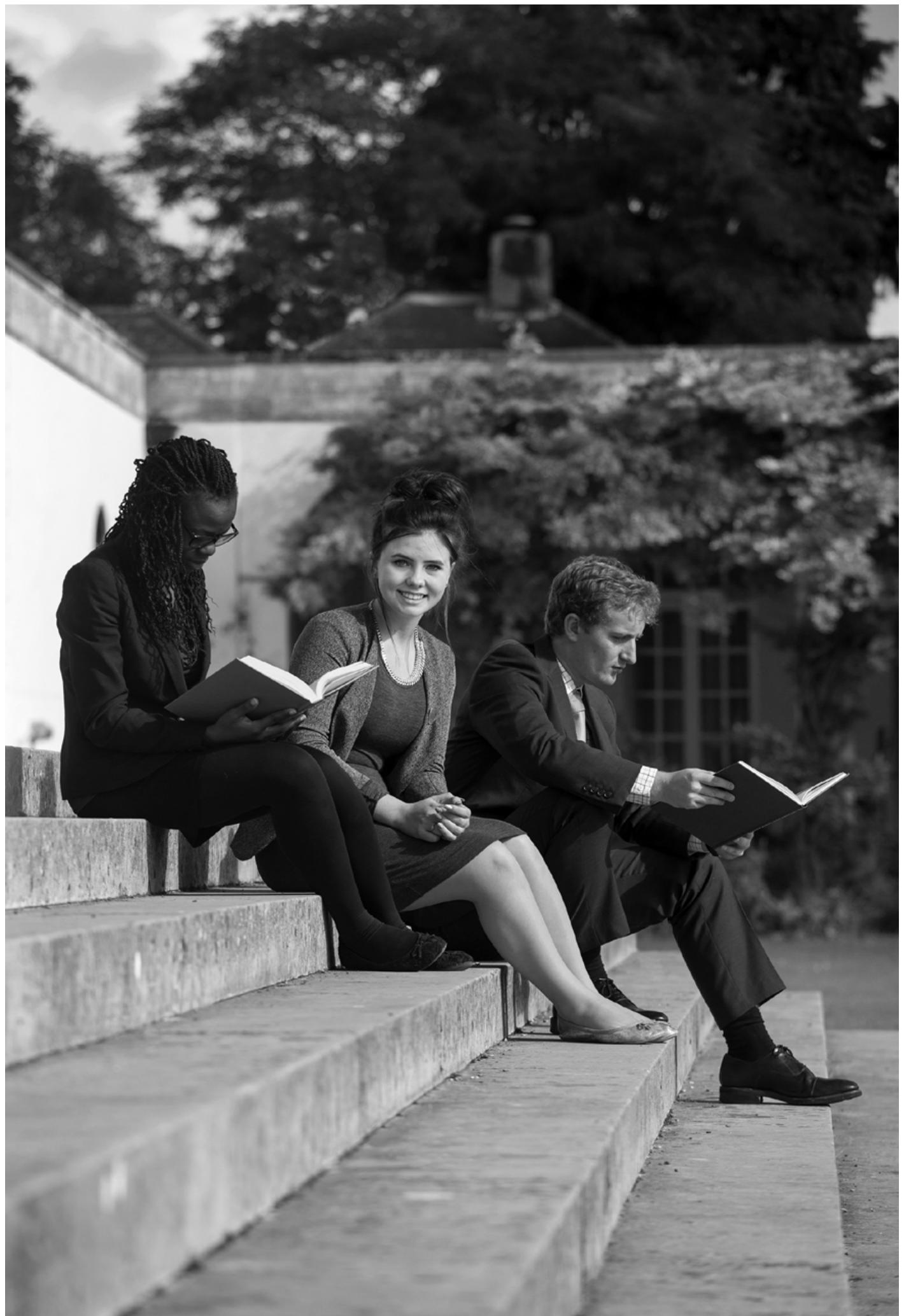


**ROYAL
ALEXANDRA
& ALBERT
SCHOOL**



SIXTH FORM SUBJECTS 2020/2022

YOUR OPTIONS



INTRODUCTION

Sixth Form at the Royal Alexandra and Albert School is focused on providing students with the skills and tools necessary to succeed in whatever path they may choose. The Sixth Form appeals to a wide range of students; some have university as their ultimate goal, and others plan to enter the world of work or a Higher Degree apprenticeship after the completion of their A Levels.

Our students have gone on to study at some of the country's top universities, including the Universities of Oxford and Cambridge, the London School of Economics and Political Science (LSE), University College London, Bristol University, and the University of Durham. Equally, students have also entered apprenticeships with leading organisations, such as Nestlé and the Royal Horticultural Society.

The main aim of the Sixth Form is to ensure that our young people receive an education for life and are equipped to follow their own path to success. This is accomplished by providing A Level and BTEC courses that are academically challenging alongside programmes that support students' personal and social growth.

All Sixth Form students are encouraged and guided to become global citizens who are independent minded and contribute positively to their societies. The Leadership Scholarships offered to outstanding candidates who demonstrate leadership potential, and the Global Leader Award, are just two of the ways the Sixth Form supports students to become autonomous individuals with a global outlook.

The majority of our students take three subjects to study at A-level. In addition to this, students will undertake the Cambridge Pre-U Global Perspectives course and some will be given the opportunity to do the Extended Project Qualification. These much-respected additional courses encourage awareness of global issues, develop students' critical thinking and improve their ability to communicate thoughts and ideas more effectively. These courses are flexible and complement the range of A Levels on offer, as well as equipping students with lifelong skills.

