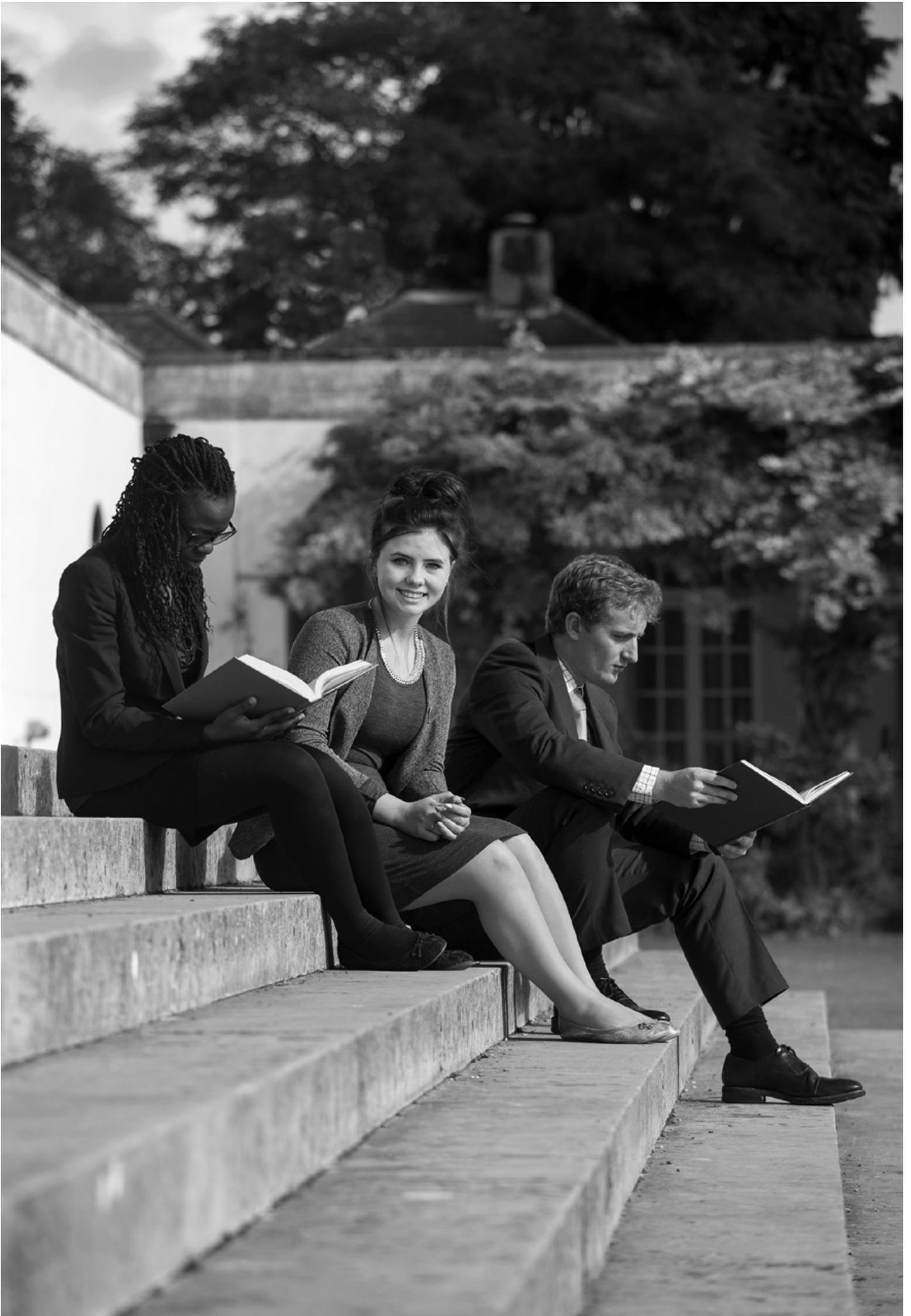


ROYAL
ALEXANDRA
& ALBERT
SCHOOL



YOUR OPTIONS

SIXTH FORM SUBJECTS 2018/2020



INTRODUCTION

Sixth Form marks the start of a new chapter in your education; it is an exhilarating time as you develop specialisms, take ownership of your learning and take the chance to reach your potential.

The Sixth Form at the Royal Alexandra and Albert School appeals to a wide range of students, and that's because we support our students regardless of whether university, an apprenticeship or employment is their immediate goal.

One of our strengths is that we take time to get to know you as an individual; we care about you and want to make sure that our provision supports you in reaching your aspirations. Part of this provision is ensuring that all our students are fully guided and supported with their subject options. We believe it is vital that you are on the learning pathway that is right for you. For this reason, each course has its own entry criteria. Once on a course, your progress and attainment is monitored throughout the two years to enable you to continuously improve.

In addition to providing high quality teaching and support, we also offer a range of opportunities to help you develop leadership potential and other key skills, ready for life beyond school. If you aspire to a position of responsibility and leadership in the Sixth Form, you may wish to apply to become a Prefect, Senior Prefect, Subject Captain or a member of the Sixth Form Committee. These positions drive change and enrich your experience in the Sixth Form and that of your peers.

We feel it is important that you are challenged during your two years of A Levels. Many students take part in the Duke of Edinburgh Gold Award or join one of the School's competitive sports teams. We encourage you to volunteer and seek experiences outside of the class to help you with your personal development.

The focus of the Sixth Form team is to ensure that you are academically successful, but it isn't all work and no play. The Upper Sixth Form Ball and Christmas Dinner are just two of the highlights of social life in the Sixth Form. You can also become a qualified lifeguard or join Introduction to Driving club, just two of the many co-curricular activities available to all our students.

The Sixth Form is based in the Sunley Sixth Form Centre which is a dedicated Sixth Form area comprising of study rooms, a common room and a Sixth Form Café. Additionally, every student, whether a Non Boarder or Boarder, is attached to a boarding house. Boarders can choose to live in single-sex, purpose-built Sixth Form annexes or in Gatton Hall, a co-educational Sixth Form-only boarding house.

I hope you will find us to be a successful, inclusive and friendly community that welcomes and values our students and their individuality. Please take the time to read the course descriptions carefully, and please don't forget to visit the Sixth Form section on our school website for more information



A handwritten signature in blue ink, which appears to read 'Mark Dixon'. The signature is fluid and cursive.

Mark Dixon
Headmaster



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ART AND DESIGN (WJEC)



This course demands a significant number of hours, but it also encourages your creative side and is a great deal of fun! With the creative economy booming this is a fantastic time for you to be involved in the arts.

ENTRY CRITERIA

Students must have a 5 in GCSE Art and Design.

COURSE OVERVIEW

Students can work in any artistic media, thereby supporting a student's individual area of interest. From the start students are introduced to a broad range of artistic disciplines, including fine art drawing, painting and printmaking, including 3D art and ceramics, textiles and photography. They work to a brief set by the department but are always encouraged to work independently to build up confidence in their own work and progression. In weekly tutorials students work with the teacher to plan and develop their own ideas within the WJEC assessment criteria. With the new specification from 2015, there is now no exam unit in Year 12. The time this gives students encourages a further opportunity to develop their skills in greater depth and with more skill.

Students are supported by the art staff to ensure that their portfolio is of an excellent standard which, apart from being an element of the A Level examination, is an essential part of any student wishing to attend Art College.

SUMMARY OF ASSESSMENT

AS

Identity Coursework

A Level

Unit 1 - Coursework (Environments/Personal Project)

Unit 2 - Externally Set Assignment

Other Course Requirements

Students are encouraged to invest in an A0 Art portfolio in order to store loose work and also to buy one of the Art Department's Art Packs.

