



Hurst
HURSTPIERPOINT COLLEGE

Sixth Form Course Information

FOR SEPTEMBER 2021 ENTRY

Dear Student

I hope that you find this booklet stimulating and thought-provoking, and that it whets your appetite when you read about subjects you know you want to study in the Sixth Form. I hope, too, that you will use it to explore other subjects you haven't considered, perhaps because you didn't even know that they existed. I hope that you get a sense of what a Hurst Sixth Form education is about, and also what it values. Lastly, I hope that you find it useful as a clear and handy guide to help you form your thoughts about choosing subjects. Please use it as a prompt for discussion with your friends, teachers and family. But then please come and see us to talk through these choices in person, because it is that personal touch which will help us to help you to get the right combination of subjects.

In the booklet we have set out the essential content of each subject and how it is assessed, explaining in simple terms what each component is "worth" in the mark scheme as a whole. Each Head of Department has navigated you through the two year specification, so that you get a good sense of how areas within the subject interact. The booklet kicks off with information about the matriculating requirements into our Sixth Form, and outlines the GCSE grades needed to ensure that you will succeed in each subject at Sixth Form level. This, of course, is only half of the battle; your interest and passion for the subject, combined with your preparedness to work hard, are just as important indicators as to the result you will come out with at the end of your two years. Academic ability is important when it comes to attaining good grades, but the type of character you are will play a far more important role in determining your outcomes in terms of enjoyment, fulfilment, and exam success.

At Hurst we always review our academic offering and look to respond to the desires of the incoming Sixth Formers whenever we can. We have introduced new A Level subjects in the last few years to meet the demand from those wanting to develop their specialist interests, in addition to a BTEC course in Sports Science which is normally offered in conjunction with an A Level.

We aim to listen to our students and respond to your needs; really wanting to study a subject or course is an admirable place from which to begin your learning. You will find our courses varied and engaging, and whichever combination of qualifications and subjects you choose, you will encounter passionate and expert teachers who will guide you through the whole process.

Hurst Sixth Form is a great place to be academically, but the social dimension and extra-curricular provision is also of paramount importance. We look to foster good young men and women who can lead and be led. We want you to be the best version of yourself, and you won't find a school who commits such energy to enabling you to achieve just that.

Yours sincerely

Dominic Mott, Head of Senior School

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SIXTH FORM ENTRY

THE COLLEGE TIMETABLE

The students follow a two week timetable. Once lessons end in the afternoon, time will be allocated for the many other activities a Hurst education involves, including some games periods, assemblies, tutor periods, lectures, Duke of Edinburgh Award activities, Service Afternoon, Choir, Orchestra, Top House Quiz and the Highly Selective University Program. This time also offers timetabled opportunity to seek additional support from subject teachers via our academic clinic system.

Every effort is made to ensure that life is as outward looking and varied as possible. Students have opportunities to become involved in service afternoons where they volunteer in the local community. A comprehensive general studies programme brings in outside speakers. Additionally there is plenty of sport, drama and music. Life in the Sixth Form at Hurst is certainly a vital and stimulating experience. Students don't need to do all of it: they select the things that stimulate them.

To matriculate into the Sixth Form at Hurst pupils require at least 4 grade 7 GCSEs. They should have a 7, 8 or 9 grade in the subjects that they intend to study and, where a pupil wishes to start a new subject which they have not studied before, they need to have achieved a 7-9 in a GCSE subject closely related to it (i.e. for Economics, ideally a pupil should have a 7-9 in Maths GCSE). Students should also have a minimum of a Grade 5 at GCSE in Mathematics and English. However, we recognise the need to be flexible and to operate on an individual pupil basis, working closely with each student on his or her choices, to establish what will be the best programme of study for them. In addition to A Level, we run a BTEC programme in Sport and Extended Project Qualifications.

ENTRY PROCEDURE FOR THOSE NEW TO HURST

As a general guide, entry to the College requires:

- Completion of a Registration Form (fee £100)
- Completion of an Entry Application Form
- Interviews and tests at the College normally in mid-November of the year preceding entry, or subsequently as necessary
- Payment of an Entry Deposit on acceptance of an offer by the College, conditional upon GCSE grades.

The deposit is returned should the College withdraw its offer, or on completion of the Sixth Form Course. It is non-returnable if parents change their mind.

There are a number of academic and other awards that are available for entry to the Sixth Form, which can range up to 25% of fees. It is possible to win more than one award totalling a maximum of 25%. Bursaries are available beyond this for those requiring financial assistance.

Please contact Dianne Allison, Head of Admissions, for further details.

Sixth Form tutors are attached to each House and are responsible for the students' welfare and academic progress. Meetings take place every week to set targets and to monitor progress by, for example, discussing Challenge Grade Reviews. Overseeing the tutors are Assistant Heads of Sixth Form who are assigned to particular Houses and there is a Head of Senior School overseeing the whole structure. Each student has more than one member of staff to encourage and support them, so that a number of key teachers get to know them well.

One of the main responsibilities of tutors is to provide guidance on higher education; most of the Sixth Form continues to university. With the College's Head of Higher Education, tutors advise on the choice of course and choices of Higher Education institution. Tutors also assist with the completion of UCAS forms including the preparation of personal statements. Hurst's UCAS references are accurate and valuable because of the close relationships between students and their teachers.

Universities offer a plethora of courses, so it is essential that Sixth Formers are fully aware of the range of opportunities open to them. During the Lower Sixth, all students have at least one individual guidance meeting with the Head of Higher Education to discuss their options. The UCAS application process is described; the decisions that need to be made are explained; and the resources available for undertaking the necessary research are detailed. The resources include full access to Unifrog, and an extensive library of university literature and prospectuses.

Shortly after the Lent half-term parents are invited to join the year group at a University Higher Education Evening when information and advice are given by experts: representatives from universities, current undergraduates and present Upper Sixth formers who are in the process of making their own UCAS applications. Lower Sixth students are encouraged to visit universities during the College vacations to cement their decisions; the College also organises university visits for students in June.

To complement this focus on higher education, the College Careers Department can offer advice on a range of professions, not only through a programme of talks given by representatives from a huge range of careers but also through our work experience programme and our Sixth Form Networking event. The College offers a wide variety of internships generously supplied by the parental body and alumni. Our Careers Department also supports students with developing their own CVs and preparation for interviews. We also work closely with representatives from all three branches of the Armed Forces, to support any student's interest in a career in the Army, Navy or RAF. There is also a Gap Year seminar covering the practical and planning issues of taking a year out. Students are encouraged to participate in Young Enterprise, a programme that enables students to set up and run their own businesses. All students are able to arrange for one-to-one guidance sessions with the Head of Careers.

At the start of the Upper Sixth, UCAS applications are completed in consultation with tutors. At the parents' meeting held late in the Lent term, there is an opportunity to clarify the procedure when results are published and, on results day itself, advice is available to help resolve any queries. Once the student has left the College we are keen to keep in touch and we can provide further advice and testimonials.

