BLOCK B	BLOCK C	BLOCK D
Biology Dance** English Literature Film Studies Mathematics Music Photography Politics	3-D Design (Ceramics) Business Chemistry Economics English Literature History Music Physics Psychology Religious Studies Sport & Coaching	Fine Art Business Chemistry Computer Science French Geography History Music Technology Physics	Biology Drama Further Mathematics Geography German Latin/Classical Civilisation Mathematics Product Design Psychology Spanish

Once a student drops an academic subject at Christmas in the Lower Sixth, they will be required to choose an option from the enrichment block, which contains the EPQ.

Students interested in Latin or Classical Civilisation should contact the Head of Sixth Form or talk to Dr Chiattelli. Students interested in the Leiths Diploma should contact the Head of Sixth Form or talk to Mrs Jones.



# ACADEMIC ENRICHMENT PROGRAMME

## Durrell Essay

This is an independent research essay or similar project conducted by the student on a subject of their choosing. Advice and support will be provided by subject teachers. The essay must be submitted by the start of the Summer term in the Lower Sixth. The writers of the best essays will receive a prize on Speech Day. Entries to external essay competitions can be submitted as Durrell Essays and are strongly encouraged for those interested in studying the humanities beyond school.

## EPQ

The Extended Project Qualification is equivalent in status to half an A-level. It is a level three qualification and part of the National Qualifications Framework. Students undertake a research based project and training in research skills. The write-up involves a research report and the completion of a digital progress log. The final output is marked and externally moderated by the AQA examination board. The EPQ is much favoured by universities and the school has achieved outstanding results in recent years.

## Individual programme

Individual students can discuss an enrichment option that suits their programme of study and aspirations. For example, Oxbridge essay competitions can be very helpful in gaining access to very competitive courses at university. Music, drama, performance, work experience, volunteering, computer programming, art or sport may be central to the onward progression of many students and these can be prioritised.

# ART (FINE 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. The exam board is AQA, Art and Design: Fine Art.

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 realised in two- or three-dimensions, depending on the interests and strengths of the individual student. The course broadens students' visual literacy, develops skills and creativity as well as providing generic work related skills, particularly research, creative thinking, problem solving and independent learning.

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.

## **ASSESSMENT:**

- **Personal Investigation**

A practical unit of coursework supported by an extended research based essay of 3000 words.

60% of the A-Level mark

- **Externally set assignment**

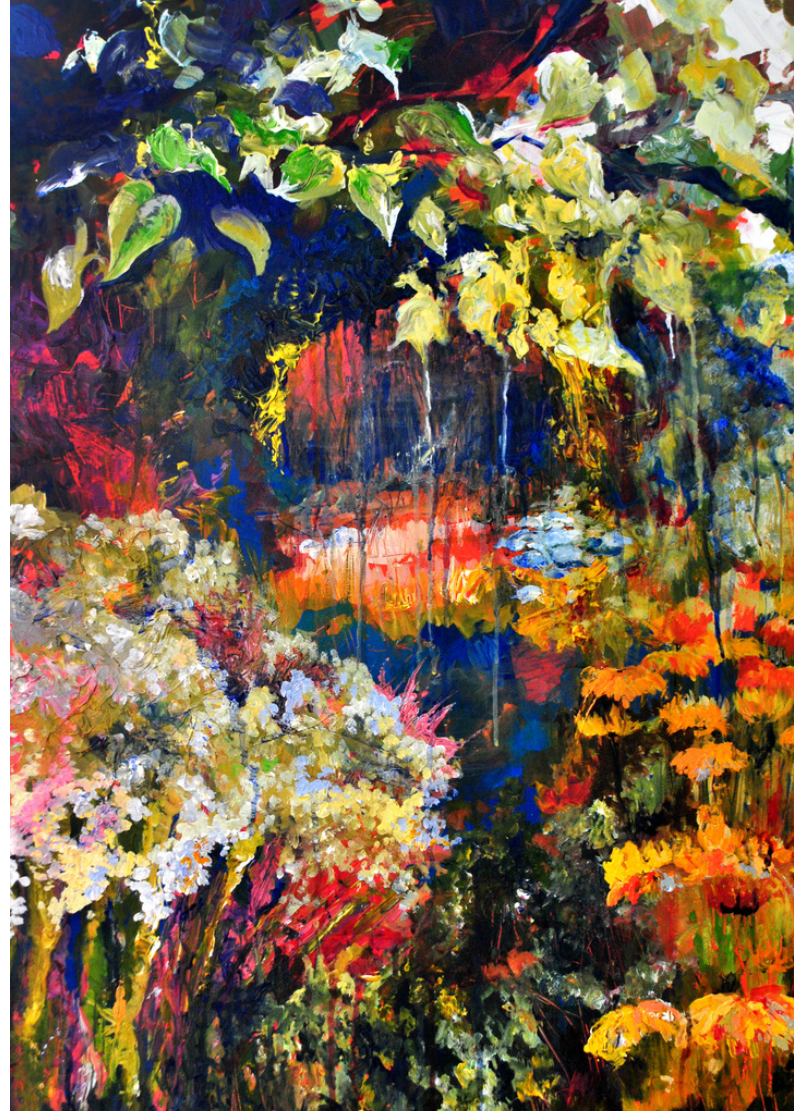
Fifteen hours with additional preparation studies

40% of the A-level mark

This course is one of three options offered by the Art Department. Students may study any one, two or all three options. The study of more than one option is only advised for students with grade A/A\* at GCSE level. Due to the expensive nature of Art and Design, students 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, which are charged at cost price.

requires pupils to deliver a presentation.