Expectations of students are high. Once on a course, progress and attainment will be monitored throughout the two years of study to enable students to continuously improve. Support is readily available from teachers and non-teaching members of staff, both during school hours and after school.

Much of that support is provided in the Bernard Sunley Sixth Form Centre which is a dedicated Sixth Form centre comprising study rooms, a common room and a Sixth Form Café. Sixth Form girl boarders are accommodated in Alexandra and Cornwall Houses and boys, in Gloucester and Kent Houses. Gatton Hall acts as a co-educational Sixth Form-only boarding house. Non-boarders are each attached to one of these houses, helping to foster a family feel in a successful and dynamic Sixth Form.

Students' academic life is supplemented by enjoyable social events that evoke the special sense of community that permeates the Sixth Form and the School. The Upper Sixth Ball and the Sixth Form Christmas Dinner are only two of the highlights of the Sixth Form calendar, usually planned with the help of the Sixth Form Committee. Pupils can join the Committee, as well as join one of the many sports teams and co-curricular clubs that are on offer.

When you visit us you will find a community that is successful, inclusive and friendly, and welcomes and values our students and their individuality. Please take the time to read the course descriptions carefully, and do not forget to visit the Sixth Form section on our website for more information about what makes our Sixth Form such a special place.



Mark Dixon
Headmaster



SUBJECT ENTRY CRITERIA

SUBJECT	ENTRY CRITERIA	ADDITIONAL NOTES
Sixth Form Entry Criteria - 5 GCSEs at Grade 4-9 including Maths and English		
Art and Design	Grade 5 in GCSE Art & Design (if studied)	
Biology	Grade 7 in GCSE Biology or 7/7 in Double Award Science and 6 in GCSE Mathematics	
Business Studies	A Merit or grade 5 in GCSE Business Studies (if studied) and 5 in both GCSE English and Mathematics	No requirement to have studied Business previously. Cannot be studied with Economics.
Business BTEC	Sixth Form entry criteria	
Chemistry	Grade 7 in GCSE Chemistry or 7/7 in Double Award Science and 6 in GCSE Mathematics	
Computing	Grade 5 in GCSE Computing or ICT (if studied) and 6 in GCSE Mathematics	No requirement to have studied Computing previously. Cannot be studied with IT
Drama & Theatre Studies	Grade 5 in GCSE Drama (if studied)	
Economics	Grade 6 in GCSE Mathematics and English	No requirement to have studied Economics previously. Cannot be studied with Business
English Literature	Grade 6 in GCSE English Literature	
Film Studies	Sixth Form entry criteria	No requirement to have studied Film Studies previously
French	Grade 6 in GCSE French	
Geography	Grade 6 in GCSE Geography	
Health & Social Care BTEC	Sixth Form entry criteria	
History	Grade 6 in GCSE History	
IT	Sixth Form entry criteria	
Mathematics	Grade 7 in GCSE Mathematics	
Mathematics – Further	Grade 8 in GCSE Mathematics	A Level Maths should be studied alongside Further Maths
Media Production BTEC	Sixth Form entry criteria	
Music	Grade 5 in GCSE Music	Vocal or instrumental tuition taken throughout the course with an approved visiting music teacher
Physics	Grade 7 in GCSE Physics or 7/7 in Double Award Science and 7 in GCSE Mathematics	
Politics	Sixth Form entry criteria	
Product Design	Grade 5 in GCSE Product Design or Art	
Psychology	Sixth Form entry criteria including grade 4 in Science	
Sociology	Sixth Form entry criteria	
Spanish	Grade 6 in GCSE Spanish	
Sport BTEC	Grade 4 at GCSE PE (if studied) plus a 4-4 in Double Science	

International Level 2 qualifications will be matched to UK GCSEs using NARIC. Equivalent grades will be used as entry criteria. A subject will only be considered viable to run if there are sufficient numbers of students wishing to take the subject.

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CAMBRIDGE PRE-U GLOBAL PERSPECTIVES (SHORT COURSE)

The Pre-U course builds essential skills for further study, apprenticeships and the workplace. It offers students the opportunity to stand out from the competition as citizens with an awareness of global issues not just academic ability. The qualification also serves to bolster attitude to and understanding of their main subjects of study.

ENTRY CRITERIA

Qualification to be sat by all students.

COURSE OVERVIEW

The Cambridge Pre-U Global Perspectives Course is a post-16 qualification that prepares learners with the skills and knowledge they need to succeed at university. It promotes independent and self-directed learning in preparation for undergraduate study. The Course requires learners to engage with world issues broadening their understanding of the society they are a part of.

The course structure is as follows:

Unit 1: Written paper with structured questions which are externally assessed, totalling 30 marks.

Unit 2: Essay, externally assessed totalling no more than 2000 words for 30 marks.

Unit 3: A Presentation for a maximum of 15 minutes. The Presentation, based on pre-released source material, is externally assessed and counts for 40 marks.

ADDITIONAL EXPECTATIONS

Students are required to participate in group discussion as well as independent research in order to maximise their attainment in the qualification. They are encouraged to take an interest in global affairs through various news outlets both in print and electronically.