Those who wish to apply to highly selective universities such as Oxford and Cambridge are given special provision throughout the Michaelmas Term of the Upper Sixth year. This is the culmination of a process of academic extension in the Sixth Form for those who are keen to push themselves from the start of the Lower Sixth. Highly selective university candidates attend extra subject specific sessions (at least one per week) that are designed to extend individuals beyond the constraints of their examined syllabi. Specialist tutoring is given for UCAS personal statements that are due in earlier than for other universities, and students are offered interview practice and advice. Prospective medics, vets and dentists are supported through a weekly discussion group, work experience opportunities, information and preparation for the UKCAT and BMAT, and formal interview practice.

All of the above ensures that our students have access to enough information to enable them to make the right decision for their future. The vast majority of them go on to university and about three quarters go on to Britain's best, the Russell Group or former 1994 Group universities. However, the aim of the Sixth Form is to achieve self-fulfilment, and we recognise that university is not for all. Hurst Sixth Formers have gone on to drama school, art college and professional sport straight from school.

THE CLASS OF 2020

The Sixth Form leavers of 2020 achieved 91.8% A*, A or B grades in their A Levels.

Below is a selection of the courses that our Upper Sixth leavers are moving on to:

| NAME | UNIVERSITY | COURSE |
|--------------------|---------------------------------------|---------------------------------------|
| Isabel Bergin | Durham | Natural Sciences |
| Matthieu Bridger | Wadham College, Oxford | Physics |
| Leon Cragg | Brighton & Sussex Medical School | Medicine |
| Jessica Elliott | Nottingham | Medicine |
| Olivia Giles | St Andrews | Classics and Italian |
| Georgina Goldsmith | Exeter | Medicine |
| Alex Goodman | Gonville and Caius College, Cambridge | History |
| Lara Harris | Warwick | Economics |
| Tallen Harris | UCL | Law |
| Elizabeth Higgins | Loughborough | Psychology |
| Charlotte Keys | Keble College, Oxford | History |
| Verity Mack | Bristol | Politics and International Relations |
| Zac Oratis | Bath | Sport Science |
| James Quessy | Cardiff | Marine Geography |
| Daniel Reed | Manchester | Philosophy |
| George Rodriguez | Oriel College, Oxford | Physics |
| Isabella Shepard | UCL | Mechanical Engineering |
| Barney Sherman | Birmingham | Medicine |
| Lily Silcock | KCL | English |
| Alex Slater | Leeds | International Business and Management |
| Lauren Telford | Nottingham | Veterinary Medicine |
| Otto White | Imperial | Computing |

A LEVEL COURSE STRUCTURE

All A Level courses are linear in structure with terminal examinations at the end of the Upper Sixth year.

BTEC COURSE STRUCTURE

BTEC Level 3 Diplomas embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. Each unit is assessed through either coursework submissions, a supervised assessment or an external examination.

EXTENDED PROJECT QUALIFICATION

The Extended Project is a free-standing Level 3 qualification. Students may choose to take the EPQ as an extension of one of their GCE subjects; alternatively the EPQ may explore an area of personal interest or activity outside the main programme of study.

The Extended Project Qualification involves extended independent work by the student and will require in total up to 120 'guided learning hours'. This means that the EPQ is roughly equivalent to half an A Level and there are UCAS points available: 28 for A*, 24 for A, down to 8 for grade E.

LEARNING SUPPORT

Many students no longer need Learning Support in the Sixth Form because they choose subjects in which they are both competent and confident. However, some continue to require support in order for them to attain the best possible grades. The Head of Learning Support is always available to discuss individual cases.

The Head of Learning Support will require a copy of any specialist assessments which have previously been completed, in addition to details of access arrangements applied for GCSE examinations. Access arrangements will be reviewed to confirm they are still appropriate in accordance with examination board requirements.

SIXTH FORM CHOICES

An annual Sixth Form Choices Seminar is held for all prospective Lower Sixth Form students and their parents to hear more about the courses that interest them. Students are then required to rank their chosen subjects in order of preference, to enable the College to draw up the option blocks for their Lower Sixth year.

If students are unsure as to which subjects to choose, they should consider subjects that they have enjoyed and should check what subjects will be needed for any possible career choices they may make as they move on to university. They should also keep an eye on universities' views of Sixth Form subjects. If in need of further advice, please contact the College.

ENGLISH AS A SECOND LANGUAGE

Lessons are available for international students who need a qualification in English Language. Details of the IELTS course can be found under Modern Languages.

LOWER SIXTH SUBJECT OPTIONS

The Option Blocks are adjusted each year in order to allow the maximum number of students to study their chosen subjects. Students select subjects from the following list, but the College cannot guarantee that every combination of subjects will be possible:

Art & Design (Fine Art), Art & Design (Photography), Biology, Business, Chemistry, Classical Civilisation, Computer Science, Dance, Design & Technology, Drama & Theatre, Economics, English Literature, French, Geography, Politics, History, Latin, Maths, Maths with Further Maths, Music, Music Technology, Physical Education, Physics, Psychology, Religious Studies, Sociology, Spanish and Sport BTEC. The BTEC course counts as two choices.

It should be noted that the subject options are dependent on the number of students choosing them. It is rare for a subject to be withdrawn, but it may happen. As students submit their choices, variation in demand for subjects may result in changes to the composition of the blocks with, for example, some subjects being offered more than once. The range of possible subject combinations available will alter accordingly, and students will be kept informed as this process happens.

ART & DESIGN: FINE ART, PHOTOGRAPHY

At A Level we offer Fine Art and Photography as separate titles of the Edexcel course. Both are taught using a similar course structure, as outlined below, but students on the Photography course produce all work photographically, exploring digital and darkroom techniques in a dedicated studio and in dedicated groups. Those opting for the Fine Art course may choose to work through painting and drawing, printmaking, sculpture or alternative media such as: film, photography, installation and mixed media assemblage.

Choosing to follow one of the two courses in the Art Department enables students to experience a whole range of new processes and materials and to appreciate various Art forms in a contemporary as well as in an historical context. Students explore and expand their visual language to a high level which is ideal preparation for Further and Higher Education in general, or applying for an Art Foundation course.

ENTRY REQUIREMENTS

This is a practical subject with embedded academic elements that demand time and thought and it is expected that students will have achieved at least a Grade 7 in GCSE Art and Design (Photography students do not have to have completed Art and Design at GCSE) along with at least a Grade 6 in English Language. Students will require commitment, drive and enthusiasm and a desire to sustain and develop an idea through to its solution.

A LEVEL COURSE STRUCTURE OCR EXAMINATION BOARD

The courses are flexible although built around a structured programme of projects. There are regular visits to museums and galleries throughout the course.