Additional Expectations

There are very high expectations of students. Students need to come to the Department after school and during study periods in order to develop their work and ensure they meet their target grades. To assist with this the Art Department is open to students every evening after school and they are encouraged to attend these sessions.

Future Progression

Students wishing to study an art related degree are usually expected to complete a Foundation Course on completion of A Level Art. Art can be used in a range of employment areas: Art Gallery and Museums, Education, Media, Interior Design, Freelance, Artist Advisory roles.

Suggested Reading/Resources

AD Magazine
NSEAD Facebook page
Pinterest
Tate online



BIOLOGY (OCR)

ENTRY CRITERIA

7-9 in Biology GCSE; 6 in English and Mathematics GCSE; 7/7 – 9/9 at Double Award Science.

COURSE OVERVIEW

Biology is the natural science concerned with the study of life and living organisms, including their structure, function, growth, origin, evolution, distribution, and taxonomy. You will engage in a variety of learning activities during your study of AS and A Level Biology, including individual practical work, small group exercises, online research and presentation, whole-class teaching and peer assessment.

Biology is one of the most popular A Level subjects in the country, attracting students studying a wide range of other subjects. Many of these students enjoy the subject so much they eventually choose a biologically related degree. Others go on to careers in law, computing, accounting or teaching. So, whatever field you will eventually work in, you will find Biology a very rewarding and challenging course which will develop many of the skills essential for a successful career.

SUMMARY OF ASSESSMENT

AS

Module 1: Development of Practical Skills in Biology

Module 2: Foundations in Biology

Module 3: Exchange and Transport

Module 4: Biodiversity, Evolution and Disease

There are two 1½ hour written exams

A Level

Students will continue with Modules 1-4 in addition to:

Module 5: Communication, Homeostasis and Energy

Module 6: Genetics, Evolution and Ecosystems

At the end of the course there are two 2¼ hour papers and a synoptic paper of 1½ hour plus a non-examination assessment.

Other Course Requirements

Whilst it is not essential to have A Level Chemistry with A Level Biology it is a distinct advantage to study both.

Additional Expectations

As well as the set prep being completed to a high standard, it is expected that students will undertake additional reading around the subject to give them a complete overview. They are expected to keep up to date with the latest news and breakthroughs in Biology and should be able to link these to their course.

Future Progression

Possible career options include biochemist, doctor, nurse, dentist, geneticist, radiographer, physiotherapist, nutritionist, vet and a number of jobs in agriculture to name but a few. Students who study Biology can use the essential skills learnt in many other careers such as law and business studies.

It is also important to recognise that the course will allow students to develop the essential skills that any good scientist should have, from planning experiments, making and recording accurate measurements and analysing data.

Suggested Reading/Resources

The Selfish Gene by Richard Dawkins (a classic, if difficult read);

River out of Eden by Richard Dawkins;

Genome by Matt Ridley (very good on modern developments in genetics);

Life by Richard Fortey (excellent on fossil evidence and history of life);

A Short History of Nearly Everything by Bill Bryson;

Mapping the Deep by Robert Kunzig;

Silent Spring by Rachel Carson;

Almost Like a Whale by Steve Jones

www.bbc.co.uk/nature

www.bbc.co.uk/radio4/programmes/genres/factual/scienceandnature

BUSINESS (AQA)



ENTRY CRITERIA

A Merit or Grade C in Business Studies at BTEC/GCSE and a 5 in both Mathematics and English at GCSE.

COURSE OVERVIEW

This course aims to take a holistic approach to the subject and demonstrate the inter-related nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations. The content is designed to engage students through topics and issues that are relevant in today's society – they will study key contemporary developments such as digital technology and business ethics. Globalisation is covered throughout the topics.

SUMMARY OF ASSESSMENT

AS

Content covered: What is business?; Managers, leadership and decision making; and decision making in relation to: marketing, operational, financial and human resource performance. The AS course is assessed in two written exams of 1 ½ hour each.

A Level

Content covered: The content studied in AS is continued with the addition of: analysing the strategic position of a business; choosing strategic direction; strategic methods: how to pursue strategies; and managing strategic change.

The course is assessed with three written exams of 2 hours each.

Other Course Requirements

Students will be expected to keep up to date with news and business affairs by reading broadsheet newspapers, websites and subject related material.

Future Progression

The subject can lead to degrees in Business Management, Finance, Marketing, Leisure Management and careers such as an Accountant, Retail Manager, Civil Servant, Teacher/Lecturer, setting up your own business.

Suggested Reading/Resources

AQA AS Business Studies, 2nd Edition, John Wolinski & Gwen Coates. ISBN: 9780340959350
AQA A2 Business Studies, 2nd Edition, John Wolinski & Gwen Coates. ISBN: 9780340959343
Websites related to the businesses studied



BUSINESS BTEC (Edexcel)

Level 3 Certificate and Extended Certificate in Business (Single Award)

ENTRY CRITERIA

At least a grade 4 in English and Mathematics at GCSE.

COURSE OVERVIEW

This course aims to provide students with a sound, basic business education showing how many factors shape the nature of organisations operating in an increasingly complex business world. The BTEC in Business is for students who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects. This qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two year programme of learning.

SUMMARY OF ASSESSMENT

Year 1: National Certificate in Business

(Equivalent to half an A Level)

Unit 1 - Exploring Business

(internal assessment)

Unit 2 - Developing a Marketing Campaign

(external assessment)

Year 2: National Extended Certificate in Business

(Equivalent to one A Level)

Mandatory: Unit 3 - Personal and Business Finance (external assessment)

Optional: Unit 8 - Recruitment and Selection Process

Other course requirements

You will be expected to keep up to date with topical business news by reading national newspapers, business news websites and subject related material. Business Review Magazine.

Future Progression

This course is suitable for those seeking to further their studies at university and a range of careers in industry, commerce and public administration, including Marketing Manager, Public Sector Manager, Accounting or setting up your own business.

Suggested/Resources

Pearson BTEC National Business – Student Book 1, ISBN: 978-1-292-12624-1

Revise BTEC National - Business Revision Guide (Pearson) ISBN: 9781 292150 123

Revise BTEC National - Business Workbook (Pearson) ISBN: 9781 292150 11 6



BUSINESS BTEC (Edexcel)

BTEC Level 3 National Diploma in Business (Double Award)

ENTRY CRITERIA

At least a grade 4 in English and Mathematics at GCSE.

COURSE OVERVIEW

The Diploma is designed to be a substantive programme of study if you want a strong core of business study related to a particular sector. The qualification gives you the knowledge, understanding and skills that supports the business sector that will prepare you for further study or training. This includes the opportunity for you to gain knowledge from a selection of options to supplement the mandatory units which should reflect the key topics in business: marketing, business environments, international business, management, finance. This course can also be used to progress to higher university study or apprenticeships.

SUMMARY OF ASSESSMENT

Year 1: National Extended Certificate in Business (Equivalent to one A Level)

Unit 1 - Exploring Business (internal assessment)

Unit 2 - Developing a Marketing Campaign
(external assessment)

Unit 22 - Market Research (internal assessment)

Unit 3 - Personal and Business Finance (external assessment)

Year 2: National Diploma in Business (Equivalent to two A Levels)

Unit 8 - Recruitment and Selection Process
(internal assessment)

Unit 6 - Principles of Management
(external assessment)

Unit 4 - Managing an Event
(internal assessment)

Unit 5 - International Business
(internal assessment)

Overall qualification: students will be able to achieve a: PP, MM, D*D*

Other course requirements

You will be expected to keep up to date with topical business news by reading national newspapers, business news websites and subject related material. Business Review Magazine.

Future Progression

This course is suitable for those seeking to further their studies at university and a range of careers in industry, commerce and public administration, including Marketing Manager, Public Sector Manager, Accounting or setting up your own business.