FUTURE PROGRESSION

UK universities accept Cambridge Pre-U as equivalent to other Level 3 qualifications and is treated in the same regard as the similar EPQ qualification. The Russell Group, which represents leading UK universities such as Cambridge, Oxford, Bristol and UCL, supports the academic rigour of the qualification in both the content and skills based approach. Essentially this course provides students with the essential skills required for success as undergraduates or in the work place.

SUGGESTED READING/RESOURCES

Engagement with any type of news outlet either electronic or paper.



ART AND DESIGN

This course 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

Grade 5 in GCSE Art and Design (if studied).

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 confidence in their own work and progression. In weekly tutorials, students work with the teacher to plan and develop their own ideas within the assessment criteria. The time this gives students encourages a further opportunity to develop their skills in greater depth.

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. 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.

Non Examined Assessment (NEA): Identity

Unit 1: Illustrated Essay/Personal Project

Unit 2: Externally Set Assignment.

ADDITIONAL EXPECTATIONS

The expectations of students are very high. Students need to come to the Department after school and/or in 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

The Art Library is a well-stocked and well-used resource for A Level students. Therefore, please do not feel that students have to buy the following books, as these are amongst the resources available within the department. However, they are worth knowing for reference.

A History of Art in Four Colours by Ben Street. Ilex, 2018.

Art and the Visual Culture: 1850-2010 by Steve Edwards. Tate Pubs, 2013.

Art in Time by Gauvin, Alexander and Bailey. Phaidon, 2014.

AD Magazine; NSEAD; Pinterest; Tate online.

The following websites will be useful in broadening students' knowledge before starting the course:

www.nsead.org/publications/ad.aspx www.tate.org.uk/ www.thisiscolossal.com/

www.studentartguide.com/



BIOLOGY

Biology is an exciting science which could allow students to develop the essential skills that any good scientist should have, from planning experiments, making and recording accurate measurements and analysing data.

ENTRY CRITERIA

Grade 7 in GCSE Biology or 7/7 in Double Award Science and Grade 6 in GCSE Mathematics.

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. Students will engage in a variety of learning activities during their study of Biology, including individual practical work, small group exercises, online research and presentation, whole-class teaching and peer assessment.

Unit 1: Development of practical skills in Biology

Unit 2: Foundations in Biology

Unit 3: Exchange and transport

Unit 4: Biodiversity, evolution and disease

Unit 5: Communication, homeostasis and energy

Unit 6: Genetics, evolution and ecosystems

Practicals (PAGS): As there is no longer a coursework element, practical skills will be assessed within lessons and the exams. The skills demonstrated within lessons will go towards the practical endorsement certificate which is either a Pass or Fail.

ADDITIONAL EXPECTATIONS

As well as the set prep being completed to a high standard, it is expected that the 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 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, and vet, to name but a few. Others go on to careers in agriculture, computing, accounting or teaching. Students that study Biology can also use the essential skills learnt in many other careers such as law and business studies. So, whatever field students eventually work in, they will find Biology a very rewarding and challenging course which will develop many of the skills essential for a successful career.

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

This course will develop students' understanding of the range of activities businesses undertake to compete and be successful in the local, national and global economy.

ENTRY CRITERIA

A Merit or Grade 5 Business Studies (if studied) and Grade 5 in both GCSE Mathematics and English.
No requirement to have studied Business previously. Cannot be studied with Economics.

COURSE OVERVIEW

The 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.

Students will develop an understanding of:

- meeting customer needs
- the market
- marketing mix and strategy
- managing people
- entrepreneurs and leaders
- raising finance
- financial planning
- managing finance
- resource management
- external influences
- business objectives and strategy
- business growth
- decision-making techniques
- influences on business decisions
- assessing competitiveness
- managing change
- globalisation
- global markets and business expansion
- global marketing
- global industries and companies
(multinational corporations)

ADDITIONAL EXPECTATIONS

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 or setting up your own business.

SUGGESTED READING/RESOURCES

Edexcel AS/A level Business 5th edition Student Book and ActiveBook - ISBN-10: 1447983548

My Revision Notes: Edexcel A-level Business

Essential Maths Skills for AS/A Level Business Paperback by Mike Pickerden and Charlotte Wright - ISBN-10: 1471863476



BUSINESS BTEC

(Level 3 Certificate and Extended Certificate in Business)

Business BTEC takes a practical look at the business world and tests and develops students' employability skills such as time management, communication, problem solving and planning.

ENTRY CRITERIA

Sixth Form entry criteria.

No requirement to have studied Business previously. Cannot be studied with Economics.

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.

Unit 1: Exploring Business (Internal assessment)

Explore the features of different businesses and analyse what makes them successful; Investigate how businesses are organised; Examine the environment in which businesses operate; Examine business markets; Investigate the role and contribution of innovation and enterprise to business success.

Unit 8: Recruitment and Selection Process

(Internal Assessment)

Examine how effective recruitment and selection contribute to business success; Undertake a recruitment activity to demonstrate the processes leading to a successful job offer; Reflect on the recruitment and selection process and students' individual performance.

Unit 2: Developing a Marketing Campaign (External Assessment)

Students will be provided with a pre-released case study two weeks before a supervised assessment period in order to carry out research. The supervised assessment (essay) period is undertaken over a number of sessions in a period timetabled by the exam board.

Unit 3: Personal and Business Finance (External Assessment)

The purpose and importance of personal and business finance. Students will develop the skills and knowledge needed to understand, analyse and prepare financial information.

ADDITIONAL EXPECTATIONS

Students 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. Careers may include: Marketing Manager, Public Sector Manager, Accounting or setting up their own business.