Component 1: Coursework 60%

Students work from a broad theme such as 'Structures' and are guided through a series of technique and process-led workshops to support their projects in their chosen route of art or photography. They explore and develop many existing and new skills and are required to review their personal progress. Students are also taught how to analyse and critique their work in relation to established artists, designers or photographers. As the course progresses independent and highly personal pathways are encouraged and developed via one to one and peer group tutorials. A body of work, including final outcomes, sketchbooks and other display materials, will be created by each student and the course will culminate in an exhibition.

Self-directed Major Project

This is launched February of year 1. The project consists of two elements: a personal investigation and a personal study. Both the art and photography students work in greater depth on the critical analysis of others' work to enable them to explore their practical ideas through a series of outcomes. The personal study is a 1000-3000 word visual

essay which includes research into the works of established artists and which links to the student's personal investigation. Students are encouraged to visit galleries and museums and to take advantage of cultural visits abroad offered by the College.

Component 2: Externally Set Assignment 40%

This is launched in February of year 2. Students must respond to the theme from the Externally Set Assignment and produce their own creative outcome(s). Whilst this is a separate element to their coursework students will build upon their prior knowledge, skills and understanding. Preparatory work with supporting studies will be submitted with a timed element (15 hours) of unaided work produced under examination conditions.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

These courses are excellent preparation for the many career choices in the creative industries and many students undertake further study at Art College or other related establishments. Currently, the majority of students complete a full time, one year 'Art Foundation' course before pursuing a degree in a specialist area of study such as Graphic Illustration, Three Dimensional Design, Fine Art, History of Art, Commercial Photography, Architecture and many more. Transferable skills acquired in creative problem solving, time management, independent approaches and risk taking are ideal preparation for future careers in the arts and any other area.

ENTRY REQUIREMENTS

Students should be equipped with good written communication skills. Students should have the ability to use a variety of sources of information including textbooks, reference materials, government and business data, the internet and their own knowledge and experience of business. Business also requires a reasonable level of numeracy and for this reason candidates need to have achieved a Grade 6 in GCSE Mathematics.

SUBJECT CHOICES

Business combines well with most other subjects although some might argue the apparent overlap with Economics is too great to make that a suitable combination.

A LEVEL COURSE STRUCTURE EDEXCEL EXAMINATION BOARD

Course Content

The A Level course in Business is structured into four themes. Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

Theme 1: Marketing and people

Students will develop an understanding of:

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

Theme 2: Managing business activities

Students will develop an understanding of:

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

Theme 3: Business decisions and strategy

This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:

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

Theme 4: Global business

This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:

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

Examination Structure

There are three externally examined papers and all of these papers have the same structure:

- Each one comprises two sections.
- Students answer all questions from both sections.
- Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Duration: 2 hours.
- 100 marks available.

Paper 1:

Marketing, people and global businesses
35% of the total qualification

Overview of content:

Paper 1 will assess marketing, people and global businesses and questions will be drawn from Themes 1 and 4, and from local, national and global contexts.

Paper 2:

Business activities, decisions and strategy
35% of the total qualification

Overview of content:

Paper 2 will assess business finance and operations, business decisions and strategy. Questions will be drawn from Themes 2 and 3, and from local, national and global contexts.

Business does what it says!

– it studies businesses and how they operate.

The approach to the course is less theoretical than Economics and involves studying how today's businesses carry out their various functions - including marketing, finance, people and operations management. The course looks at how external factors affect businesses (such as competition; consumer demand; the activities of pressure groups and ethical issues) and how businesses react to them. It also draws together the business functions and the external environment to study the objectives and strategies that businesses adopt.

In the second year of the course there is a strong focus on global business, and the course content becomes increasingly contemporary and there are multiple opportunities to extend learning beyond the syllabus. The course also allows students to relate to their experiences with Young Enterprise and other extra-curricular activities.

Paper 3:

Investigating business in a competitive environment 30% of the total qualification

Overview of content:

Paper 3 will assess content across all four themes. Questions will be drawn from local, national and global contexts. For Paper 3, there will be a pre-released context document issued on the Edexcel website in November of the previous year. A new context will be given to centres each year and will relate to the examination series for the following summer. The context will focus on a broad context, such as an industry or market in which businesses operate. The question paper will be in two sections. The first section will focus on the broad context provided. This will be outlined to centres through the pre-released document. Questions will focus on the broad context. The second section will focus on at least one strand within the context provided, such as a particular business. Each section will contain unseen stimulus materials comprising quantitative and qualitative evidence. Students are required to apply their knowledge and understanding from Themes 1, 2, 3 and 4 and their understanding of the broad context to this evidence. Students cannot take any of their research or investigation data carried out as part of the pre-release into the examination.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

A Level Business provides an excellent foundation for a wide range of University courses and careers. It is one of the fastest growing subjects at degree level, with many degree courses combining Business or Management Studies with other subjects, including a modern foreign language.

Business can lead to career opportunities in both the private and public sectors, inside and outside the UK. Business prepares students for working in a range of environments in both the public and private sectors. It gives students confidence and an understanding about the workplace at all levels and even their own enterprise.

CLASSICAL CIVILISATION

ENTRY REQUIREMENTS

Students should have a Grade 6 in GCSE English Literature because, even though no prior knowledge of Latin, Greek or Classical Civilisation is required and the texts are studied in translation, a large portion of the course involves studying works of literature. No prior knowledge of art and architecture is required. All students need to have an open mind and willingness to learn.

SUBJECT CHOICES

Classical Civilisation fits in well with a whole range of other A Levels including English Literature, Languages, Drama and Theatre Studies, History, Art & Design, Business Studies, Sciences and Psychology. Scientists and Economists will enjoy it for its own sake as a subject to broaden their horizons and to act as a contrast to their other A Levels.

A LEVEL COURSE STRUCTURE OCR EXAMINATION BOARD

Course Content

The course is full of mythology, legend, war, death, betrayal, crazed women, art, temples and, of course, many insights into the culture that brought us such things as: literature, maths, science, architecture, philosophy, democracy and sculpture. Students must be prepared to read, analyse and write concisely about a wide range and quantity of material, a skill required by any university course.

The course will include the following elements:

- The World of the Hero (component 11)
The great epics the Iliad and Odyssey were composed around 800 BC and are the earliest surviving pieces of Western literature. Whilst the Iliad describes the anger of Achilles and his subsequent revenge upon Hector in the 9th year of the Trojan War, the Odyssey takes you to the end of the war and the homeward wanderings of the Greek hero, Odysseus. Having left the battlefield of Troy,

Odysseus sails home (dogged by shipwrecks, a mutinous crew, a witch, a Cyclops, cannibals, the Sirens and a hateful goddess) only to find his wife being wooed by other men. Through this epic we gain a fascinating insight into Ancient Greek culture through the contrasting people and monsters, not only of Homer's time but also of the time of Achilles and Odysseus (the so-called Age of Heroes). With Homer as his influence and Augustus as his patron, Virgil created a world with such a small beginning through the travails of a Trojan refugee, Aeneas. His city destroyed, his wife dead, this man has to survive the wrath of the gods and women in order to achieve his destiny in founding the Roman race on the shores of Italy. While studying this epic we examine particularly what it meant to be a hero in the Classical world both in the Age of Heroes and within the context of the new Imperial Age of Rome. The literature of both texts forms a lens through which will examine the culture and society in which these epics were constructed, and exam questions will address this as well as the literary techniques used by the authors.