This course will provide you with a vocational context in which you can develop the knowledge and skills required for particular degree courses, including: effective writing, analytical skills, creative development and preparation for assessment methods used in degrees.

Suggested/Resources

Pearson BTEC National Business – Student Book 1, ISBN: 978-1-292-12624-1

Revise BTEC National - Business Revision Guide (Pearson) ISBN: 9781 292150 123

Revise BTEC National - Business Workbook (Pearson) ISBN: 9781 292150 11 6



CHEMISTRY (OCR)

ENTRY CRITERIA

7-9 in Chemistry GCSE; 6 in Mathematics GCSE; 7/7 – 9/9 at Double Award Science.

COURSE OVERVIEW

A Level Chemistry builds upon the knowledge gained at GCSE but goes much further. It contains a slightly greater level of mathematical content and overlaps with some topics taught in Physics.

Chemistry allows you to develop a range of generic skills requested by both employers and universities. A successful A Level chemist will be an effective problem solver and be able to communicate efficiently both orally and with the written word. Handling data will be a key part of your work, allowing you to demonstrate information retrieval skills, use of numeracy and ICT. You will build up a range of practical skills that require creativity and accuracy as well as developing a firm understanding of health and safety issues.

As Chemistry is a subject in which much learning stems from experimental work, it is likely that you will need to work effectively as part of a group, developing team participation and leadership skills. As you become more skilled you will take responsibility for selecting appropriate qualitative and quantitative methods, recording your observations and findings accurately and precisely as well as critically analysing and evaluating the methodology, results and impact of your own and others' experimental and investigative activities.

SUMMARY OF ASSESSMENT

AS

Module 1: Development of practical skills in Chemistry

Module 2: Foundations in Chemistry

Module 3: Periodic Table and Energy

Module 4: Core Organic Chemistry

There are two 1½ hour written exams

A Level

Students will continue with Modules 1-4 in addition to:

Module 5: Physical Chemistry and Transition Elements

Module 6: Organic Chemistry and Analysis

At the end of the course there are two 2¼ hour papers and a synoptic paper of 1½ hours plus a non-examination assessment.

Other Course Requirements

There are no other specific course requirements. However, students are advised that Chemistry is a challenging A Level. This will require a great deal of study outside lesson time.

Additional Expectations

It is expected that students will enjoy reading around the subject to give them a complete overview.

Future Progression

UK Higher Education institutions currently offer over 200 courses where Chemistry is the primary subject. Some courses can include study in other related areas. Examples include; Chemistry with Medicinal Chemistry, Chemistry with Forensic Science and Toxicology, Chemistry with Pharmacology. In addition, a number of other courses either specifically require or find it desirable to have an A Level in Chemistry. These include courses such as Chemical Engineering, Medicine, Veterinary Medicine, Biological Sciences, Environmental Science, Pharmacy and Dentistry.

Suggested Reading/Resources

Purchase the CGP 'Head Start to AS Chemistry' guide.

Concentrate on the 'mole' calculations, as we will be starting these in September.

Reading sections of any A Level textbook would be useful.

The Royal Society of Chemistry website provides lots of useful information www.rsc.org/Education/SchoolStudents/index.asp
www.chemguide.co.uk

COMPUTING (OCR)



ENTRY CRITERIA

Grade 5 in Computing or ICT at GCSE and minimum Grade 6 in Mathematics. It is possible to study this subject without having taken it at GCSE. This will be discussed on application.

COURSE OVERVIEW

This qualification gives a general grounding in computing, including an understanding of computer systems, the principles of programming and the solving of problems. The course includes more coverage of computer science than traditional ICT.

This course has an expanded maths focus, much of which will be embedded within the course. It puts computational thinking at its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence. It also allows students to apply the academic principles learned in the classroom to real-world systems in an exciting and engaging manner. It additionally gives students a clear progression to higher education, as the course was designed after consultation with members of BCS, CAS and top universities.

Assessment is simple and straightforward, with all examination papers externally assessed and the programming project internally assessed and externally moderated. The project is the best way to assess a student's level of practical skills in computer science. Students will not only develop a more comprehensive understanding of computer skills, knowledge of the subject and the impact of technology on society, but it will also help with their capacity to think creatively, innovatively, analytically, logically and critically.

SUMMARY OF ASSESSMENT

AS

Computing Principles

- 1¼ hour written paper (50%).

Algorithms and Problem Solving

- 1¼ hour written paper (50% each)

A2

Computing Systems

- 2½ hour written paper (40%)

Algorithms and Programming

- 2½ hour written paper (40%)

Programming Project

- Non-exam assessment (20%)

Other course requirements

Students will benefit from gaining practical experience in using a programmable computer such as the Raspberry Pi. By combining Computer Science with Mathematics and a Science, and/or Business this provides an excellent foundation for a range of university courses.

Additional Expectations

Students studying Computing are expected to take an active interest in the subject and have the drive to develop their skills, knowledge and understanding independently. Programming and problem solving skills are developed

through a combination of lessons learnt, project development, and responding to challenges as they arise, as much in students' own time as in lessons. They need to have an active interest in technological developments relating to computers and information technology in its many forms.

Future progression

Computing can be studied at university and there are many other undergraduate and postgraduate courses such as Computer Science, Games Software Development, Information Systems Security, Business Information Systems, Computer Security with Forensics, Business and ICT, Computing Management, Computing, Games Software Development, Software Engineering, Network Management and Design, Information Technology with Business Studies, and Computer and Information Security. Students may also pursue a modern apprenticeship in the computing industry, or with an employer which has a large computing or information technology function.

Suggested Reading/Resources

Students would be expected to read the more technically oriented computer press and broadsheet newspapers rather than focusing on the leisure end of the industry exclusively.



DRAMA & THEATRE STUDIES (WJEC)

Creative industries in the UK employ over 2 million people and export over £16bn annually. They contribute £71.4bn to the UK economy each year and account for over 5% of national employment. 34% of chief executives from FTSE 100 companies have an arts background.

ENTRY CRITERIA

Grade 5 in Drama at GCSE and a Grade 5 in English Literature at GCSE.

For those who have not studied Drama at GCSE, evidence of previous engagement with the subject as well as an audition/interview with the Head of Drama is required.

COURSE OVERVIEW

Drama and Theatre Studies combines academic and practical skills in equal measure. The course offers students the opportunity to study the work of theatrical practitioners; analyse a range of texts and create their own productions utilising performance, design and directorial skills. It is a broad subject, which enables students to think critically and work practically, whilst engaging with historical, social and cultural learning.

Although the focus of the course is on theatre, Drama and Theatre Studies engages and nurtures students' soft and transferrable skills as well as challenging them academically and practically. It is not just recommended for those focused on a career in performance; it is equally valid for students aspiring to other creative careers and those wanting to enter industry.

SUMMARY OF ASSESSMENT

Component 1: Theatre Workshop – internally assessed and externally marked. The assessment focuses on either acting or design

Component 2: Text in Action – externally assessed by visiting examiner. The assessment focuses on either acting or design

Component 3: Text in Performance – 2½ hour written examination

Other Course Requirements

Pupils are required to commit a proportion of their prep time to extra-curricular work within the Drama department in order to support development of collaborative and leadership skills, as well as a broader understanding of the subject and its practicalities. They are also required to attend the theatre at least twice over the course of each year of study.

Additional Expectations

Pupils are encouraged to engage with outside theatre companies and practitioners during holiday time and to attend the theatre as much as possible.

Future Progression

A Level Drama and Theatre Studies is useful for students considering higher education in any arts or humanities subject including Performing Arts, Acting, Theatre Design, Stage Management, Lighting Design, Costume Design, Education/Teaching, English Language or Literature, Media and Film Studies, Journalism, Communication Studies. It can also be a good foundation for a career in Performance, Arts Management or Administration, Production Design, Media/Journalism, Education, Public Relations, Personnel or Retail Management, Journalism, Creative Writing, Marketing, Sales, Media, and Law.