SUGGESTED READING/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

Chemistry A Level builds upon the knowledge gained at GCSE but goes much further. The course allows students to develop a range of skills such as problem-solving, analysis and effective communication.

ENTRY CRITERIA

Grade 7 in GCSE Chemistry or 7/7 in Double Award Science and Grade 6 in GCSE Mathematics.

COURSE OVERVIEW

Handling data is a key component of this course and students will build up practical skills as well as secure knowledge relating to Health and Safety. The course requires students to select the most appropriate methods for the investigative activities.

Unit 1: Development of practical skills in Chemistry

Unit 2: Foundations in Chemistry

Unit 3: Periodic Table and energy

Unit 4: Core organic Chemistry

Unit 5: Physical Chemistry and transition elements

Unit 6: Organic Chemistry and analysis

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

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 <http://www.rsc.org/Education/SchoolStudents/index.asp>
<http://www.chemguide.co.uk>



COMPUTER SCIENCE

This course 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.

ENTRY CRITERIA

Grade 5 in GCSE Computing or ICT (if studied) and Grade 6 in GCSE Mathematics.
No requirement to have studied Computing previously. Cannot be studied with IT.

COURSE OVERVIEW

This course has an expanded Maths focus, much of which will be embedded within the course. Students' level of practical skills in Computer Science is assessed through a project. This will enable students to develop a more comprehensive understanding of computer skills, knowledge of the subject and the impact of technology on society and it will also help with the capacity to think creatively, innovatively, analytically, logically and critically.

- Unit 1:** Computing Principles
- Unit 2:** Algorithms and Problem Solving
- Unit 3:** Computing Systems
- Unit 4:** Algorithms and Programming

ADDITIONAL EXPECTATIONS

Students will benefit from gaining practical experience in using a programmable computer such as the Raspberry Pi. Students studying Computer Science are expected to take an active interest in the subject and have the drive to develop their skills, knowledge and understanding with a sense of independence. Programming and problem solving skills are developed through a combination of lessons, 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 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 can also go onto 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

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.

ENTRY CRITERIA

Grade 5 in GCSE Drama (if studied).

COURSE OVERVIEW

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 to those focused on a career in performance; it is equally valid for students aspiring to other creative careers and those wanting to enter the industry.

Unit 1: Theatre Workshop – internally assessed and externally marked - assessment focused on either acting or design.

Unit 2: Text in Action – externally assessed by visiting examiner - assessment focused on either acting or design.

Unit 3: Text in Performance.

ADDITIONAL EXPECTATIONS

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.

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

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

The Empty Space by Peter Brook;

Stanislavski – an Introduction by Jean Benedetti;

Augusto Boal by Frances Babbage;

Le Coq by Simon Murray.

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



ECONOMICS

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.

ENTRY CRITERIA

Grade 6 in GCSE Mathematics and English.

No requirement to have studied Economics previously. Cannot be studied with Business.

COURSE OVERVIEW

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 aims to challenge students from a number of perspectives.

Unit 1: Introduction to markets and market failure

Unit 2: The UK economy - focusing on performance and policies

Unit 3: Business behaviour and the labour market

Unit 4: A global perspective

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. Careers may include an Economist, Financial Risk Analyst, Accountant, Actuary, Statistician, Civil Servant.

SUGGESTED READING/RESOURCES

Edexcel AS/A Level Economics (Edexcel a Level Economics 2015) by Alain 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

My Revision Notes: AQA A-level Economics Paperback: by Steve Stoddard, David Horner, ISBN-10: 1471865878



ENGLISH LITERATURE

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.

ENTRY CRITERIA

Grade 6 in GCSE English Literature.

COURSE OVERVIEW

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.

Unit 1: Literary Genres: Aspects of Tragedy, Drama

Unit 2: Literary Genres: Aspects of Tragedy, Prose and Poetry

Unit 3: Literary Genres

Unit 4: Texts and Genres

Non Examination Assessment (NEA): Theory and Independence – 2 essays of 1500 words each.

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, such as: 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 by Arthur Miller;

The Kite Runner by Khaled Hosseini;

Harvest by Jim Crace;

Poetry of John Keats and William Blake



EXTENDED PROJECT QUALIFICATION

The Extended Project Qualification offers students the opportunity to embrace academia in the context not only of their interests but also their future.

COURSE OVERVIEW

This independent project, with support from a personal tutor, 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, which is an investigation studying a hypothesis or a performance.

Students should 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

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 what their policy is as many will make reduced offers for an EPQ.

SUGGESTED READING/RESOURCES

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



FILM STUDIES

Film Studies plots a way through a variety of texts developing both analytical and creative skills. The former is 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

Sixth Form entry criteria.

No requirement to have studied Film Studies previously.

COURSE OVERVIEW

The course covers eleven films, all of which 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. The set texts include Pan's Labyrinth, Sightseers, and Trainspotting in the European film unit and in the American film 1930s unit, the texts studied will be Vertigo, Blade Runner and Captain Fantastic.

Unit 1: European Film

Unit 2: American Film

Unit 3: Varieties of Film and Film Making

Unit 4: Global Film Making Perspectives

ADDITIONAL EXPECTATIONS

A love of, interest in and knowledge of film. To go beyond the set texts and read widely.

Frequently read BFI magazine (Sight & Sound) and website articles.