- Greek Theatre (component 21)
In this module we study the 2 of the great Greek tragedians of the 5th century BC (Euripides and Sophocles) as well as the comedian Aristophanes to explore Greek theatre. Within these plays expect to find a king who has unintentionally committed a terrible act, women sent into a mad frenzy by a vengeful god and a comedy with a chorus of frogs giving a satirical take on Greek society. This module also covers the architecture and archaeology of theatres, as well as the scenery, stage effects, costumes and characters typical to Greek theatre. We will look at buildings to examine how their construction helped audiences to enjoy a performance but also vases and pots which were created by Greek artists as a response to what they saw in the theatre, giving us a dynamic pictorial representation of what a performance must have been like. We will also cover celebrations of theatre in the ancient world through looking at the theatrical competition the City Dionysia which will allow us to explore the social, political and religious aspects of the theatre.

Classical Civilisation investigates the World of Ancient Greece and Rome through its literature, art and architecture.

Students may have studied some Classics earlier at school in the form of Greek and Roman mythology, or may have studied Greek or Latin at GCSE. Equally, pupils may have had no background in the Classics whatsoever before choosing A Level Classical Civilisation. The joy of the subject is that it is a new way of looking at the world for whoever takes it up.

- Greek Religion (component 31)

This module is part of the 'belief and ideas' side of the course in which pupils will explore classical thought: the nature of right and wrong, what faith meant to the ancient Greeks and how their beliefs and interpretations of the relationship between the gods and mankind affected their society. The topics studied include the nature of Olympian gods and how the Greeks would have a personal experience of the divine through their worship of divine cults and the Olympics games, and through oracles; this enables us to study religion and society as well as places of worship, rituals, priests and religion and philosophy. Study of this is enriched by looking at the temples in Athens, Delphi and Olympia and by examining sculptures and vases which show how the Greeks represented their belief in the gods through art and architecture. As well as looking at these specific sources pupils will be required to do some extra reading of material connected to the course content. This will be guided to an extent by teachers and will allow pupils to get a taste of what learning is like at university as they will have to include what they have learnt from their extra reading in their essays. This course teaches pupils how evaluate concepts as well as sources and how to explore the course beyond the curriculum.

HIGHER EDUCATION

Classical Civilisation is well regarded by Universities and indeed the new course is set up to teach skills which are integral to many degrees: analysis, evaluation, wider reading and conceptual thought. It is viewed as a multi-disciplinary subject by Higher Education institutions who recognise the rigour of the content and requirements of the examination. Students will also learn how to read, analyse and evaluate modern academic articles to further their understanding and learn skills applicable to any university course. Many universities run highly respected courses in Classical Studies or Ancient History if students decide to take their studies further.

COMPUTER SCIENCE

ENTRY REQUIREMENTS

Students who have studied Computer Science at GCSE should have at least a Grade 7. There is a considerable mathematical content to the course and therefore candidates should have achieved a Grade 7 or above in Mathematics at GCSE.

SUBJECT CHOICES

A qualification in Computer Science combines well with many subjects including those that would benefit from a logical and systematic approach. It also complements subjects that contain analytical, scientific and technological aspects.

A LEVEL COURSE STRUCTURE OCR EXAMINATION BOARD

The Course consists of three components:

Component 1: Computer systems

2 hours and 30 minutes written paper
40% of total A Level

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues

Component 2: Algorithms and programming

2 hours and 30 minutes written paper
40% of total A Level

- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

Component 3: Programming project

Non-exam assessment
20% of total A Level

The learner will choose a computing problem to work through according to the guidance in the specification.

- Analysis of the problem
- Design of the solution
- Developing the solution
- Evaluation

HIGHER EDUCATION AND CAREER OPPORTUNITIES

With a qualification in Computer Science students may choose to continue their studies on to Higher Education. Many universities now offer joint honours courses which contain computing and just about every other subject. There are an increasing number of opportunities for students who leave with an A Level in Computer Science. Many further their studies at universities, taking a single Honours degree in Computing or studying joint honours with another subject, ranging from Engineering to Economics or Business Studies.

With the large proportion of project work and with the emphasis on the use of internet technologies, students with an A Level in Computer Science are also in a strong position to find themselves a career in the industry without going to university. There are many companies who would prefer to employ a student at 18 with the appropriate skills rather than waiting until they have completed a university degree.

It is the aim of the Computer Science department to ensure that all students taking the subject acquire the practical skills that will make them employable in the real world, increasing their choice of opportunities when leaving the College. Although only 20% of the final marks are awarded for coursework, Computer Science is a highly practical course where we teach beyond the limits of the syllabus.

The overall aim of this course is to encourage students to develop an understanding of the principles of problem solving using computers. These studies will help students to understand the range of applications of computers and the effects of their use so that students can apply this understanding to develop computer based solutions to problems. Students will develop an understanding of systems analysis and design and methods of implementation, testing and documentation.

DANCE

Studying A Level Dance provides students with the opportunity to acquire knowledge, understanding and appreciation of the subject, which is delivered through practical and theoretical studies. Students are encouraged to discover their own original movement vocabulary as well as increase their own performance ability to a high standard. The course encourages students to think creatively and analytically which aptly primes them for Higher Education in general or more specific performing arts courses.

ENTRY REQUIREMENTS

Students should have at least Grade 6 in GCSE English Language. GCSE Dance at Grade 6 or above is desirable but not necessarily essential. Potential students however must be technically proficient and may be required to undergo a practical assessment prior to acceptance on the course. Students considering undertaking dance at A Level need to be aware that success in the subject will require dedication, self-motivation and the ability to work and cooperate within a group.

A LEVEL COURSE STRUCTURE AQA EXAMINATION BOARD

The A Level Dance course is linear with all exams taking place at the end of the course.

EXAMINATION STRUCTURE

Component 1: Performance and Choreography

What's Assessed?

- Solo performance linked to a specific practitioner within an area of study
- Performance in a quartet
- Group choreography

How is it assessed?

- Practical exam; 80 marks; 50% of A Level

Component 2: Critical Engagement

What's Assessed?

- Knowledge and understanding and critical appreciation of one optional set work and its location within a corresponding area of study

How is it assessed?

- 2 ½ hour written exam; 100 marks; 50% of A Level

HIGHER EDUCATION AND CAREER OPPORTUNITIES

A Level Dance is highly respected as an academically and practically demanding course and therefore provides a solid foundation of knowledge and ability for anyone wishing to pursue a career in the Performing Arts. A Level Dance can lead to further study in Dance, Theatre Studies and Performing Arts in Higher Education at degree level and potentially may lead to a career in the performing arts industry or within the education and community arts sector.