# BIOLOGY

The OCR Biology syllabus A has been selected to provide an enjoyable and rewarding course, which ensures a wide breadth of knowledge.

## Students study:

- core principles such as cell structure and biochemistry (year one)
- exchange and transport (year one)
- biodiversity, evolution and disease (year one)
- communication, homeostasis and energy (year two)
- genetics and ecosystems (year two)

The ability to recall factual material and to learn new vocabulary is important; however, 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 students visit the University of Kent to use the equipment and laboratories in the School of Biological Science and attend a three-day residential course on the Isle of Wight to study ecology (for which there is a charge).

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, Durham and St Andrews.

## Assessment:

Paper 1	Biological processes Written exam (2h 15 minutes) 100 marks	37% of the A-level
Paper 2	Biological diversity Written exam (2h 15 minutes) 100 marks	37% of the A-level
Paper 3	Unified Biology Written exam (1h 20 minutes) 70 marks	26% of the A-level

This paper will assess any content taught throughout the two years as well as practical skills and data analysis.



# BUSINESS STUDIES

Following the Edexcel 9BS0 specification, this course considers issues such as production of a product or service, how to market the product, how to organise staff and how to manage the financial rigours of starting and running a business.

## **Theme 1 – Marketing and People**

Students will develop an understanding of:

- meeting customer needs
- the market
- marketing mix and strategy
- managing people
- entrepreneurs and leaders

## **Theme 2 – Managing Business Activities**

Students will develop an understanding of:

- raising finance
- financial planning
- managing finance
- resource management
- external influences

## **Theme 3 – Business Decisions and Strategy**

This theme develops the concepts introduced in Theme 2.

Students will develop an understanding of:

- business objectives and strategy
- business growth
- decision-making techniques
- influences on business decisions
- assessing competitiveness
- managing change

## **Theme 4 – Global Business**

This theme develops the concepts introduced in Theme 1.

Students will develop an understanding of:

- globalisation
- global markets and business expansion
- global marketing
- global industries and companies (multinational corporations)

Successful A-level students go on to university-level management programmes or use the subject to complement their studies in other specialist fields. It is a very popular and accessible course, taught in a lively, ideas-based classroom environment where all are encouraged to contribute to the debates and discussions.

# CHEMISTRY

In this two year course you will gain an understanding of:

- The building blocks that make the world around us, how they interact with each other and how this knowledge is used to design new materials
- Why and how chemical reactions happen and how we can control them in industrial processes
- The role that Chemistry plays in living things and how it can help the development of new medicines

The course follows the AQA A-level specification which provides a good balance between the three main theoretical aspects of Chemistry: physical, inorganic and organic. Practical work is an essential part of the course and every opportunity is taken to develop students' investigative skills.

A-level Chemistry is a highly-regarded qualification and is 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 other subjects selected from Mathematics, Biology and Physics, but increasingly Chemistry pupils have studied at least one non-scientific subject.

Assessment:

Paper 1	Physical and Inorganic Chemistry Written exam (2h) 105 marks	35% of the A-level
Paper 2	Physical and Organic Chemistry Written exam (2h) 105 marks	35% of the A-level
Paper 3	Synoptic examination Written exam (2h) 90 marks This paper will assess any content taught throughout the two years as well as practical skills and data analysis.	30% of the A-level



# CLASSICAL CIVILISATION

If you are interested in Ancient Greece and Rome and its continuing influence on our society today – in literature, in drama, in philosophical thought, in art, in politics – this is the course for you. You do not need to study either Latin or Greek as all sources are read in English. Classes tend to be small and lively, informed discussion is always encouraged. You will learn the best ways to research widely, formulate your own conclusions and opinions, and present your arguments persuasively, emulating the best ancient authors, both orally in class and in writing.

We follow the OCR Classical Civilisation A-level syllabus. Three wide-ranging areas of study are covered in the two year course including Homer's epic stories, Greek tragedy and comedy, and how Julius Caesar's ambitions changed the shape of Roman politics.

These culminate in the following examination papers:

Paper 1: The World of the Hero

Paper 2: Culture and the Arts

Paper 3: Beliefs and Ideas

Trips to plays and to ancient sites, as well as to the British Museum and lectures are an enjoyable part of the course and there is also the opportunity to attend a JACT summer school at the end of the Lower Sixth year.

## **What can I do with a Classical Civilisation A-level?**

Tom Hiddleston, J.K. Rowling, Chris Martin (Coldplay), Boris Johnson, Jonathan Evans (former Head of MI5) and Robocop (the actor!) all studied Classics in some form – so the world is your oyster!