FUTURE PROGRESSION

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

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

French A Level covers a variety of topics which will deepen students' knowledge and love of language. These topics will include family, cyber society, voluntary work, national heritage, French music, French cinema, social issues and political issues as well as immigration.

ENTRY CRITERIA

Grade 6 in GCSE French.

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. 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 and 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.

- Unit 1:** Listening, reading comprehension and writing which is a translation from French to English
- Unit 2:** Writing: essay on a book or a film and a translation from English to French
- Unit 3:** Speaking: discussion on 2 cards and general conversation
- Unit 4:** Listening, reading comprehension and writing which is a translation into each language
- Unit 5:** Writing: essay on a chosen film and on a chosen book
- Unit 6:** Speaking: discussion on a topic with a stimulus card and a presentation and discussion of individual research project.

ADDITIONAL EXPECTATIONS

There will be a trip to Paris organised by the MFL department. Students are strongly advised to participate in this as it will provide them with inspiration and experiences which will enhance their understanding of the language and the culture.

Students will be asked to buy the grammar workbooks 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.

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, Business, Travel and Tourism, Translation and Interpreting, 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. There are films and TV series available in French on Netflix. Students are also strongly recommended to listen to French news, eg. TV5 Monde (<https://information.tv5monde.com/les-jt/monde>). There are also French radio channels that students can listen to, eg. France Inter, France Culture, Nostalgie.



GEOGRAPHY

Geography is a diverse and engaging subject that covers issues relevant to our world today. A range of technologies is used such as fieldwork which can be undertaken on any area of the specification content. Our A Level Geography qualification develops students' understanding of physical and human geography from a local through to a global scale. Students develop practical fieldwork skills as they explore and think critically about the interactions between people, the environment and the issues arising.

ENTRY CRITERIA

Grade 6 in GCSE Geography.

COURSE OVERVIEW

The subject embraces contemporary Geography and issues relevant to us all today such as spread of diseases, waste management, climate change and hazard management whilst retaining more traditional topics such as rivers 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.

Unit 1: Landscape Systems – Coasts & Earth's Life Support Systems

Unit 2: Human Interactions – Changing Spaces; Making Places, Global Migration & Human Rights

Unit 3: Geographical Debates – Hazardous Earth (including synoptic links) and Diseases

Unit 4: Non Examined Assessment (NEA)

ADDITIONAL EXPECTATIONS

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. In addition, there will be an optional overseas trip (Iceland this year). All students are expected to read around the subject, watch the news weekly or read a newspaper. 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, well-rounded 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

Read relevant publications, for example, the New Scientist, the Economist, National Geographic.

Read novels, from authors such as Edward Rutherford and Bill Bryson, and books such as *Prisoners of Geography*.

If you have a Twitter account, follow National Geographic, AbingdonGeog or similar accounts.



HEALTH & SOCIAL CARE BTEC

Studying the Health & Social Care course will give you the chance to build an awareness and understanding of contemporary issues in health and social care, as well as learn skills essential for higher education and the world of work.

ENTRY CRITERIA

Sixth Form entry criteria.

COURSE OVERVIEW

This course aims to provide students with work-related learning, giving learners an edge and opening the door to higher education or employment in the healthcare or social care sectors.

Students will gain transferable skills development such as communication, research and analysis. They are given the opportunity to showcase their skills and apply their knowledge in an appropriate, work-related context. This provides evidence of what they can do when they apply to enter higher education or employment.

Unit 1: Human Lifespan Development

Unit 2: Working in Health and Social Care

Unit 5: Meeting Individual Care and Support Needs

Unit 10: Sociological Perspectives

Assessment is a unit-by-unit approach and offers a combination of assessment styles. There is a mixture of assignments, which are internally assessed, tasks, and written exams which are externally assessed.

ADDITIONAL EXPECTATIONS

Students should acquaint themselves with the subject prior to undertaking the course by reading an introduction to the subject. Students should also read beyond their subject throughout both years of study as this approach facilitates the highest of grades.

FUTURE PROGRESSION

Health & Social Care students may decide to accept a place at university studying one of a number of degrees related to this subject. Popular courses include Nursing, Midwifery, Speech and Language Therapy, Radiography, Physiotherapy, Occupational Therapy and Teaching. A qualification in Health & Social Care will provide essential knowledge of the industry and help prepare students for Higher Education or the world of work.

SUGGESTED READING/RESOURCES

Students can get online to discover career pathways within the health care sector:

www.nhscareers.nhs.uk

www.skillsforcare.org.uk



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.

ENTRY CRITERIA

Grade 6 in GCSE History.

COURSE OVERVIEW

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. 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.

Unit 1: Britain 1930–1997 with a source enquiry of Churchill 1930–1951

Unit 2: The French Revolution and the rule of Napoleon 1774–1815

Unit 3: Russia and its Rulers, 1855–1964

Non Examined Assessment (NEA): A personal and independent study of the student's choice; 3,000–4,000 word essay

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 the 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:

The Prime Minister: The Office and its Holders since 1945 by Peter Hennessy;

The Oxford History of the French Revolution by William Doyle;

The Russian Revolution by Sheila Fitzpatrick;

Revolutionary Russia, 1891–1991 by Orlando Figes.



IT (Cambridge Technical Introductory Diploma in IT)

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

ENTRY CRITERIA

Sixth Form entry criteria.