Suggested Reading/Resources

The Empty Space, Peter Brook

Stanislavski – an Introduction, Jean Benedetti

Augusto Boal, Frances Babbage

Le Coq, Simon Murray

YouTube pages: National Theatre, Propeller, Frantic Assembly, Royal Court, Young Vic, Shakespeare's Globe.

ECONOMICS (EDEXCEL)



ENTRY CRITERIA

Grade 6 in both Mathematics and English Language at GCSE.

COURSE OVERVIEW

This course aims to enable students to develop an interest in, and enthusiasm for, the subject through an appreciation of the contribution that economics makes to the wider economic and social environment. Students will develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts. Through this they will develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life. Economics requires an enquiring, critical and thoughtful approach and will aim to challenge students from a number of perspectives.

SUMMARY OF ASSESSMENT

AS

Theme 1 - Introduction to Markets and Market Failure

Theme 2 - The UK Economy - Performance and Policies

Two written papers of 1½ hours each

A Level

Theme 1 - Introduction to Markets and Market Failure

Theme 2 - The UK Economy - Performance and Policies

Theme 3 - Business Behaviour and the Labour Market

Theme 4 - A Global Perspective

Three written papers of 2 hours each

Other Course Requirements

Students will be expected to keep up to date with news and economic affairs by reading broadsheet newspapers, Economic Review magazine, The Economist magazine, websites and subject related material.

Additional Expectations

Students are expected to be highly analytical and should be able to make use of quantitative skills in selecting, interpreting and using appropriate data from a range of sources, including the Economist and Business Review. Students are also expected have a critical approach to business models and an awareness of the historical context of economic ideas and theories.

Future progression

Degrees can be taken in Economics, Finance, Business Management, Social Policy, History and careers as an Economist, Financial Risk Analyst, Accountant, Actuary, Statistician, and Civil Servant.

Suggested Reading/Resources

Edexcel AS/A Level Economics (Edexcel a Level Economics 2015) by Alian Anderton. ISBN-13: 978-1447990550

AS and A Level Economics Through Diagrams: Oxford Revision Guides. ISBN-13: 978-0199180899

Edexcel AS Economics Student Unit Guide, unit 1: Competitive Markets: How They Work and Why They Fail. ISBN-13: 978-1444147827.

Edexcel AS Economics Student Unit Guide, unit 2: Managing the Economy. ISBN-13: 978-1444147858

Publications by the following; The Economist, Office for National Statistics, The Treasury, Bank of England, United Nations, World Bank, World Trade Organisation, Organisation for Economic Co-operation and Development.



ENGLISH LANGUAGE & LITERATURE (AQA)

‘Language is the armoury of the human mind, and at once contains the trophies of its past and the weapons of its future conquests.’ Samuel Taylor Coleridge

ENTRY CRITERIA

Grade 6 at English Language GCSE and English Literature GCSE.

COURSE OVERVIEW

In English Language and Literature A Level students learn to approach a significant range of texts from linguistic and literary points of view. A significant part of the course fosters a sensitivity to language designed to furnish students with the skills to understand how writers work within and against literary traditions and how to handle ideas of a non-literary mode. This will make students’ study and conclusions about texts sophisticated and develop discernment of the ways language operates across a series of literary and linguistic contexts, providing an excellent introduction to all the possibilities of studying English at a higher level.

Your study of a diverse range of literary genres throughout the course leads to considerations of points of view, genre and structure, while studies of non-fiction texts explore the representation of place and encourage students to respond imaginatively and shape material through re-creative writing and self-reflective commentary. Integrated linguistic and literary concepts and methods are integrated into all taught content and will underpin students’ appreciation of how historical/ cultural location affects our understanding of literature.

SUMMARY OF ASSESSMENT

AS

Paper 1: Views and Voices – 1½ hour written examination

Paper 2: People and Places – 1½ hour written examination

A Level

Paper 1: Telling Stories – 3 hour written examination

Paper 2: Exploring Conflict – 2½ hour written examination

Non Examination Assessment: Making Connections – 3000 word personal investigation

Other Course Requirements

Students are required to possess excellent technical accuracy (or work tirelessly towards attaining this) as spelling, punctuation and grammar are essential for achieving a good grade. Students will be required to acquire the fictional texts studied and have completed a first reading close to the commencement of the course.

Additional Expectations

It is expected that students will undertake extensive reading around the subject to develop knowledge, understanding and technical skills.

Students must strive to assimilate rapidly the vocabulary and concepts required for linguistic study through independent research and revision. Students should choose this course if they enjoy demonstrating creativity in the use of English to communicate in different ways and reading a wide range of texts (fiction and non-fiction) through a critical lens.

Future Progression

This subject can be used to pursue many different careers, including Speech and Language Therapy; Education; Academic Research; Forensic Speech Science; Marketing and Communications; Publishing; Broadcast and Journalism; Librarianship; Local Government and Public Office; Finance and Accountancy.

Suggested Reading/Resources

Web-based or printed texts providing an introduction to linguistics are useful, as are texts outlining approaches to literary theory and analysis. Exposure to a range of non-fiction text types is helpful. Further suggested reading: *Dracula*, Bram Stoker, *Mean Time*, Carol Ann Duffy

ENGLISH LITERATURE (AQA)



'When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that again by reading, just as I did when I was young.' Maya Angelou

ENTRY CRITERIA

Grade 6 at English Language GCSE and English Literature GCSE.

COURSE OVERVIEW

In English Literature A Level students develop more than just an understanding of the meanings on the page. An appreciation of context and how this conditions the representation of 'universal' concepts is explored through an enhanced understanding of traditional and modern theories of literary and cultural criticism.

The power of literature cannot be underestimated and this course explores connections of social and political protest across a range of literary texts, providing abstract thought to aspects of tragedy through the study of prose, poetry and drama. Students are encouraged to respond imaginatively and independently to the written word, fostering sophisticated literacy skills, fluency and clarity in discussion and written presentation.

Throughout this course students will develop intellectual creativity and critical appreciation of how writers shape meaning within their texts while aiming to craft responses to passage-based as well as whole text analytical questions spanning a significant range of the English Literary Heritage.

SUMMARY OF ASSESSMENT

AS

Paper 1: Literary Genres: Aspects of Tragedy, Drama – 1½ hour written examination

Paper 2: Literary Genres: Aspects of Tragedy, Prose and Poetry – 1½ hour written examination

A Level

Paper 1: Literary Genres – 2½ hour written examination

Paper 2: Texts and Genres – 3 hour written examination

Non Examination Assessment: Theory and Independence – 2 essays of 1500 words each

Other Course Requirements

Students are required to possess excellent technical accuracy (or work tirelessly towards attaining this) as spelling, punctuation and grammar are essential for achieving a good grade. Students will be required to obtain copies of the fictional texts to be studied and have completed a first reading close to the commencement of the course.

Additional Expectations

It is expected that students will undertake extensive secondary reading to develop knowledge, critical understanding and technical skills. Students must strive to assimilate rapidly

the vocabulary and theoretical concepts required for literary study through independent research and revision.

Future Progression

This subject can be used to pursue many different careers, including Speech and Language Therapy; Education; Academic Research; Forensic Speech Science; Marketing and Communications; Publishing; Broadcast and Journalism; Librarianship; Law; Local Government and Public Office; Finance and Accountancy.