Indeed, not only is Classical Civilisation an excellent choice for a subject to complement other A-level choices, including English, History, Politics and Theatre Studies, in recent years several students at St Edmund's have enjoyed studying it together with their Science subjects. Classical Civilisation has also become a popular option in its own right at the top universities and Classics graduates have good and surprisingly diverse job prospects as employers recognise their ability to analyse evidence and present clear, logical arguments.

**Classical Civilisation is not offered every year. Please contact to the Head of Sixth Form or talk to Dr Chiattelli if you are interested in the subject.**

# COMPUTER SCIENCE

Computer Science is a demanding and exciting A-level.

We follow the CAIE Cambridge International A-level Computer Science 9618 specification. The course encompasses the fundamentals of programming and data structures, theories of computation, the basics of computer systems, organisation and architecture and the foundations of communication and networking.

In particular, you will develop your abstract thinking, problem solving, programming skills, algorithmic and mathematical reasoning. To succeed on the course it is essential that you have a good level of mathematics and a determination to learn the language of code.

Universities regard Computer Science as “the fourth science” and its applications and utility in the modern world are limitless.



# DANCE

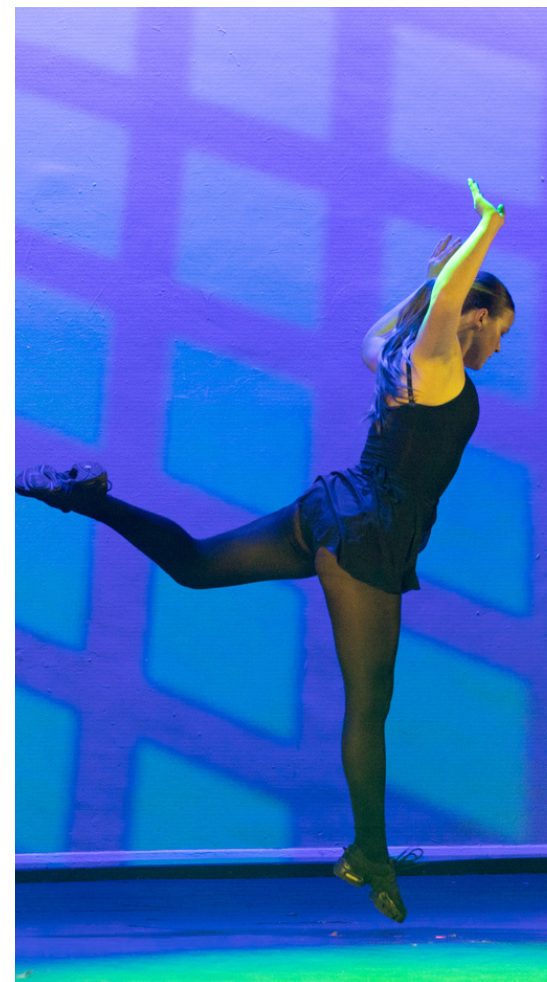
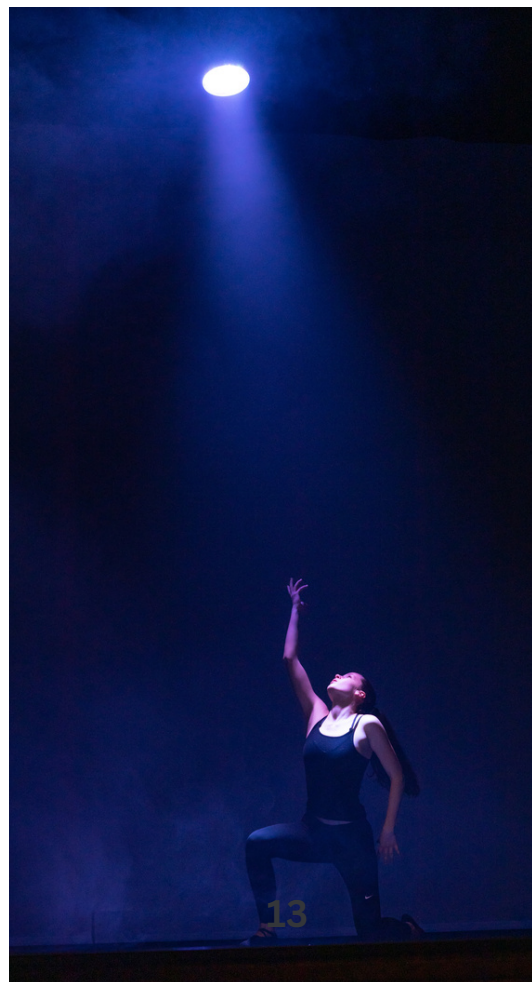
The OCR Cambridge Technical Extended Certificate in Performing Arts is taught with a dance focus and allows students to develop their knowledge and skills in both practically and theoretically in a plethora of different ways.

Equivalent to an A-Level, this course is for Sixth Form pupils who wish to develop their dance and performance skills at an advanced level.

A variety of different assessment methods are used including choreography, performance, coursework and research resulting in a final grade of either, Pass, Merit, Distinction or Distinction\*.