A Level Dance compliments a range of subjects, such as, theatre studies and the visual arts, due to the concepts that underpin the process of creating dance and the analytical skills used to gain insight and appreciation of the work. The course's ability to foster imagination and creativity, as well as promote personal and social development makes it an invaluable asset in many fields of work that require presentational skills, teamwork and lateral thinking, such as within the media, marketing, advertising and public relations.

OTHER INFORMATION

It will be expected that students regularly attend the theatre to see live dance performances to further stimulate their own creativity as well as reinforce and enrich their understanding of dance. Dance students should also become a member of one of the College's in house dance companies to reinforce and develop performance and choreographic skills.

DESIGN & TECHNOLOGY: PRODUCT DESIGN

ENTRY REQUIREMENTS

Ideally students should have studied Design and Technology at GCSE but this is not necessarily essential; those who have Design and Technology GCSE should have achieved at least a Grade 7. GCSE studies give students an elementary knowledge of the core elements required for Advanced Level and, although they are taught again in more detail during the Lower Sixth, workloads may be increased. Information Technology skills, an interest in working practically with materials and a creative mind are also deemed essential. In addition to this, pupils are expected to have achieved at least a Grade 6 in English Language GCSE, as there are many written elements to the course and the exams feature longer response style questions, and at least a Grade 6 in Maths GCSE as students are expected to demonstrate their application of knowledge, understanding and skills of Maths (and Science) in both theoretical and practical ways.

A LEVEL COURSE STRUCTURE AQA EXAMINATION BOARD

The course is made up of three units: two exam papers and a non-exam assessment. The course contains two main

practical projects in the Lower Sixth and a major project, the NEA, on a design context of the student's choosing in the Upper Sixth. The subject content examined in the two papers is below.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. Whether students continue their study with a degree course in Design or broaden their skills in either the Arts or Sciences, A Level Design and Technology offers a sound base for future learning. There are many, excellent career opportunities for students leaving with an A Level in Design and Technology, as they will have sound problem-solving skills and practical ability. Career options include: Engineering; Interior, Product, Industrial, Civil, Environmental or Fashion Design; Architecture; Graphic and Visual Design; Sports Equipment Design; Communication, Media, Marketing or Animation; Manufacturing or the Textiles Industry.

The Design and Technology A Level builds on the experience of GCSE and allows students to further their studies through Product Design. We will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put the learning into practice by producing artefacts. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers, especially those in the creative industries. The course is closely linked to the real world of product/system manufacture whilst offering opportunities to acquire and demonstrate knowledge and understanding of the world of designing and making. Students will develop an awareness of the responsibilities that designers and technologists have and the potential that exists to change and shape lives.

There are clear links between aspects of the specification content and other subject areas such as Computer Science ('The use of computer systems' and 'Digital design and manufacture'); Business Studies ('Enterprise and marketing in the development of products'); Art and Design ('Design communication') and History ('Design Theory'). Students must also demonstrate maths and science skills through their written papers and their non-exam assessment. This is not an exhaustive list, and there are other opportunities within the specification for students to integrate and apply their wider learning and understanding from other subject areas studied during Key Stage 4, as well as those subjects that they are studying alongside A Level Design and Technology.

| UNIT | NAME | DURATION | WEIGHTING |
|---------|---|-----------|-----------|
| Paper 1 | Written Paper: Technical Principles <ul style="list-style-type: none"> ▪ Materials and their applications ▪ Classification of materials ▪ Manufacturing with materials ▪ Health and safety ▪ Product design and development ▪ Enterprise and marketing | 2.5 hours | 30% |
| Paper 2 | Written Paper: Designing and Making Principles <ul style="list-style-type: none"> ▪ Iterative design process ▪ Work of designers and design theory ▪ Environmental, social, moral and ethical issues ▪ Analysis and evaluation of products ▪ Product lifecycle and the design process ▪ Design for manufacture | 1.5 hours | 20% |
| NEA | Non-Exam Assessment <ul style="list-style-type: none"> ▪ Practical application of technical principles, designing and making principles. | 50 hours | 50% |

DRAMA & THEATRE

Drama and Theatre is a subject in which all other subjects meet. Students will mix these ideas around, become critical of the world around them and create theatre that provokes and challenges society to do better. Students will extend their ability to create drama and theatre, either in a performing or production role. They will also be required to write about drama and to develop their powers of analysis to become an informed critic. The course will involve taking part in drama productions, as well as studying plays, playwrights and practitioners.

To achieve high grades, students need to be rigorous and dedicated in their approach. Sound analytical skills and a questioning nature are essential. Practical experience must be supported with a sound grasp of theatrical theory in both coursework and examinations. Students need to be enthusiastic, involved and committed, using private study sensibly for research, reading and writing essays. Most students find that despite the theoretical challenges of the course, the practical elements of the subject complement other academic areas and allow them to develop a variety of study techniques.

Students need to be curious about issues and ideas and have a creative instinct for communicating their views through drama. They may be keen on acting, writing or on the visual and technical side of theatre and wish to develop their skills in some or all of these areas. Equally they will be interested in going to the theatre to see plays performed by different theatre companies.

ENTRY REQUIREMENTS

It is useful to have taken Drama at GCSE level but not always essential. Those who have a GCSE in Drama should have achieved at least Grade 7, whilst those who haven't should have a Grade 7 in English Language or Literature. It is important that students are interested in gaining a greater understanding of how theatre works and a desire to better understand the world through the dramatic form.

A LEVEL COURSE STRUCTURE EDEXCEL EXAMINATION BOARD

The A-Level course is split into three components, which are studied across the two year programme.

Component 1: Devising (40% of the qualification)

Devising is studied in the LVI year. In groups, students are given an extract from a play script as a stimulus, and will be asked to choose the work of a prominent theatre practitioner to study alongside it. They will be required to devise, rehearse and present an original 30-minute performance based on the given extract, and utilising the approach of their chosen practitioner. Essentially, this unit gives students the opportunity to create their own work that challenges the world around them. Students are assessed on their personal contribution to the performance, and are required to keep a portfolio of their rehearsal and development process, demonstrating how their ideas were transformed from page to stage, reflecting on both the process and performance.

This unit is internally marked and externally moderated at the end of the LVI year.

Component 2: Text In Performance (20% of the qualification)

Text In Performance is studied in the UVI year. In this unit, students each perform a role in a production of a play, and also have to prepare a two-minute monologue or a five-minute duologue from a different play of their own choosing.

In preparation for the play, students take part in workshops that will help them to develop performance or design skills. The class teacher will choose a play that suits the group and each student as an individual before directing them as a company to perform or design a key extract from that text. As performers, students have to develop a convincing and appropriate interpretation of their character, and will be required to hone their vocal and physical skills. If students have an interest in lighting, sound, set or costume design, they can discuss with the tutor the possibilities of taking on a role in the production team.