Suggested Reading/Resources

Web-based or printed texts providing an introduction to literary theory are very useful. Further suggested reading: *The Complete works of Shakespeare*; *Death of a Salesman*, Arthur Miller; *The Kite Runner*, Khaled Hosseini; *Enduring Love*, Ian McEwan; *The Great Gatsby*, F. Scott Fitzgerald; *A Streetcar Named Desire*, Tennessee Williams; *The Turn of the Screw*, Henry James; *The Lovely Bones*, Alice Sebold; *Purple Hibiscus*, Chimamanda Ngozi Adichie; *The Wife of Bath*, Geoffrey Chaucer; *The Remains of the Day*, Kazuo Ishiguro; Poetry of John Keats and Thomas Hardy.



EXTENDED PROJECT QUALIFICATION (EDEXCEL)

'Human desire flows from three main sources: desire, emotion and knowledge.' Plato

ENTRY CRITERIA

Students should have Mathematics and Science GCSE at grade 4 or above and at least 4 subjects at grade 7 or above, including English.

COURSE OVERVIEW

The Extended Project Qualification offers students the opportunity to embrace academia. This independent project is supported by a personal tutor and allows students to explore a topic as an undergraduate student would. The Extended Project Qualification develops skills of independent research, critical thinking and reflection as well as supplementing them with a wider range of insights into what it truly means to undertake independent study. The end product will be either a dissertation which offers new insights into their chosen topic, or the creation of an artefact, an investigation studying a hypothesis or a performance.

SUMMARY OF ASSESSMENT

Submissions are made throughout Year 12 and assessment takes place at the beginning of Year 13. Final award is given in the January of Year 13.

Other Course Requirements

Students should be able to write fluently and have a passion for their chosen topic, whilst subsequently demonstrating a desire to develop knowledge and skills beyond their current syllabi in the subject they choose to pursue for Extended Project Qualification.

Additional Expectations

Every student is expected to plan and use their time effectively in order to meet strict deadlines. Students are required to arrange all meetings with tutors as part of their assessment on this course. In total the project should take around 80 hours of independent work.

Future Progression

The Extended Project Qualification gives students an edge in competitive university applications as well as developing well rounded, sought-after students and employees who are driven, organised and able. It is worth checking with individual universities their policy on the EPQ, many offer reduced offers with A/A* EPQs.

Suggested Reading/Resources

Further reading around favourite subjects is encouraged and necessary and should be focused around the subject intended to form the focus of the Extended Project Qualification.

FILM STUDIES (WJEC)



The course plots a way through a variety of texts developing both analytical and creative skills. The former developed through deep analysis of set texts with the focus ranging from issues across spectatorship, ideology and narrative to students creating their own short film or the development of an excerpt from a screenplay.

ENTRY CRITERIA

5 GCSE passes including English Language and Literature. Desirable to have sat GCSE Film Studies but not essential.

COURSE OVERVIEW

The course covers 6 films at AS Level and a further 5 films at A Level. All films are taught from the point of view of Key Elements of Film, Meaning & Response as well as the Contexts in which the films were made and received. Depending on the point in the course students then explore issues such as the Auteur, Narrative, Ideology, Critical Debates and Film Makers Theories. At AS the set texts include Pan's Labyrinth, Sightseers, and Trainspotting in the European film paper. For the American film paper, presently the texts studied will be Vertigo, Blade Runner and Captain Fantastic.

SUMMARY OF ASSESSMENT

AS

Component 1: American Film - 1 ½ hour written examination (35%)

Component 2: European Film - 1 ½ hour written examination (35%)

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

A Level

Component 1: Varieties of Film and Filmmaking - 2 ½ hour written examination (35%)

Component 2: Global Filmmaking Perspectives - 2 ½ hour written examination (35%)

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

Other Course Requirements

A love of, interest in and knowledge of film.

Additional Expectations

To go beyond the set texts and read widely. Frequently read BFI Magazine (Sight & Sound) / Website articles.

Future Progression

Undergraduate courses in a variety of disciplines but specifically progression to English, Media, History, Law and, of course, Film.

Suggested Reading/Resources

Story. Robert McKee. Methuen Publishing.

Film: The Essential Study Guide. Ruth Doherty. Routledge.

Film: A Very Short Introduction. Michael Wood. Oxford.



FRENCH (AQA)

ENTRY CRITERIA

Grade 5 in French at GCSE.

COURSE OVERVIEW

Students will revise and consolidate some of the structures already introduced at the higher tier of GCSE and perfect their understanding and use of grammar. A wide variety of topics are covered during the course which will deepen students' active and passive knowledge of the language; these topics will include family, cyber society, voluntary work, national heritage, music and cinema, social issues as well as political issues. Within the course students will study either a French book or a French film and this will be the subject of the written paper.

Students will be exposed to authentic materials from an early stage and encouraged to communicate in the target language as much as possible since the majority of lessons are conducted in French. Language assistants work within the department. Transferrable skills are an important aspect of the course and looking at these in a foreign language will help students greatly in their own language. The overriding objective of the department is to enable students to play an active role in a world that is becoming increasingly international.

SUMMARY OF ASSESSMENT

AS

Paper 1: Listening, reading comprehension and writing which is a translation from French to English

Paper 2: Writing essay on a book or a film and a translation from English to French

Paper 3: Speaking - discussion on 2 cards and general conversation

A Level

Paper 1: Listening, reading comprehension and writing which is a translation into each language

Paper 2: Writing essay on a chosen film and on a chosen book

Paper 3: Speaking - discussion on a topic with a stimulus card and a presentation and discussion of individual research project

Other Course Requirements

Students will be asked to buy the grammar workbook for both AS and A Level courses and they will benefit by having their own bilingual dictionary. Although text books will be available to students, we strongly recommend that they buy their own copy.

Additional Expectations

There is a compulsory work experience programme organised in a boarding school in Grenoble in France, during the Easter holidays where students will have the opportunity to improve their confidence and fluency in speaking skills.

Future Progression

Students will be able to pursue their interests in French at university, either as specialists or in conjunction with another subject. Employment and career opportunities are greatly enhanced for applicants who can demonstrate a higher level of linguistic competence. With the knowledge of a foreign language, students can pursue a wide range of careers in Law, Finance and Business, Travel and Tourism, Translator, Interpreter and Teaching.

Suggested Reading/Resources

It is recommended that students read French newspapers and magazines online as well as watching films in the target language.

GEOGRAPHY (OCR)



ENTRY CRITERIA

Grade 5 in GCSE Geography or related subjects if not studied at GCSE.

COURSE OVERVIEW

Geography is a diverse and engaging subject that covers issues relevant to our world today. A range of technologies are used for areas such as fieldwork, which can be undertaken on any area of the specification content.

The subject embraces contemporary Geography and issues relevant to us all today such as spread of diseases, waste management, climate change and hazard management while retaining more traditional topics such as rivers, coasts and population. The course will benefit students in many ways, including personal development and giving students a greater understanding of the global challenges of today.

SUMMARY OF ASSESSMENT

AS

Landscapes and Place – 1 $\frac{3}{4}$ hour written examination (55%)
Geographical Debates - 1 $\frac{1}{2}$ hour written examination (45%)

A Level

Physical Systems - 1 $\frac{1}{2}$ hour written examination (22%)
Human Interactions - 1 $\frac{1}{2}$ hour written examination (22%)
Geographical Debates - 2 $\frac{1}{2}$ hour written examination (36%)
Independent Investigation - Non-Examination Assessment (20%)

Other Course Requirements

Students must be willing to participate in the fieldwork provision, this will consist of several day and afternoon trips and a short, UK based residential trip.

Additional Expectations

Students may choose to take part in more exotic field visits e.g. Iceland. All students are expected to read around the subject, watch the news weekly or read newspapers. Mainly students are expected to have an interest in life!