Taught units include:

- Unit 1: Prepare to work in the performing arts sector
- Unit 2: Proposal for a commissioning brief
- Unit 3: Influential performance practice
- Unit 4: Combined arts
- Unit 8: Performing repertoire





# DRAMA

This WJEC (Eduqas) 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 drama, and generate a critical and sensitive response to the complexities of theatrical production.

The subject content for A-level Drama is divided into three components:

1. Theatre Workshop - 20% of the A-level
2. Text in Action - 30% of the A-level
3. Text in Performance - 30% of the A-level

Guidance is also provided on the theatrical skills students will need to work on. In the practical components students may specialise in performing, lighting, sound, set, costume, puppets and/or directing.

The school has excellent drama facilities and a wide variety of contacts in professional theatre. The course involves regular visits to see professional productions locally, as well as further afield, including London's West End and, on occasion, to New York and L.A.





# ECONOMICS

Economics A-level equips students with the understanding of markets and economies needed to develop an informed opinion of many of the key issues facing us all in the years to come. An Economics student will be at ease discussing issues such as interest rates, inflation, unemployment and in forecasting movements in exchange rates given changes in political and economic circumstances. This A-level considers microeconomic issues such as the operation of markets and market failure and the economy-wide factors of macroeconomics. We follow the AQA 7136 specification.

## **SUBJECT CONTENT:**

Individuals, firms, markets and market failure:

- Economic methodology and the economic problem
- Individual economic decision making
- Price determination in a competitive market
- Production, costs and revenue
- Perfect competition, imperfectly competitive markets and monopoly
- The labour market
- The distribution of income and wealth: poverty and inequality
- The market mechanism, market failure and government intervention in markets

The national and international economy:

- The measurement of macroeconomic performance
- How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts
- Economic performance
- Financial markets and monetary policy
- Fiscal policy and supply-side policies
- The international economy

Assessment consists of 3 written exams, each two hours long and worth 80 marks in total:

Paper 1 : Markets & Market Failure – worth 33.3.% of the A-level

Paper 2 : National & International Economy – worth 33.3% of the A-level

Paper 3: Economic Principles & Issues (Synoptic) – worth 33.3 % of the A-level



# ENGLISH LITERATURE

St Edmund's English department offers an intellectually stimulating approach to the OCR English Literature course. Students are encouraged to appreciate literature through the close, comparative study of the set texts, evaluating critical perspectives against them and forging links between the texts and their biographical, socio-historical and philosophical contexts.

## **The two-year A-level involves three components:**

Paper 01 (closed text): 2 hours 30 minutes (40%)

Pupils are examined on Shakespeare's Measure for Measure, John Milton's Paradise Lost Books IX and X and John Webster's The Duchess of Malfi. Milton and Webster form a comparative pair.

Paper 02 (closed text): 2 hours 30 minutes (40%)

Pupils are examined on an unseen extract, F. Scott Fitzgerald's The Great Gatsby and Edith Wharton's The Age of Innocence. Fitzgerald and Wharton form a comparative pair.

## **Coursework (20%):**

Pupils study Caryl Churchill's Serious Money, Jeet Thayil's Narcopolis and T. S. Eliot's The Waste Land and other poems.

Sixth Formers are encouraged to read widely – and discuss what they read – and trips are made whenever possible to attend performances of set plays, both locally and to theatres such as The Globe in London. The Literary Society, run by students in conjunction with staff, offers the opportunity to read and discuss literature other than the set texts. Pupils are prepared thoroughly for examinations through a comprehensive programme that includes individual tutorials in which all pupils are offered detailed advice based on their writing and during which they can expect to be stretched, challenged and put through their paces.

# 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 students for the International English Language Testing System (IELTS) qualification which is recognised by UK and most international universities.

# FILM STUDIES

Film is one of the main cultural innovations of the twentieth century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. Film Studies consequently makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as an agency of representation and as an aesthetic medium.

Film Studies is an academic discipline that explores various theoretical, historical and critical approaches to the understanding of films and how they generate meaning and response in spectators. Pupils will study narrative storytelling and the artistic and culturally historical implications of movie-making across different global cinemas.

Pupils will develop their analytical skills in addition to developing an enhanced theoretical application of new ideas through the study of the film text and major film movements. Pupils will also have an opportunity to engage in the creative processes of either screenwriting or filmmaking.

Over the two-year Eduqas/WJEC course, pupils study the semiotics of film at micro and macro level in order to understand the roles of both producers and audiences. The specific films studied will require pupils to engage with various cultural representations, over different periods, in order to gain an understanding of the development of technique, style, technology and artistic movement.

A summary of the specification is divided into the following assessment components:

Component 1: Varieties of film and filmmaking exam: 2 ½ hours (35%)

Section A: Hollywood 1930 – 1990 (comparative study)

Section B: American film since 2005 (two-film study)

Section C: British film since 1995 (two-film study)

Component 2: Global filmmaking perspectives exam: 2 ½ hours (35%)

Section A: Global film (two-film study)

Section B: Documentary film (single-film study)

Section C: Film movements – silent cinema (single-film study)

Section D: Film movements – experimental film 1960-2000 (single-film study)

Component 3: Production: non-exam assessment (30%)

One production and its evaluative analysis from the following: a short film (4-5 minutes); a screenplay for a short film plus a digitally-photographed storyboard of a key section from the screenplay.