In preparation for the monologue or duologue, students will read and research a play text of their own choosing and develop their performance piece, either for themselves or with a partner. These performances will be self-directed, with the class teacher offering some advice and guidance. Students will write a brief outline of their intentions in performance, and will be judged by an examiner on their ability to communicate their intentions through vocal and physical skills.

The culmination of this unit is a practical examination, in which the students perform both their monologue/duologue and their play in front of a visiting examiner. The unit is marked externally.

Component 3: Theatre Makers in Practice (40% of the qualification)

This unit is studied across both the LVI and UVI years, culminating in a written exam at the end of the qualification. There are three sections in the exam:

Section A – Live Theatre Evaluation

Students will watch a range of live theatre over the duration of their two-year course, and will hone their analytical and evaluative skills in order to pass informed judgements on what they have seen. In the exam, they will answer a question about one of the live theatre productions they have watched, and engage in a debate about the importance and relevance of theatre today. In addition to preparing for the written exam, watching

professional productions is one of the best methods for improving students' own practical work, and the influence of these shows will almost certainly be seen in the Component 1 and 2 performances.

Section B – Page To Stage: Realising A Performance Text

Preparation for this section of the exam will involve the practical study of a 20th Century set play text. In these practical workshops, students will explore how they could realise the text in performance. In the exam, they will need to answer two questions – one from the perspective of a performer, and one as a designer – and so will gain knowledge of a range of practical skills that could help make a performance of the set text captivating and exciting.

Section C – Interpreting A Performance Text

Students will study and explore practically a pre-20th Century set text alongside the work of an established theatre practitioner. Through a series of practical workshops, students will be asked to explore how they could re-interpret the script in order to create a production of it that would be accessible and relevant to a modern day audience. As a group they will develop their modern interpretation in class, re-inventing the text in the light of their chosen practitioner. In the exam, students will answer an extended essay question in which they will be asked to communicate the ideas they have developed in class, whilst also demonstrating an understanding of how the play might have been performed in its original context.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

At the end of this course, students could go on to study Drama at University or apply to Acting courses at recognised Drama Schools. The Drama & Theatre A-Level complements a wide range of subjects and is useful in building confidence and improving presentation skills. The confidence, tenacity and independence of thought fostered by the course are of value in almost any profession and are qualities certainly valued

by universities. The balance of analytical and practical presentational skills which it demands are also relevant to careers in film and television, media, advertising, public relations, personnel management, marketing and law.

Throughout the duration of the A-Level course, students will foster skills which are of huge value in other subjects including (but not limited to):

- English
study of set texts, essay writing skills.
- History
researching and understanding the historical contexts in which plays were performed, and practitioners were writing.
- Psychology
exploring the mind-set, motivations and objectives of characters.
- Politics
researching and understanding the political motivations of playwrights.
- Business
presentation, teamwork, creative and inter-personal skills.
- Design
exploration of set design, lighting, sound, costumes, props and special effects.
- Law
debate, presentation of arguments, research and confidence in public speaking.

Perhaps most importantly, however, the skills required for success in this course are the skills needed for success in life: time management, team-working, organisation, leadership skills, reflective skills, persuasive techniques, negotiation skills, co-operation, data-sifting, working to deadlines, communication skills...and many more.

ECONOMICS

Economics teaches students to think logically and to use theories to understand how economies operate. The basic economic problem, of how we divide up scarce resources and how decisions about how best to do this affect us all, is at the core of the subject – in other words who gets what and why? The subject, therefore, studies all of society and the activities of various groups and institutions within it, including consumers, firms and the government. This involves studying how markets allocate scarce resources, the effects of competition and government intervention.

The macroeconomic part of the course is what most people associate with economics. This includes the study of economic growth, inflation, unemployment and international trade and the difficulties the government faces when it attempts to steer the economy towards a particular economic objective.

ENTRY REQUIREMENTS

Students are expected to take an interest in current affairs, to want to learn about why the economy works in the way it does, debate issues, interpret evidence and be prepared to make their own judgements about relevant topics. A Level Economics is not mathematical as such but does require a good level of numeracy. For this reason candidates need to have achieved a Grade 7 in GCSE Mathematics and English Language.

The main skill that a good economist needs is the ability to analyse economic data, to interpret graphs and tables, identify trends and explain these using economic theory. The ability to see how one economic policy objective (e.g. low inflation) may affect other aspects of the economy (e.g. employment) is extremely important. Candidates need to have a clear mind, the ability to think and analyse logically and to be able to express themselves clearly in writing.

SUBJECT CHOICES

Economics will combine well with most other subjects, including sciences, social sciences, humanities or arts subjects. Combined with subjects such as Mathematics and Physics it can lead into engineering, while with languages the subject can provide an excellent base for those looking to work abroad or in a company with overseas links.

A LEVEL COURSE STRUCTURE

EDEXCEL EXAMINATION BOARD

The A Level is structured into 4 coherent themes to support teaching and learning:

Theme 1:

Introduction to markets and market failure

This theme focuses on microeconomic concepts. Students will develop an understanding of:

- nature of economics
- how markets work
- market failure
- government intervention.

Theme 2:

The UK economy

This theme focuses on macroeconomic concepts. Students will develop an understanding of:

- measures of economic performance
- aggregate demand
- aggregate supply
- national income
- economic growth
- macroeconomic objectives and policy.

Theme 3:

Business behaviour and the labour market

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of:

- business growth
- business objectives
- revenues, costs and profits
- market structures
- labour market
- government intervention.

Theme 4:

A global perspective

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of:

- international economics
- poverty and inequality
- emerging and developing economies
- the financial sector
- role of the state in the macroeconomy.

There are 3 externally assessed papers at A Level. Each paper comprises 100 marks and is 2 hours in duration. Questions comprise short answers, data responses and essays.

Paper 1

Markets and business behaviour

Questions drawn from Theme 1 and Theme 3.

100 marks, 2 hours

35% of qualification

Section A: multiple-choice and short-answer questions.

Section B: one data response question.

Section C: one extended open response question (choice of one from two).

Paper 2

The national and global economy

Questions drawn from Theme 2 and Theme 4.

100 marks, 2 hours

35% of qualification

Section A: multiple-choice and short-answer questions.

Section B: one data response question.

Section C: one extended open response question (choice of one from two).

Paper 3

Microeconomics and macroeconomics

Questions drawn from all themes.

100 marks, 2 hours

30% of qualification

Two data response questions broken down into a number of parts, each including one extended open response question (choice of one from two for extended open response questions).

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Economics is highly thought of in universities.

All the traditional universities offer degree courses in the subject, often combined with Politics, Philosophy, Accounting or Humanities. Although students graduating from university with Economics degrees most commonly enter occupations in banking, accounting, management, business consultancy and government advisory work, the analysis and logical thinking involved in studying the subject means that it provides a good grounding for many alternative career paths.