Future Progression

Geography is a fantastic option for many careers or university courses. It is an indicator of an able all-round student who can work with numbers and text, is organised, works well as part of a team, synthesises and argues well. Geography is also useful for related courses such as Geology, Architecture and Development Studies.

Suggested Reading/Resources

Go places, see things, and show an interest in what is happening on your planet; read New Scientist, broadsheet newspapers, and watch documentaries.



HISTORY (OCR)

“History will be kind to me for I intend to write it.” Winston Churchill

ENTRY CRITERIA

Grade 5 in History at GCSE.

COURSE OVERVIEW

History A Level focuses on the history of Europe from the mid-1700s through until 1997. The course is designed to allow you to develop an in-depth knowledge of short time periods, as well as a broader knowledge of much larger swathes of history.

The best reason for taking History at A Level is that the past fascinates you. The study of History involves the discovery and exploration of worlds and minds very different to our own. It will enable you to confront challenging and complex problems and give you the critical thinking and problem solving skills to make sense of these. History also provides us with opportunities to understand the world we live in today, after all the past is the source of our political, social and ethical ideals. History is a dynamic subject. It might surprise you but History is always changing. History is about interpreting the past. Each society and each generation views the past in different ways. Therefore, it is a provocative subject with plenty of scope for debate.

SUMMARY OF ASSESSMENT

AS

Unit 1: Britain 1930–1997 with a source enquiry of Churchill 1930–1951 - 1½ hour written paper
Unit 2: The French Revolution and the rule of Napoleon 1774–1815 - 1½ hour written paper

A Level

Unit 1: Britain 1930–1997 with a source enquiry of Churchill 1930–1951 - 1½ hour written paper
Unit 2: The French Revolution and the rule of Napoleon 1774–1815 - 1 hour written paper
Unit 3: Russia and its Rulers, 1855-1964 - 2½ hour written paper
Unit 4: A personal and independent study of the student's choice - 3,000-4,000 word essay

Other Course Requirements

There are no other course requirements.

Additional Expectations

Enrichment outside of the classroom is essential to the study of History at A Level. As well as reading the works of historians, you will be encouraged to read novels, watch films, read memoirs and biographies, and participate in site visits. By doing so you will build up a much richer sense of period and, therefore, your enjoyment of the subject, and achievement in it, will be much higher.

Future Progression

History A level is a sought-after qualification due to the skills that you will develop when studying it. Universities and employers will know that a student with an A Level in History can: gather and read different kinds of information; read maps, graphs and other diagrams; communicate clearly and argue a point of view through. Such skills are invaluable to a range of careers ranging from working in Media to Law to Advertising. These skills can be useful in Business or even Accountancy. History is also considered to be a facilitating subject by The Russell Group. This means that the best universities in the country believe that History (alongside the other facilitating subjects) provides the best preparation at A Level for entry to university.

Suggested Reading/Resources

The department has a wide range of relevant resources that can be borrowed. You will be given reading lists for each module and teachers will make recommendations as to what you should be reading, for example:
Peter Hennessy, *The Prime Minister: The Office and its Holders since 1945*;
William Doyle, *The Oxford History of the French Revolution*;
Sheila Fitzpatrick, *The Russian Revolution*;
Orlando Figes, *Revolutionary Russia, 1891-1991*

IT (OCR CAMBRIDGE TECHNICAL INTRODUCTORY DIPLOMA IN IT)



ENTRY CRITERIA

At least 5 grades 9-4 at GCSE including English and Mathematics.

COURSE OVERVIEW

This qualification is for learners who prefer to study IT in a context that allows them to learn and be assessed in ways that are practical and relevant to the IT sector.

This qualification is not just about being able to use computers. It is designed to give learners a range of specialist knowledge and transferable skills in the context of applied IT, providing them with the opportunity to enter an apprenticeship, move directly into employment, or progress to a related Higher Education course.

The qualification has been developed to be taken as part of a wider programme of study incorporating a variety of subjects including Business, Computing, English and Mathematics. There are no formal entry requirements for this qualification or any specific prior learning requirements, although a good level of literacy and numeracy is expected.

SUMMARY OF ASSESSMENT

Year 12

All learners will study two mandatory units in the first year of study:

- Fundamentals of IT
- Global Information

There are two exams at the end of the course; each exam is 50% of the grade.

Year 13

Learners are required to complete three units, one of which must be the designated mandatory unit for their chosen pathway.

The four pathways are:

- IT Infrastructure Technician
- Emerging Digital Technology Practitioner
- Application Developer
- Data Analyst

The pathway will be confirmed at the end of the first year.

There are three units to be completed, at least two are internally marked and moderated externally.

Future progression

The Introductory Diploma takes 360 guided learning hours to deliver, which is a similar size to one A Level. This provides learners with the opportunity to acquire skills to enable them to work in an IT environment and specialise in a key area of the IT sector. It also provides learners with the flexibility to achieve other qualifications, whether vocational or academic, in preparation for employment or further study in this sector via apprenticeships or Higher Education. Higher Education related courses: Business and ICT, Teaching, Computer Science, ICT, Electronic Engineering, Computer Information Systems, Computer Networking, Web Technologies, Multimedia Design. Future careers could include IT Infrastructure Technician, Emerging Digital Technology Practitioner, Application Developer and Data Analyst.

Resources Used

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-it-level-3-certificate-extended-certificate-introductory-diploma-foundation-diploma-diploma-05838-05842-2016-suite/>



MATHEMATICS (Edexcel)

ENTRY CRITERIA

Grade 7 in Mathematics at GCSE

COURSE OVERVIEW

Mathematics A Level is a very popular and successful course which comprises 4 different modules. During the first year of A Level students must take a Pure Module and an Applied Module that will study both mechanics and statistics. For the full A Level students study a second Pure Module and continue with their study of mechanics and statistics to a higher level of understanding. Topics such as geometry, calculus, trigonometry and algebra are covered in the Core modules and form part of the fundamental mathematical toolkit required for this course. Abstract reasoning, logic in problem solving and the ability to perform algebraic manipulation are key skills required for studying this subject at A Level.

SUMMARY OF ASSESSMENT

AS

Pure Module - 2 hour assessment (62.5%)
Applied Module – 1 ¼ hour assessment (37.5%)

A Level

Pure Module 1 - 2 hour assessment (33.3%)
Pure Module 2 - 2 hour assessment (33.3%)
Applied Module - 2 hour assessment (33.3%)

Other course requirements

A scientific calculator is required.

Additional Expectations

Students will be expected to complete at least 10 past examination papers for each module studied over the duration of the course.

Future Progression

The following degrees can be pursued:
Mathematics, Statistics, Applied Mathematics, Computing, Engineering, Actuarial Mathematics, Business Mathematics, Industrial Mathematics, Finance or Mathematics Education. Career paths to follow are varied and can include Accountant, IT Consultant, Teacher, Engineer, Quantitative Analyst, Actuary, Financial Consultant, Statistician, and Quantity Surveyor.

Suggested Reading/Resources

Edexcel AS and A Level Modular Mathematics: Pearson Education Limited (C1, C2, C3, C4, D1, M1 and S1);
Core lesson study booklets and Core past examination paper solution packs (which will incur a small fee).
www.mymaths.co.uk
www.mathsrevision.net/alevel
www.examsolutions.net

MATHEMATICS – FURTHER (EDEXCEL)



ENTRY CRITERIA

Grade 8 in Maths at GCSE.

A Level Mathematics must also be studied alongside Further Mathematics.

COURSE OVERVIEW

The mathematics studied in this subject is beyond that required for the standard A Level Mathematics course. New topics are introduced such as Complex Numbers, Matrices, Co-ordinate Systems, Polar Co-ordinates and Hyperbolic Functions. Topics already met in the single A Level Mathematics course (such as Calculus and its applications, Vectors and Proof) are further extended. The AS Level comprises Core Pure Mathematics 1 plus an additional unit, the A Level comprises 2 Core Mathematics Units and 2 Further Mathematics Units (1 from a choice of 10).