COURSE OVERVIEW

All students will study the following three mandatory units in the first year of study: Essentials of IT, Cyber Security, and Global Information. These units provide students with an insight into the IT sector, the IT solutions that businesses use in the modern world and the many different component parts they are made up of. It will provide students with a greater understanding of how organisations use information sources, both internally and externally, and the types of information they will encounter.

In the second year students are required to complete two further units, thereby ensuring that they are specialising in a specific area as part of their study programme. They will be firmly en-route to achieving a qualification that is relevant to the job role they wish to pursue as well as equipping them with relevant employability skills.

The remaining optional units chosen will support and enhance the skills that students are developing in a particular pathway, thus enabling them to gain a deeper appreciation of a specific industry, occupation or occupational group.

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.

FUTURE PROGRESSION

The Introductory Diploma takes 360 guided learning hours to deliver, which is a similar size to one A Level. This provides students with the opportunity to acquire skills to enable them to work in an IT environment and specialise in a key area in the IT sector. It also provides students with the flexibility to achieve other academic qualifications and prepares them for employment or apprenticeships. Higher Education related courses include: Business, ICT, Teaching, Computer Science, Electronic Engineering, Computer Information Systems, Computer Networking, Web Technologies, and Multimedia Design.

Career related options include: IT Infrastructure Technician, Emerging Digital Technology Practitioner, Application Developer, and Data Analyst..

SUGGESTED READING/RESOURCES

<https://www.ocr.org.uk/qualifications/cambridge-technicals/it-2016-suite/#level-3>



MATHEMATICS

Mathematics at A Level is so much more than numbers. This subject offers a number of transferable skills including logical skills, problem solving and analysis.

ENTRY CRITERIA

Grade 7 in GCSE Mathematics.

COURSE OVERVIEW

Mathematics A Level comprises several different modules, both pure and applied, including mechanics and statistics. 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.

ADDITIONAL EXPECTATIONS

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

A scientific calculator is required.

FUTURE PROGRESSION

Progression may include degrees in 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, Quantity Surveyor.

SUGGESTED READING/RESOURCES

Edexcel AS and A Level Modular Mathematics: Pearson Education Limited A level Mathematics series.

www.mymaths.co.uk; www.mathsrevision.net/alevel; www.examsolutions.net;
physicsandmathstutor.com



MATHEMATICS - FURTHER

Do you love Maths? Do you want to do more Maths? The mathematics studied in this subject is beyond that required for the standard A Level Mathematics course.

ENTRY CRITERIA

Grade 8 in GCSE Mathematics.

A Level Mathematics must also be studied alongside Further Mathematics.

COURSE OVERVIEW

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 course comprises the following units:

Unit 1: Core Pure Mathematics 1

Unit 2: Core Pure Mathematics 2

Unit 3: Further Mathematics 1

Unit 4: Further Mathematics 2

ADDITIONAL EXPECTATIONS

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

A scientific calculator is required.

FUTURE PROGRESSION

Progression may include degrees in 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, 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



MEDIA PRODUCTION (DIGITAL) BTEC

“Whoever controls the media, controls the mind” — Jim Morrison.

ENTRY CRITERIA

Sixth Form entry criteria.

COURSE OVERVIEW

The course has a core component which examines the nature of creative digital media technical skills required to produce a product to a specified brief. Students learn to work to a client's requirements using a range of media. This unit is then supported by one further core unit tailored to digital production and three other units which are skills based and which feed back into the core component.

The core component is assessed externally and the other units are assed internally through project work. Students will create source appropriate assets to support their work and will demonstrate skill in applying theory to practical tasks with a clear focus on the brief. Employers will also have input in the setting of tasks and will be visiting to give guest lectures in specific areas of the industry.

ADDITIONAL EXPECTATIONS

It is expected that students will be actively developing their digital skill sets, producing and editing materials beyond the units of the course in order to support their own development. Students should also look for opportunities to obtain practical work experience in their subject area.

FUTURE PROGRESSION

The media sector never stays still, both in terms of film and editing online digital content, which affords a wealth of employment opportunities. This course seeks to provide a basic skill set that can be further developed through apprenticeship or degree level study as well as direct access into the workplace.

SUGGESTED READING/RESOURCES

The world of digital media is constantly evolving and students should aim to follow current trends in the use of technology. Experiment with tools and devices that are available for producing and editing images, both moving and still. Examine how a range of magazines and newspapers set out their content; this can be compared with how online news sources curate content.

Blogs: <https://www.scoro.com/blog/blogs-for-creative-agencies>



MUSIC

An A Level in Music provides a contemporary, accessible and creative education in Music with an integrated approach to the three main elements – Performing, Composing and Appraising. Students are encouraged to be creative and to broaden their musical horizons and understanding with new areas of study that inspire and challenge.

ENTRY CRITERIA

Grade 5 in GCSE Music, with vocal or instrumental tuition taken throughout the course with an approved visiting music teacher.

COURSE OVERVIEW

Through the areas of study, students will explore musical context, musical language and performance, and composition skills. With an emphasis on musicality and practical music making, our specification is designed to encourage teachers to teach musically through integrating the skills of listening, performing and composing.

Areas of study include Western Classical Music, Rock & Pop, Musical Theatre and Jazz music.

Performing: an examined performance.

Composing: composition of at least two separate pieces of music – one to a brief set by OCR and one set by the student.

Listening & Appraising: written exam responding to extracts on a CD and a contextual study of prescribed works and areas of study.