# FRENCH

There are many good reasons to study a foreign language and in particular French at A-level. It allows pupils 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.

Pupils 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. In addition to developing fundamental linguistic skills, we study aspects of French society, artistic culture, political life, literary texts and films.

Paper 1 - Listening, Reading and Writing: Includes translation into English and translation into French

- Written exam: 2 hours 30 minutes
- 100 marks.
- 50% of A-level

Paper 2 - Writing: Two books from the list of set texts in the specification or one book from the list of set texts and one film from the list in the specification. St Edmund's MFL department teaches one book and one film from the specification.

- Written paper: 2 hours
- 80 marks
- 20% of A-level

Paper 3 - Speaking: Individual Research Project (IRP) & knowledge of one of the sub-themes.

- Speaking test: 21-23 minutes (plus 5 minutes' preparation time).
- 60 marks
- 30% of A-level



# GEOGRAPHY

Geography is a contemporary subject which explicitly engages with the relationship of human populations and 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 geographical factors affecting decision-makers at national and international levels. We follow the Cambridge International A-Level syllabus. This means that Geography is the only subject that retains the AS-A2 syllabus structure. Students will therefore usually sit public examinations in November of the first term of Upper Sixth.

## **AS:**

### **Paper 1 The Physical Core:**

Hydrology and Fluvial Geomorphology; Atmosphere and Weather; Rocks and Weathering

### **Paper 2 The Human Core:**

Population; Migration; Settlement Dynamics

## **A2:**

### **Paper 3 Advanced Physical Geography:**

Options; Hazardous environments; Arid and semi-arid environments.

### **Paper 4 Advanced Human Geography Options:**

Environmental Management; Global Interdependence;

Geography Fieldwork Investigation – Fieldwork is an essential part of the course. Students analyse and evaluate their fieldwork in response to the questions set in an examination. This content is covered during a residential field study visit, typically to the Yorkshire Dales, for which there is a charge.

# GERMAN

There are many good reasons to study a foreign language and we are lucky at St Edmund's to be able to offer a choice of French, German and Spanish at A-level. Learning a modern foreign language allows pupils 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.

The AQA A-level course enables students to develop confident and effective written and oral communication skills based on a secure understanding of grammar and syntax. In addition, students will study aspects of German-speaking society, artistic culture and political life; they will also study both literary texts and films in German.

The entry requirement to study German in the Sixth Form is at least a B or grade 6 at GCSE. However, our entry requirements can be adjusted to accommodate pupils who already display an appropriate level of German language skills but have not taken GCSE examinations. Prospective pupils of German at A-level should appreciate and embrace the essential communicative nature of language learning.

Paper 1 - Listening, Reading and Writing: Includes translation into English and translation into German

- Written exam: 2 hours 30 minutes
- 100 marks.
- 50% of A-level

Paper 2 - Writing: Two books from the list of set texts in the specification or one book from the list of set texts and one film from the list in the specification. St Edmund's MFL department teaches one book and one film from the specification.

- Written paper: 2 hours
- 80 marks
- 20% of A-level

Paper 3 - Speaking: Individual Research Project (IRP) & knowledge of one of the sub-themes.

- Speaking test: 21-23 minutes (plus 5 minutes' preparation time).
- 60 marks
- 30% of A-level

# 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.

Through the choice of topics studied and the methods by which the course is delivered we aim to develop the students' interest in and enthusiasm for History. The four units of study are:

- Unit One: Britain 1930-1997  
(including an enquiry topic on Winston Churchill 1930-1951)
- Unit Two: Democracy and dictatorships in Germany 1919-1963
- Unit Three: The Changing Nature of Warfare 1792-1945
- Unit Four: Topic-based essay

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, pupils 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 and in the summer term of the Lower Sixth there is a trip to Berlin. History has always been a popular A-level subject at St Edmund's, and many of our pupils 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

A-level Mathematics is essential for some Higher Education courses and highly desirable for others. These include computer science, accountancy, actuary, medicine, veterinary science, pure sciences, psychology, business, economics and social sciences. Further Mathematics is crucial for those wishing to pursue a career in mathematics or engineering, and is also often required for those interested in studying mathematical or applied science courses at the most prestigious universities such as Oxford and Cambridge.

Studying both Mathematics and Further Mathematics leads to two A-levels, and can be considered a powerful base. It is not enough, however, to recognise that a mathematical qualification would be useful; you need a real interest in the subject, coupled with tenacity and determination if you are to succeed.

We follow the Edexcel 9371 Mathematics syllabus. The A-level course is based on pure mathematics, statistics and mechanics, and is assessed on three two-hour examinations for Mathematics, and a further four 90 minute examinations for Further Mathematics.