ENGLISH LITERATURE

Those possessed of an enquiring mind and a passion for our linguistic heritage will relish the diversity of English Literature and will thrive on its creative possibilities. The intellectually curious will learn to express opinion with confidence, freedom and skill, to enjoy the effects of discerning use of language and to explore a complex range of ideas from across the ages. Great literature articulates the mystery of the human condition; our ability to explore our existence is dependent upon language and it is perhaps the responsibility of each generation to analyse and even refashion the words we use.

ENTRY REQUIREMENTS

Students will need to achieve at least Grade 7 in GCSE English Language and English Literature.

A LEVEL COURSE STRUCTURE OCR EXAMINATION BOARD

The OCR A Level in English Literature qualification will build on the knowledge, understanding and skills established at GCSE, introducing pupils to the discipline of advanced literary studies, and requires reading of all the major literary genres of poetry, prose and drama.

The A Level in English Literature will extend these studies in breadth and depth, further developing pupils' ability to analyse, evaluate and make connections. Pupils will be required to study a minimum of eight texts at A level, including at least two examples of each of the genres of prose, poetry and drama across the course as a whole.

This will include:

- at least three texts published before 1900, including at least one text by Shakespeare
- at least one work first published or performed after 2000
- at least one unseen text.

The A Level in English Literature will require pupils to develop judgement and independence as they synthesise and reflect upon their knowledge and understanding of a range of literary texts and ways of reading them. It will require pupils to show knowledge and understanding of:

- the ways in which writers shape meanings in texts
- the ways in which texts are interpreted by different readers, including over time
- the ways in which texts relate to one another and to literary traditions, movements and genres
- the significance of cultural and contextual influences on readers and writers.

There is also a significant element of commentary writing and close textual analysis, a genre based coursework unit and all pupils will be required to undertake a wide range of background reading to support all sections.

The course structure, encompassing 'closed' text exams and written coursework, ensures that all candidates can benefit from a pluralistic approach to assessment and from a variety of study techniques. Naturally, there will be scope for independent readers to explore literature beyond the specifications and to be supported in their reading of authors of specific personal interest.

Component 01:

Shakespeare, Drama and Poetry pre-1900
2 hour 30 minutes – exam
Closed text
40% of A Level

Pupils will be required to study one play by Shakespeare which will be assessed in Section 1 of this component. In addition, pupils will be required to study one pre-1900 drama text and one pre-1900 poetry text which will both be assessed in Section 2.

Section 1:

This section requires the pupils to demonstrate their detailed knowledge and understanding of their chosen play.

Section 2:

Pupils will be expected to demonstrate their appreciation of the significance of cultural and contextual influences on the writers, readers and/or audiences and be able to explore relationships between their chosen texts. This section will require pupils to read texts in a variety of ways and respond critically and creatively.

Component 02:

Comparative and Contextual Study
2 hour 30 minutes – exam
Closed text
40% of A Level

Here we will study one topic area such as:

- American Literature 1880–1940
- The Gothic
- Dystopia
- Women in Literature
- The Immigrant Experience.

Within this topic pupils will study at least two whole texts in the chosen topic area, and a range of extracts and articles to ensure total immersion in the topic and genre, and to prepare them for tackling an unseen topic piece.

For Task 1:

Close reading, there will be one unseen prose extract to analyse per topic area.

For Task 2:

Comparative essay, there will be a choice of three questions, Pupils choose one question and write an essay comparing the two whole texts.

Component 03:

Literature Post 1900

Written Coursework

20% of A Level

The aim of this internally assessed component is to encourage individual study, interest and enjoyment of modern literature and for learners to develop:

- an appreciation of how writers shape meanings in texts through use of language, imagery, form and structure
- an understanding of texts informed by an appreciation of different interpretations
- an ability to explore connections across texts, such as stylistic, thematic or contextual.

Pupils will be required to study three literary texts. The three texts will include one prose text, one poetry text and one drama text.

Pupils will be required to produce two tasks for their coursework assessment. The suggested word length for the coursework assessment is 3000 words, excluding quotations, task titles, footnotes and bibliography.

For Task 1:

Pupils will choose, after practice and guidance, to do either:

Close reading or Re-creative writing with commentary.

Close reading

A close, critical analysis of a section of their chosen text or a poem selected from an anthology or collection. Learners are recommended to select a manageable section of text. Approximately three to four pages of prose or drama or up to 45 lines of poetry are recommended. The recommended word length is 1000 words, excluding quotations.

Re-creative writing with commentary

An item of re-creative writing based on a selected passage or poem from their chosen text, with a commentary explaining the links between the learner's own writing and the original passage selected. The recommended word length for the re-created piece is 350–400 words with a commentary of 600–650 words, excluding quotations.

Both of these tasks will be based on one literary text.

Pupils will also be required to do:

Comparative essay

For Task 2:

Pupils will be required to submit an essay which explores contrasts and comparisons between two texts, informed by different interpretations and an understanding of contexts. Quotations from secondary sources, whether different interpretations or contextual material, will be acknowledged by footnotes and a bibliography. This task will be based on two literary texts.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

English Literature is a splendid foundation for every Arts and Humanities degree course in Higher Education. It is universally regarded as a rigorous academic discipline of special worth for those interested in careers as disparate as journalism, publishing, media, research, teaching, politics, law, social work, personnel management, public relations and accountancy. As a degree course in its own right, English Literature is extremely stimulating and highly popular; always over-subscribed, it is available in a variety of guises at all major seats of learning worldwide.

GEOGRAPHY

Geography is a key subject in our modern world of globalisation and increasing pressures upon cultures and resources. As a bridge between the sciences and humanities, the physical and human aspects of the subject allow students to acquire elements of both scientific and socio-economic methodologies.

Geography also has an applied element: through the critical evaluation of spatial processes it helps decision-makers in planning and development at a variety of geographical scales. Geographical Information Systems are an exciting interface between Geography and Information and Communications Technology in this area.

ENTRY REQUIREMENTS

Grade 7 in GCSE Geography and Grade 6 in English Language.

A LEVEL COURSE STRUCTURE

AQA EXAMINATION BOARD

This specification encourages students to understand their own lives in a global context and to understand the vital, complex and inter-related issues they will face in their lives such as climate change, global shifts in economic power and the challenge of sustainable resource use. It also allows students to develop further their knowledge and understanding of aspects of the subject covered at KS3 and GCSE, including concepts such as location, place, processes and environments, at a range of geographical scales (local, national, regional, global). An integral theme of the course is to appreciate that knowledge and understanding cannot be compartmentalised into a distinct split of physical and human geography; there are complex people-environment interactions at all geographical scales, which may also change over time.