FUTURE PROGRESSION

An A Level in Music 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:

<https://www.focusonsound.com/>

<https://raa-school.musicfirst.co.uk/app/>



PHYSICS

It began with Physics. Physics encompasses the study of the universe from the largest galaxies to the smallest subatomic particles. Physics - the study of matter, energy and their interactions - is an international enterprise, which plays a key role in the future progress of humankind

ENTRY CRITERIA

Grade 7 in GCSE Physics or 7/7 in Double Award Science and Grade 7 in GCSE Mathematics.

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.

Unit 1: Measurements and their errors

Unit 2: Particles and radiation

Unit 3: Waves

Unit 4: Mechanics and materials

Unit 5: Electricity

Unit 6: Further mechanics and thermal physics

Unit 7: Fields and their consequences

Unit 8: Nuclear physics

Unit 9: Medical physics

Practicals (PAGS): As there is no longer a coursework element, practical skills will be assessed within lessons and the exams. The skills demonstrated within lessons will go towards the practical endorsement certificate which is either a Pass or Fail.

ADDITIONAL EXPECTATIONS

As well as the set prep being completed 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 the 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 program 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



POLITICS

Politics shapes our lives on a day-to-day basis from our drinking water, to what is studied at school, to the amount you actually take home from your wages. It is often cited that the UK population, and particularly youth, are disconnected from politics and apathetic – we do not believe that this is, or should be, the case. Recent national and international events have sparked the political debate and this course will equip students with the ability to engage with the discussion in an informed manner.

ENTRY CRITERIA

Sixth Form entry criteria.

COURSE OVERVIEW

Students will study UK politics and government, which will give them core knowledge and understanding of politics. Students will then develop this knowledge and understanding, studying three core political ideas and another from a choice of five (selected by the school). The school will then have the choice to study either the government or politics of the USA or global politics.

Unit 1: UK Politics

Unit 2: UK Government

Unit 3: Comparative Politics

ADDITIONAL EXPECTATIONS

Enrichment outside of the classroom is essential to the study of A Level Politics. As well as keeping up to date with current political events, students will be encouraged to read novels, watch films, read memoirs and biographies, and participate in site visits. By doing so students will build a much richer sense of the political landscape and, therefore, enjoyment of the subject, and achievement in it, will be much higher.

FUTURE PROGRESSION

Politics A level is a well-respected qualification due to the skills that students will develop when studying it. Universities and employers will know that a student with an A level in Politics can utilise sources, communicate clearly and argue a point of view through. Such skills are invaluable to a range of careers ranging from working in the media to law to advertising. These skills can also be useful in business or even accountancy.

SUGGESTED READING/RESOURCES

Quality news media offering a range of politics perspectives such as: The Guardian, The Times, The Independent (UK publications).

For a chance to see debates from all of the UK's political institutions (Prime Minister's Question Time (PMQs) is particularly recommended):

www.bbc.co.uk/news/politics; www.guardian.co.uk/politics; www.politics.co.uk

You can gain a great deal of knowledge and appreciation for what goes on in Politics by watching some of the following programmes on television:

Sunday Politics - BBC1, Sunday 12.00 noon

Channel 4 News - Channel 4, Daily 7.00pm

Newsnight - BBC2, Daily 10:30pm

Question Time - BBC1, Thursday 10:35pm



DESIGN TECHNOLOGY - PRODUCT DESIGN

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.

ENTRY CRITERIA

Grade 5 in GCSE Product Design or GCSE Art.

COURSE OVERVIEW

The specification provides students with the opportunity to design and make products. In order to recognise the importance of practical work within this subject, the course has a Non Examined Assessment (NEA) which is worth 50%.

Unit 1: Technical principles

Unit 2: Designing and making principals

Non Examined Assessment (NEA): including folder of evidence and research combined with practical making task based on given theme; themes are released on June 1st of the exam year.

ADDITIONAL EXPECTATIONS

Students are expected to be hardworking, committed and enthusiastic. They will need to dedicate time to working in the workshop on their NEA.

Students are provided with an exam board approved Design and Technology Product Design text book, which we will expect to be returned to the school at the end of the two years.

FUTURE PROGRESSION

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

SUGGESTED READING/RESOURCES

Visit the exam board 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.

Suggested reading:

Design Museum: An Essential Introduction by Gareth Williams

The Design Museum in a Box by Dayen Sudjic

History of Modern Design by David Raizman



PSYCHOLOGY

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.

ENTRY CRITERIA

Sixth form entry criteria including grade 4 in Science.

COURSE OVERVIEW

This course offers students a set of topics based around what universities believe Psychology should focus on and is beneficial to all considering taking Psychology further. Topics include:

- Topic 1:** Social Approach - the influence of individuals, groups and society on behaviour
- Topic 2:** Cognitive Approach - the nature of memory and issues such as dementia
- Topic 3:** Biological Approach - how the CNS, brain and hormones influences behaviour, focused on aggression
- Topic 4:** Learning Approach - how we learn through stimulus-response and from role models
- Topic 5:** Clinical Psychology - the diagnosis, symptoms and treatments of mental disorders
- Topic 6:** Criminal Psychology - influences on people who commit crime and treatments to prevent recidivism
- Topic 7:** Perspectives in Psychology - a synoptic topic discussing the many influences on human behaviour

Within each topic, students will learn about different research methods within Psychology.

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 such as clinical, criminal, education or occupational psychology. They may also use their psychological knowledge in careers such as law, human resources, acting and marketing.