## **LEITHS SCHOOL OF FOOD AND WINE: INTRODUCTORY CERTIFICATE IN FOOD AND WINE**

The Leith's School has a first class international reputation and has been teaching keen cooks and aspiring professional chefs since 1975. St Edmund's School Canterbury is delighted to have joined the network of Leiths Academy schools, and is now one of the few schools in Kent able to offer this prestigious qualification.

This optional course is completed over the first five terms of the Sixth Form. It will provide all the basic skills required to be a competent chef, with a mixture of modern and traditional cuisine, enabling students to cook for any occasion and any number of people. As well as cooking, the chefs also spend time with a Master of Wine, tasting various wines and learning how to select wines to compliment different foods and recipes. The group will have a weekly theory lesson to prepare for a subsequent afternoon practical session.

Following the Leith's programme takes time during the week and students should carefully consider whether they are prepared to build this into their work schedule. Students will finish the course with the Leiths qualification at either Ordinary, Merit or Distinction level.

Places are limited by kitchen space and there is an additional charge. Those who are interested should seek advice and must apply with a non-refundable deposit before the end of the summer term.





# 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: self-discipline, motivation, initiative, dedication, creativity, logical thinking and teamwork.

St Edmund's follows the WJEC Eduqas Specification which offers two alternative pathways for the traditional Performing and Composing components at A-level:

Option A: 35% Performing and 25% Composing

Option B: 25% Performing and 35% Composing

## **Component 1 Performing:**

A public performance which is externally assessed by a visiting examiner. Option A requires a performance consisting of a minimum of three pieces and lasting between 10-12 minutes. Option B requires a performance consisting of a minimum of two pieces and lasting between 6-8 minutes. In both cases, Grade 6 is the standard level of difficulty; anything above this will access additional 'Level of Difficulty' marks.

## **Component 2 Composition:**

In Option A two compositions are submitted, one of which must reflect techniques and conventions of the Western Classical Tradition and be in response to a brief set by Eduqas. The second composition is a free composition. Option B requires three compositions, two as for Option A and an additional composition reflecting the musical characteristics of a different area of study. The total duration of compositions for Option A is 4-6 minutes and for Option B is 8-10 minutes.





# MUSIC

## **Component 3 Appraising (40%):**

Assessment is by a written examination, including listening to extracts. There are three areas of study:

Area of Study A: The Western Classical Tradition covering The Development of the Symphony 1750-1900 including detailed analysis of Symphony No 104 in D major, 'London' by Haydn.

Area of Study B: Rock and Pop (1960-2000)

Area of Study C: Into the Twentieth Century, covering Impressionism, Expressionism and Serialism and Neo-Classicism, and including analysis of two set works:

·Trio for Oboe, Bassoon and Piano, Movement II by Poulenc

Three Nocturnes, Number 1 Nuages by Debussy.



# MUSIC TECHNOLOGY

The Music Technology A-level course provides students with a grounding in both the theory and history of Music Technology and its practical application through a range of coursework-based tasks. Students will learn to sequence, record and produce using modern, professional-standard technology. Although GCSE Music is not a strict requirement, there is an element of music theory within Music Technology and a knowledge of music is recommended. A technological mind, experience with computer software and a willingness to work hard are essential.

This course has an emphasis on practical projects using the Music Department's recording studio and the iMac suite, both of which utilise Logic. This course requires a good deal of time to be spent working in the recording studio outside of lesson time. Whilst the guided learning hours are exactly the same as any other A-level course, most homework and coursework tasks will need to be completed using the facilities here in school and this will mean spending plenty of time in school outside of your lesson time. The exam board is Edexcel.

You will be assessed on the following:

- Recording (coursework)
- Technology Based Composition (coursework)
- Listening and Analysis (examination)
- Production (examination)

Previous students of the subject have gone onto careers in the music industry, television production and visual media products (creating music and sound for computer games). Students have gone on to study Music Technology, Performance or Music at: Leeds College of Music, LIPA, Guildhall School of Music & Drama, Huddersfield, Royal Academy of Music, Royal Welsh, Royal College of Music, BIMM, Oxford and other highly regarded institutions.

# 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 a high level 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 creative fashion photography. They experiment and explore various techniques and approaches whilst using the photographic equipment available; including a purpose-built professional studio lighting space. Learning opportunities in Photography develop pupils' skills and creativity as well as gaining generic work related skills; particularly research, creative thinking, problem solving and independent learning. The exam board is AQA, Art and Design: Photography.

Gallery trips and visits by professional photographers inspire students to think creatively in producing highly refined, well considered and innovative outcomes. Students 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.

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

Assessment:

- Personal Investigation

This is a practical unit of coursework supported by a written investigation of 1000-3000 words

60% of the A-level mark

- Externally set assignment

Fifteen hours with additional preparation studies

40% of the A-level mark

This course is one of three options offered by the Art Department. Students may study any one or all three options. The study of more than one option is only advised for students with grade A/A\* at GCSE level. 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 SLR camera.





# PHYSICS

It is difficult to define Physics precisely, but its principles and applications underpin much of modern technological society. Electronic devices are ubiquitous and an increasingly essential part of the modern world, but also consider nuclear fission, renewable energy resources, the ongoing efforts to tame nuclear fusion, space flight, medical scanners and engineering projects such as the design and construction of a suspension bridge. At St Edmund's, we follow the AQA Physics A 7408 specification.