SUMMARY OF ASSESSMENT

AS

Core Pure Mathematics – 1 hour 40 minutes assessment (50%)

Further Mathematics Option - 1 hour 40 minutes assessment (50%)

A Level

Core Pure Mathematics 1 – 1 ½ hour assessment (25%)

Core Pure Mathematics 2 – 1 ½ hour assessment (25%)

Further Mathematics 1 – 1 ½ hour assessment (25%)

Further Mathematics 2 – 1 ½ hour assessment (25%)

Other course requirements

A scientific calculator is required

Additional Expectations

Students will be expected to complete at least 10 past examination papers for each module studied over the duration of the course.

Further Progression

The following degrees can be pursued: Mathematics, Statistics, Applied Mathematics, Computing, Engineering, Actuarial Mathematics, Business Mathematics, Industrial Mathematics, Finance or Mathematics Education. Career paths to follow are varied and can include Accountant, IT Consultant, Teacher, Engineer, Quantitative Analyst, Actuary, Financial Consultant, Statistician, and Quantity Surveyor.

Suggested Reading/Resources

Edexcel AS and A Level Modular Mathematics; Pearson Education Limited (FP1, FP2, FP3, M1, M2, M3, S1, S2 and D2)
www.mymaths.co.uk
www.mathsrevision.net/alevel
www.examsolutions.net



MUSIC (OCR)

ENTRY CRITERIA

GCSE Music grade 5 or above with vocal or instrumental tuition taken throughout the course with an approved visiting music tutor.

COURSE OVERVIEW

The OCR A Level in Music requires learners to develop an in-depth knowledge and understanding of musical elements, musical contexts and musical language, and allows students to apply these, where appropriate, to their own work when performing and composing. Learners are encouraged to be creative and to broaden their musical horizons and understanding with new Areas of Study that inspire and challenge.

Areas of Study include instrumental music of Haydn, Mozart and Beethoven; popular song: Blues, jazz, swing and big band; instrumental jazz from 1910 to the present day; religious music of the Baroque period; programme music 1820-1910; innovations in music from 1900 to the present day.

SUMMARY OF ASSESSMENT

AS

Performing - A video recorded recital, minimum 6 minutes (30%)

Composing - Composition of two separate pieces of music – one to a brief set by OCR one set by the learner; combined duration of at least 4 mins 30 seconds (30%)

Listening & Appraising - Written exam responding to extracts on a CD and a contextual study of prescribed work and areas of study (40%)

A Level

Performing B - Recital of 10-12 minutes (35%)

Composing B - Composition of at least two separate pieces of music – one to a brief set by OCR and one set by the learner; combined duration of at least 4 minutes (25%)

Listening & Appraising - written exam responding to extracts on a CD and a contextual study of prescribed works and areas of study (40%)

Future Progression

The OCR A Level in Music specification provides a full foundation for study at higher education level, including conservatoires and universities.

Suggested Reading/Resources

The department accesses a wide range of published and digital resources to assist students with their learning pathways in this course.

Below are links to the principal resources which students will be guided to upon joining this course:

www.ocr.org.uk/reformresources

www.focusonsound.com/

raa-school.musicfirst.co.uk/app/

PHYSICS (AQA)



ENTRY CRITERIA

Grade 7-9 in Physics at GCSE, Grade 7 in Mathematics at GCSE; 7/7 – 9/9 at Double Award Science.

COURSE OVERVIEW

This course will provide a firm foundation in Physics knowledge and understanding, together with mathematical competence. Students who follow the specification will be introduced to a wide range of Physics principles and can be led to an understanding of how nature operates at both microscopic and macroscopic scales. They will understand how these principles are applied in tackling problems of human society.

SUMMARY OF ASSESSMENT

AS

Module 1: Measurements and their errors
Module 2: Particles and radiation
Module 3: Waves
Module 4: Mechanics and materials
Module 5: Electricity
There are two 1 ½ hour written examinations

A Level

Students will continue with Modules 1-5 in addition to:
Module 6: Further mechanics and thermal physics
Module 7: Fields and their consequences
Module 8: Nuclear physics
At the end of the course there are three 2 hour written examinations.

Practical Endorsement

As there is no longer a coursework element, practical skills will be assessed within the exams and within lessons. The skills you demonstrate within lessons will go towards the practical endorsement certificate which is either Pass or Fail.

Other Course Requirements

The study of A Level Mathematics alongside of Physics is strongly advised.

Additional Expectations

As well as completing set prep to a high standard, it is expected that A Level Physics students will also be reading and taking notes from the books on the Physics reading list. They will be expected to keep up to date with the latest news breakthroughs in Physics and should be expected to be able to link these to their course.

Future Progression

Physicists are in short supply nationally and command a premium on earnings. Physicists go on to study a variety of different degrees from general Physics degrees through to more specialised degrees in Aeronautical Engineering, Laser Physics and Nuclear Physics. Graduates in Physics tend to be extremely well qualified for further research and a scientific career, depending on the level to which they have specialised in their undergraduate degree.

It is also important to recognise that the basic elements of any Physics programme will teach you to be a good scientist, developing essential skills such as designing experiments, making accurate measurements and analysing results.

If you choose to seek a career directly related to your Physics degree it is likely that you will never be called a physicist!

Suggested Reading/Resources

Visit CERN website to research Particle Physics, in particular make a list of all known sub atomic particles and how they were discovered.

www.physics-online.com
www.schoolphysics.co.uk



DESIGN TECHNOLOGY: PRODUCT DESIGN (AQA)

ENTRY CRITERIA

Grade 4 in GCSE Product and Design. It is expected that students will also have a Grade 4 in either Art or Physics and at least a grade 4 in Mathematics due to the higher demand of Mathematics and Science in the new course specification.

COURSE OVERVIEW

The specification has been designed to encourage candidates to take a broad view of design and technology, to develop their capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing.

The course provides students with the opportunity to design and make a product in both years of the course. The course is 50% Non-Examinable Assessment (formerly known as coursework) in order to recognise the importance of practical work within this subject.

SUMMARY OF ASSESSMENT

AS

Paper 1: Technical Principles & Designing and Making Principles - 1 ½ hour written exam (50%)
Non-Exam Assessment - Folder of evidence and research combined with practical making task based on given theme (50%)

A Level

Paper 1: Principles - 2 ½ hour written exam (30%)
Paper 2: Designing and Making Principles - 1 ½ hour written exam (20%)
Non-Exam Assessment - Folder of evidence and research combined with practical making task (50%)

Other Course Requirements

A text book will be published by the exam board in November which supports this course. Related subjects would be Mathematics, Physics, Computer Science or Art.

Additional Expectations

Students are expected to be hardworking, committed and enthusiastic. They will need to spend study periods and after school sessions in the department working on their Non-Exam Assessment (coursework).

Future Progression

Product Design is valued by universities and leads onto a range of professions including Architecture, Furniture Designer, Graphic Designer, all aspects of Engineering and Construction plus many more related professions.

Suggested Reading/Resources

Visit the AQA website and read the subject specification as well as looking at past exam papers.

Research design movements and also look out for any design journals that might be published.

PSYCHOLOGY (AQA)



“We know more about the internal working of stars than we do our own mind”.

ENTRY CRITERIA

At least 5 subjects at grades 9-4 at GCSE including English and Mathematics.