SUGGESTED READING/RESOURCES

Edexcel website for the GCE (A Level) in Psychology – this gives a full overview of the course.
The ‘Psychology Wizard’ website provides comprehensive topic detail and links to videos to help with understanding.
British Psychological Society - <https://www.bps.org.uk/> - this has a full range of ideas, articles and careers in Psychology to consider.



SOCIOLOGY

Sociology is the study of society and how people behave in social groups. If students enjoy people-watching and asking the question why, then this is the ideal subject. A-level Sociology offers students the opportunity to develop the essential knowledge and understanding of central aspects of sociological thought.

ENTRY CRITERIA

Sixth Form entry criteria.

COURSE OVERVIEW

Unit 1: Family and Households

Changes in family and household structures; changing patterns in marriage; cohabitation; separation; divorce and childbearing; gender and power relationships; reasons for changes in birth rates, death rates and family size; state policy and the family.

Unit 2: Education; Sociological Methods

Education: the role of the education system; explanations of educational achievement resulting from social class, gender, ethnicity, relationships and processes within schools; the significance of state educational policies.

Sociological Methods: different methods and sources of data including questionnaires, interviews, observation techniques, documents and official statistics; practical, ethical and theoretical considerations influencing research methods.

Unit 3: Beliefs in Society

Different theories of ideology, science and religion; the relationship between religious beliefs and social change and stability; the significance of religion and religiosity in the contemporary world, including the nature and extent of secularization in a global context.

Unit 4: Crime and Deviance; Theory and Methods

Crime and Deviance: different explanations of crime, deviance, social control and social order; the social distribution of crime and deviances by age, social class, ethnicity, gender and locality. Theory and Methods: the areas already looked at will be reinforced and developed through a more evaluative approach in the investigation of sources of data, methods of research and the influence of theoretical perspectives on the study of society.

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 the two years of study; this approach facilitates the highest of grades.

FUTURE PROGRESSION

An A level in Sociology will allow you to develop and display the skills of essay writing including analysis, interpretation, evaluation, as well as the ability to construct a logical argument supported with a range of evidence. Therefore, Sociology students who achieve the highest grades can gain places at prestigious universities such as those belonging to the Russell Group. An A level in Sociology can assist entry to a range of humanity and social science courses or indeed any other degree course.

SUGGESTED READING/RESOURCES

Sociology Review. Hodder Education.

Sociology Book One by Webb et al. Napier press.

Sociology for AQA Vol 1 by Ken Browne. Polity.

Sociology in Pictures: Research Methods by Michael Haralambos. Collins.

An additional reading list can be provided, on request.



SPANISH

Spanish A Level covers a variety of topics which will deepen students' knowledge and love of language. These topics will include family, cyber society, voluntary work, national heritage, Spanish music, Spanish cinema, social issues and political issues as well as immigration.

ENTRY CRITERIA

Grade 6 in GCSE Spanish.

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. Within the course, students will study either a Spanish book or a Spanish 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 Spanish and 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.

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

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

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

Unit 4: Listening, reading comprehension and writing which is a translation into each language

Unit 5: Writing: essay on a chosen film and on a chosen book

Unit 6: Speaking: discussion on a topic with a stimulus card and a presentation and discussion of individual research project.

ADDITIONAL EXPECTATIONS

Students will be asked to buy the grammar workbooks 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. Visits to Spain are also 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, Translation and Interpreting 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. There are films and TV series available in Spanish on Netflix.

It would also be a good idea to start following on the social media several newspapers - for example El País or BuzzFeed Espana and tv channels such as TVE or Antena 3.

Cadena Dial is a Spanish radio station that only plays Spanish music so it is useful for practicing listening skills. The more students are in contact with Spanish, the more they will improve.



SPORT BTEC

(Level 3 Extended Certificate)

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for students who may choose to enter employment directly in the sports sector.

ENTRY CRITERIA

Grade 4 at GCSE PE (if studied) plus a 4-4 in Double Science.

COURSE OVERVIEW

The mandatory content allows students to concentrate on the development of their practical skills and the broad knowledge required for entrance into higher education programmes.

Unit 1: Anatomy and Physiology

Students explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy system.

Unit 2: Fitness Training and Programming for Health, Sport and Well-being

Students explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being. Students will be given a case study one week before the supervised assessment period to carry out preparatory work.

Unit 3: Professional Development in the Sports Industry

Students explore the knowledge and skills required for different career pathways in the sports industry. Students will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

Unit 6: Sports Psychology

This unit covers the psychological dimensions of sport, and introduces psychological techniques that can be used to enhance performance.

In addition, students will study a further three units from a range of optional units that have been designed to support progression to a variety of sport courses in higher education and link with relevant occupational areas.

ADDITIONAL EXPECTATIONS

Students 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

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

SUGGESTED READING/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, ISBN: 9781292134000
Revise BTEC National Sport Units 1 and 2 Revision Guide, Publisher: Pearson, ISBN 9781292230535
Suggested websites/Apps: BBC Sport/Sky Sports News
Essential Skeleton 4 www.teachPE.com
www.bbcbitesize.co.uk

NOTES:



ROYAL ALEXANDRA & ALBERT SCHOOL



Royal Alexandra and Albert School
Gatton Park
Reigate
Surrey RH2 0TD
01737 649000
admissions@gatton-park.org.uk
www.raa-school.co.uk

Patron: Her Majesty the Queen
President: Her Royal Highness The Duchess of Gloucester
Founded: 1758.

Registered charity no: 311945