The topics covered during the Lower Sixth Form include: Measurements and their Errors, Particles and Radiation, Waves, Mechanics and Energy and Electricity. In the second year of the course we study Further Mechanics and Thermal Physics, Fields, Nuclear Physics and '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?

Assessment is by three 2-hour examination papers. In addition, there are twelve practical activities set by the examination board that students are expected to complete.

A good pass in 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.



# POLITICS

Are you interested in how society works? Do you worry about how well your rights are protected? Do you get angry when you watch the news? If so, maybe A-level Politics is for you.

Politics is a living subject: constantly changing and developing. As you read this page, politicians are making decisions that will impact significantly on your future life. Perhaps, you should find out more about them...

We will be following the AQA Government and Politics syllabus. This focuses on the institutions and processes of the British and American systems (with reference to other countries and European Union), encouraging candidates to identify points of contrast and comparison and critique political ideas.

Studying Politics at A-level will develop your critical thinking and argumentative skills. It will also encourage you to write in a focused and coherent way, relating abstract ideas and political ideologies to the real world. It is excellent preparation for any Arts or Humanities degree.

The AQA A-level is assessed on the basis of three two-hour examinations taken in the summer of the Upper Sixth.

These are:

- UK Government and Politics
- USA Government & Politics
- Political Ideas

Many students who take Politics A-level go on to study History, Politics, International Relations, Law, Business, Economics, PPE

# PRODUCT DESIGN

Think of almost any issue in the modern world – climate change, pandemics, affordable housing - and the chances are that people with STEM skills, science, technology, engineering, and maths, will be at the core of devising a solution.

A level Product Design offers you the opportunity to study, propose and realise prototype solutions to chosen contexts and topics.

A Level Product Design is an inspiring, rigorous and practical subject where creative innovation in design is rewarded highly. This course encourages learners to use creative thinking skills to develop design ideas to produce prototypes that consider user needs, wants, current trends, values and that solve real world problems,

The course will also develop skills and technical knowledge of commercial practices, materials, processes, computer aided design, graphical communication and creative problem solving that are relevant to numerous careers such as media, advertising, architecture, manufacturing, business, theatre, jewellery, automotive and maritime design to name a few.

## **Assessment:**

Written examination: 3 hours 50% weighting

Non-exam assessment: approximately 80 hours 50% weighting

Learners take a single examination in product design and work to produce a non-exam assessed design and make project based on a brief developed by the candidate, assessing the candidate's ability to: identify, investigate and outline design possibilities, analyse and evaluate design decisions and outcomes, including prototypes made by themselves and others.

There is a charge of £10 per term to contribute towards consumables used during the course.



# PHILOSOPHY, ETHICS AND RELIGION

The Edexcel specification for Religious Studies encompasses three papers. One is focused on Philosophy of Religion, the second on Ethics and the third a study of the New Testament. 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 as well religious beliefs. They will 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. In the New Testament unit they will also develop a detailed understanding of religious interpretations of the New Testament, as well as understanding the belief systems that underlie the Christian faith. 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, matters of life, the nature of life after death, the concept of 'free will' and how these ideas relate to Christian belief.

Assessment is by three exams, each of which last for two hours and require a mixture of short answers and longer extended pieces of writing. Each paper provides 33.33% of the total marks.

Unit 1 Philosophy of Religion: Philosophical issues and questions; the nature and influence of religious experience; Problems of evil and suffering; Philosophical language; Works of scholars; Influences of developments in religious belief.

# PHILOSOPHY, ETHICS AND RELIGION

·Unit 2 Religion and Ethics: Significant concepts in issues or debates in religion and ethics;

A study of three ethical theories; Application of ethical theories to issues of importance;

Ethical language; Deontology, Virtue Ethics and the works of scholars; Medical Ethics and beginning and end of life issues.

Unit 3 New Testament Studies: The content for this paper comprises a study of extended textual material. This study is set in a historical context so that students can become familiar with some of the more technical language and terminology used in the texts. It is also set in the context of the specific study of the Gospel texts, and involves a detailed understanding of the nature of selected passages of text as well as the scholarly and critical methods used today to study the text of the New Testament. There is a focus on understanding the Gospel teaching about how the first Christians understood the New Testament text and how they expressed and interpreted the relationship between Jesus and God.

# PSYCHOLOGY

Psychology is the scientific study of behaviour: psychologists are interested in exploring the reasons behind what we do, think or feel. You are not expected to have studied psychology previously but a curiosity about people and an interest in understanding why we behave the way we do are essential. At A-level we attempt to answer questions such as: What is stress? How reliable is memory? What counts as 'normal' behaviour? To answer such questions we examine a wide range of theories (explanations) and the evidence psychologists have gathered to support or refute these theories. Psychologists gather this evidence using a range of methods, including experiments, interviews, case studies, questionnaires and observations. You will discover what these methods entail, why they are useful and their limitations. You will be encouraged to look critically at psychological theories and evidence in order to develop skills of analysis and evaluation.