COURSE OVERVIEW

Psychology A Level is a fascinating subject which looks to answer the big question: ‘Why do people behave in the way they do?’ The mind is a heady cocktail of enzymes, neurons, neurotransmitters, thoughts and signals which dictate how and why we feel, think and behave; but why are we all different? Why are some people more prone to stress than others? Why do most people fear snakes that others love and collect? How can a normal person in WW2 commit atrocities just because they were following orders? Psychology looks at questions like these with the use of scientific control and experimentation to try and produce valid answers to some of society’s most pertinent questions.

This course in particular offers students a set of topics based around what universities believe Psychology should focus on and is beneficial to all considering studying Psychology further. These include: social influence, attachment, memory, psychopathology, biopsychology, issues and debates, relationships, gender difference, cognition, mental illness, addiction and forensic psychology. Students must also study research methods which includes some statistical analysis.

SUMMARY OF ASSESSMENT

AS

Paper 1: Social Influence, Memory, and Attachment - 1 ½ hour written exam (50%)
Paper 2: Approaches in Psychology, Psychopathology, and Research Methods - 1 ½ hour written exam (50%)

A Level

Paper 1: Social Influence, Memory, Attachment, and Psychopathology - 2 hour written exam (33.3%)
Paper 2: Approaches in Psychology, Biopsychology, and Research Methods - 2 hour written exam (33.3%)
Paper 3: Issues and Options in Psychology - 2 hour written exam (33.3%)

Other Course Requirements

Students should consider investing in research methods text books to assist them with some of the more complex aspects of the course in addition to a psychology dictionary.

Additional Expectations

Students are expected to be enthusiastic and dedicated to their studies with a willingness to consider alternative points of view.

Future Progression

Psychology can help towards careers both directly and indirectly. Many graduates go directly into psychological professions- clinical, criminal, education or occupational psychology.

It is a heavily skills based science subject which gives students the skills of evaluation, analysis, research, empirical skills and an insight into human behaviour. It is the perfect pathway to a wide range of careers or further study.

Suggested Reading/Resources

AQA Psychology Year 1 by Illuminate publishing is an important text book for the course
CPsychology twitter feeds
Psychology Crash course (YouTube).



SOCIOLOGY (AQA)

'I'm not interested in preserving the status quo; I want to overthrow it.' Machiavelli

ENTRY CRITERIA

At least 5 grades 9-4 at GCSE including English and Mathematics.

COURSE OVERVIEW

Sociology opens the eyes of every student that undertakes the subject; it forms a new way, or better still, ways, of looking at the world. A subject rarely studied at GCSE level, the A Level in Sociology aims to make students take a long hard and often scientific look at the world around them. Subject areas include The Family and Education at AS and Beliefs and Crime at A Level. All topics offer different theoretical insights into the modern world and make students question the assumptions they have grown up with.

SUMMARY OF ASSESSMENT

AS

Paper 1: Education with Methods in Context – 1 ½ hour written exam (50%)

Paper 2: Research Methods and Topics in Sociology - 1 ½ hour written exam (50%)

A Level

Paper 1: Education with Theory and Methods – 2 hour written exam (33.3%)

Paper 2: Topics in Sociology - 2 hour written exam (33.3%)

Paper 3: Crime and Deviance with Theory and Methods - 2 hour written exam (33.3%)

Other Course Requirements

Students should enjoy RE, Citizenship and the more discursive aspects of English Literature and Language as well as History.

Additional Expectations

Students should acquaint themselves with the subject prior to undertaking the course by reading an introduction to the subject and should also read beyond their subject throughout Year 12 and 13; this approach facilitates the highest of grades.

Future Progression

Students of Sociology go on to a wide variety of degrees and courses. A Sociology graduate, for those who pursue to undergraduate study, will have options of employment in academia, government (both local and national) as well as professions such as social work.

Suggested Reading/Resources

Sociology review, Sociology (Haralambos) and other sociology text books are all rich sources of information.

Sociology for AQA Vol 1 – Browne - Polity

SPANISH (AQA)



ENTRY CRITERIA

Grade 5 in Spanish at GCSE.

COURSE OVERVIEW

Students will revise and consolidate some of the structures already introduced at the higher tier of GCSE and perfect their understanding and use of grammar. A wide variety of topics are covered during the course which will deepen students' active and passive knowledge of the language; these topics will include current affairs, the media, advertising, tourism, leisure activities, the arts, social issues, youth concerns and the world of business and industry. There is no compulsory literature element, though this may be included if there is demand for it. Students will be exposed to authentic materials from an early stage and encouraged to communicate in the target language as much as possible since the majority of lessons are conducted in Spanish. Language assistants work within the department. Transferrable skills are an important aspect of the course and looking at these in a foreign language will help students greatly in their own language.

The overriding objective of the department is to enable students to play an active role in a world that is becoming increasingly international.

SUMMARY OF ASSESSMENT

AS

Paper 1: Listening, reading comprehension and writing which is a translation from Spanish to English

Paper 2: Writing essay on a book or a film and a translation from English to Spanish

Paper 3: Speaking: discussion on 2 cards and general conversation

A Level

Paper 1: Listening, reading comprehension and writing which is a translation into each language

Paper 2: Writing essay on a chosen film and on a chosen book

Paper 3: Speaking: discussion on a topic with a stimulus card and a presentation and discussion of individual research project

Other Course Requirements

Students will be asked to buy the grammar workbook for both AS and A Level courses and they will benefit by having their own bilingual dictionary. Although text books will be available to students, we strongly recommend that they buy their own copy.

Additional Expectations

Visits to Spain will be strongly encouraged.

Future Progression

Students will be able to pursue their interests in Spanish at university, either as specialists or in conjunction with another subject. Employment and career opportunities are greatly enhanced for applicants who can demonstrate a higher level of linguistic competence. With the knowledge of a foreign language, students can pursue a wide range of careers in Law, Finance and Business, Travel and Tourism, Translator and Interpreter and Teaching.

Suggested Reading/Resources

It is recommended that students read Spanish newspapers and magazines online as well as watching films in the target language.



SPORT BTEC (Edexcel)

Level 3 Certificate

ENTRY CRITERIA

At least a grade 4 in GCSE English and grade 5 in GCSE PE.

COURSE OVERVIEW

The content of this course has been developed in consultation with academics to ensure that it supports progression to higher education. The qualification content allows students to concentrate on the development of their practical skills and the broad knowledge required for entrance into higher education programmes. Students will study six mandatory modules which will cover a number of topics, including anatomy and physiology, fitness training and programming, sport and well-being, sports leadership, as well as looking into the sports and active leisure industry and business. Additional units will be covered and have been designed to support progression to a variety of sport courses in higher education and link with relevant occupational areas.

SUMMARY OF ASSESSMENT

Unit 1: Anatomy and Physiology – 1 ½ hour written exam

Unit 2: Fitness Training and Programming for Health, Sport and Well-being – Case study followed by supervised assessment period of 2 ½ hours.

Unit 22: Investigating Business in the Sport and Active Leisure Industry – Research and supervised assessment period of 3 hours.

Other course requirements

You will be expected to keep up to date with topical sport news by reading national newspapers, sports news websites and subject related material.

Future Progression

This is suitable for those seeking to further their studies at university and a range of careers in the sports sector.

Suggested/Resources

Subject specification - http://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/20161/specification-and-sample-assessments/9781446939482-BTEC-nationals_L3_diploma-sport-spec.pdf

BTEC Nationals Sport Student Book 1, Publisher: Pearson, Author: Adam Gledhill, Richard Taylor, Louise Sutton, Matthew Fleet, Chris Manley, Alex Sergison, Chris Lydon, ISBN: 9781292134000

BTEC Nationals Sport Student Book 2, Publisher: Pearson, Author: Adam Gledhill, Alex Sergison, Chris Lydon, Dale Forsdyke, Chris Manley, Matthew Fleet, Amy Gledhill, ISBN: 9781292134062



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Founded: 1758. Registered charity no: 311945