We follow the AQA A-level specification which is examined at the end of 2 years of study with 3 exam papers, each 2 hours long and worth 33.3% of the final A-level mark.

## **Paper 1**

### **Introductory Topics in Psychology**

Each section is worth 24 marks; all questions are compulsory

Section A: Social influence

Section B: Memory

Section C: Attachment

Section D: Psychopathology

## **Paper 2**

### **Psychology in Context**

Sections A & B are worth 24 marks; C is worth 48 marks; all compulsory

Section A: Approaches in Psychology

Section B: Biopsychology

Section C: Research Methods





# PSYCHOLOGY

## **Paper 3 Issues and Options in Psychology**

Each section is worth 24 marks.

Section A is compulsory.

Sections B, C, D contain 3 topics each: select one from each section

Section A: Issues and Debates in Psychology

Section B: Relationships, Gender or Cognition & Development

Section C: Schizophrenia; Eating Behaviour or Stress

Section D: Aggression, Forensic Psychology or Addiction

By studying psychology, you will gain transferable skills that can be applied to many different careers: business, retail management, personnel, advertising, teaching - in fact just about any career that involves working with people. You can build further on your study of psychology to specialise in areas such as clinical, forensic, educational, sport or health psychology.

It is important to realise that while psychology is a fascinating subject offering insights into many current issues and concerns, it is also a broad and demanding subject. A high level of commitment and organisation is essential. You need to be able to write coherently, think analytically and be able to evaluate the strengths and weaknesses of theories and of research; there is a strong emphasis on scientific methodology.

# SPORT AND COACHING SCIENCE

The OCR Cambridge Technical Extended Certificate in Sport and Physical Activity allows students to develop their knowledge and skills in both practical and theoretical aspects of sports science and coaching. It is equivalent to a full A level in terms of UCAS points and is scored using the Pass, Merit, Distinction and Distinction\* system. Sports and coaching science is assessed in both coursework and exam based units which enables pupils to keep track of their progress throughout the course.

Compulsory units include:

## **Unit 1: Body systems and the Effects of Physical Activity**

Written exam assessment. In this unit you will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them.

## **Unit 2: Sports Coaching and Activity Leadership**

Coursework Assessment. This unit will give you an understanding behind the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of participants. You will explore the roles and responsibilities of coaches and leaders and how these differ from each other and others involved in delivering and teaching sport and physical activity. The main part of the unit is related to you developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions, reflecting on your own practice and using this feedback to improve your performance as a sports coach or activity leader.

# SPORT AND COACHING SCIENCE

## Unit 3: Sports Organisation and Development

Written Exam Assessment. In this unit you will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. You will also gain an understanding of sports development, including the organisations involved, who sports development is targeted at and why, how sports development is carried out and how the success of sports development initiatives can be measured.

### Optional Units

A further two units are also studied:

- Organisation of Sports events
- Sports Injuries and Rehabilitation
- Sport and Exercise Psychology



# 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. Students studying this course develop visual literacy, practical skills and work related skills e.g. research, creative thinking, problem solving and independent learning. The exam board is AQA, Art and Design: 3D Design.

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 complement 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.

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.

## **Assessment:**

### Personal Investigation

- A practical unit of coursework supported by a written investigation of 1000-3000 words.
- 60% of the final A-level mark.

### **Externally set assignment**

- Fifteen hours with additional preparation studies.
- 40% of the A-level mark.

This course is one of three options offered by the Art Department. Students may study any one or all three options. The study of more than one option is only advised for students with grade A/A\* at GCSE level. 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.





# OPTION CHOICES 2023/2024

Our policy is that most students will start the Lower Sixth with four subjects (this retains the opportunity to try out subjects they have not studied before) but drop to three at the end of their first term. This enables them to focus on meeting the exacting demands of the new A-level and also creates the opportunity for additional academic or personal enrichment. There may be occasional exceptions such as Further Mathematicians who wish to continue with four subjects.

Students choose one subject from each option block:

BLOCK A	BLOCK B	BLOCK C	BLOCK D
Biology Dance** English Literature Film Studies Mathematics Music Photography Politics	3-D Design (Ceramics) Business Chemistry Economics English Literature History Music Physics Psychology Religious Studies Sport & Coaching**	Fine Art Business Chemistry Computer Science French Geography History Music Technology Physics	Biology Drama Further Mathematics Geography German Latin/Classical Civilisation Mathematics Product Design Psychology

## \*\*Cambridge Technical Level 3

Once a student drops an academic subject at Christmas in the Lower Sixth, they will be required to choose an option from the enrichment block, (which contains the EPQ). Students interested in Latin should contact the Head of Sixth Form. Students interested in the Leiths Diploma should contact the Head of Sixth Form or talk to Mrs Jones.

Subject Choices for A-Level: Please indicate your choices of A-level subject based on the blocks above. You can choose one subject from each block. Your first three choices should be for the subjects which you currently intend to take for the full two years. The fourth is the subject which you currently think you are most likely to drop after one term.





We Inspire!