To support pupils in their A Level studies, the department hosts external speakers, as well as taking pupils to local topical lectures. We run two days of local fieldwork to help support the pupils with the concepts of the A Level course and practise a range of fieldwork techniques in preparation for the NEA. For the completion of the NEA, we run a residential trip to a Field Studies Council centre where there is support for individual pupil investigations. We also run a non-compulsory international trip.

| COMPONENT | WEIGHTING | METHOD OF ASSESSMENT |
|---|-----------|---|
| Component 1: Physical Geography Section A: Water and Carbon Cycles Section B: Cold Environments Section C: Hazards | 40% | 2 hours 30 minutes written paper 120 marks |
| Component 2: Human Geography Section A: Global Systems and Governance Section B: Changing Places Section C: Resource Security | 40% | 2 hours 30 minutes written paper 120 marks |
| Component 3: Geography fieldwork investigation Fieldwork enquiry Question developed by student 3,000-4,000 words | 20% | Fieldwork report internally marked & externally moderated 60 marks |

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Geography incorporates a wide range of data handling and decision-making skills, greatly sought after by employers who need people with the ability to problem solve and provide solutions. It is also a subject which complements both Arts and Science subjects at higher and degree level, and as a degree in its own right it is regarded as a valuable basis for further study.

Geography and related courses are extremely popular at universities and almost all the top universities have very strong Geography Departments. Geography opens up a wide range of careers, as outlined in the following list:

| ENVIRONMENT AND SUSTAINABILITY | PHYSICAL SYSTEMS | GEOGRAPHICAL TECHNIQUES | THE BUSINESS WORLD |
|--|---|---|--|
| Civil servant for DEFRA Conservation worker Environmental health officer Architect or urban planner for sustainable projects Environmental engineer Landscape architecture Pollution analyst Cycle route planner Recycling officer Forestry manager SSSI warden Environmental consultant Environmental impact officer | Coastal engineer Soil conservationist Hydrologist Earth scientist Weather forecaster Hazard prediction & management Flood protection manager Pollution analyst Risk assessor Weather presenter Water supply coordinator | GIS specialist Census data specialist Location analyst Cartographer Surveyor Military GIS specialist Remote sensing analyst Geomatics software designer CAD technician Aerial Surveyor | Financial risk assessor Banker Accountant Insurance Transport / logistics manager Retail management Management consultant Commercial sales Lawyer Economic adviser and analyst Buyer Location analyst |
| SOCIETY | DEVELOPMENT & GLOBAL ISSUES | SETTLEMENT | TRAVEL, TOURISM, LEISURE AND CULTURE |
| Teacher Social worker Youth and community worker Emergency services manager FE or university lecturer Museum explainer Exhibition designer and curator Health education campaigner Advertising executive Human resources officer Campaign organiser Market research analyst Public policy research Marketing PR (Public Relations) Officer | Aid worker Charity Officer Civil Servant for DFID Armed forces HIV education officer Human rights officer International charity fundraising Refugee and asylum adviser Economic adviser and analyst United Nations terrorism prevention officer Diplomat British council cultural exchange manager VSO (Voluntary service overseas) | Planner Housing manager Surveyor Urban regeneration officer Local government services Estate agent Town planner Transport officer Environmental engineer Construction or property lawyer Environmental consultant Conservation officer | Expedition leader Travel agent Exhibitions coordinator Leisure centre management Heritage site manager Eco Tour guide Tourist information officer Visit (London) guide Civil servant for DCMS (Dept for culture, media, sport) Travel writer TV researcher Holiday representative Cultural arts officer TEFL (Teaching English as a Foreign Language) teacher |

HISTORY

History is the study of human experience; it explains the world we live in. History teaches students to think in a combination of ways not found in any other subject. The use of sources as evidence requires critical skills of detective work, sifting bias and prejudice. Students have to understand real people whose motives and ideologies are alien to our own, and make balanced judgements about them.

ENTRY REQUIREMENTS

Grade 7 at GCSE but there is no reason why students who have not taken History at GCSE should not take up the subject at A Level, provided they have a Grade 7 in English Language.

SUBJECT CHOICES

Other subjects which go well with History are English Literature, a foreign language, Economics, Religious Studies or Geography.

A LEVEL COURSE STRUCTURE AQA EXAMINATION BOARD

The A Level course has two examinations at the end of the Upper Sixth and one coursework piece. The students will study the English Civil War and Russia from 1855-1964. They will produce a coursework essay that explores the contrasting views of historians over 100 years of history. We will track German history from the year of European revolution in 1848, to the Holocaust and closing shots of WW2 in 1945. Students will have an opportunity to choose from a variety of questions. The coursework comprises 20% of the A Level.

The examinations will test the student's knowledge of the Civil War and Russian history through a combination of essays and shorter questions using primary sources and contrasting historical interpretations.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

History develops skills of research and information handling; how to select relevant information to construct logical, analytical arguments and to express them concisely and clearly. These are skills which are valued in a variety of professions. History combines well with all other arts subjects, and increasing numbers of students combine it with mathematics and/or a science, because it demands similar skills of logic and analysis. It leads to history, politics and many other courses at university and is regarded as an excellent preparation for careers in management, law, politics and the media.

ENTRY REQUIREMENTS

Candidates must have studied GCSE Latin and a Grade 7 in the subject at this level is recommended so that pupils feel comfortable with the pace of the grammar and literature at A Level.

SUBJECT CHOICES

Other subjects which go well with Latin are English Literature, other languages, sciences, Mathematics, History, RS and Classical Civilisation.

A LEVEL COURSE STRUCTURE OCR EXAMINATION BOARD

Course Content

This course will help candidates to acquire some understanding of the culture, politics and social life of Rome at significant periods in history, whilst studying elements of the language and literature of the Classical World. Latin is both a challenging language and an immensely rewarding one, and the whole point of learning the language is to be able to read the wealth of literature which has been preserved over the last 2000 and more years. Whilst literature is an element of Latin GCSE, it becomes the basis for the majority of the Latin learning at A Level, making lessons an exploration of stories, history and language. The best way to understand Roman culture is through its literature and those who wrote about their world, and the beauty of this course is the range of authors students get to experience; these include Ovid on love and mythology,

Virgil's epic war poem, Propertius and Tibullus' writings about their lives and loves, Cicero providing stories of political and legal complexities at the end of the Republic, and Tacitus and Seneca presenting scandals of the rich and famous as history. It is for this reason that literature forms a major part of any Classicist's education.

Throughout the A Level course, students continue to hone their linguistic abilities through grammar exercises and practice translations as well as appreciating further the culture of the Roman world through the study of two verse and two prose set texts in Latin and other passages by the same authors in translation. In the papers themselves students will be questioned on the stories and historical backdrops alongside the language used. As such, the course is structured so that language and literature are studied throughout the two year course.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Latin at Higher Education is continued either as a language alongside other subjects or as part of a Classics degree (which can incorporate Greek and topics from the Greco-Roman culture). It is a subject highly regarded by Universities and businesses alike; though it may not lead to a specific career post-university, it is a strong degree to take away, as it demands from students an affinity for intellectual rigour, communication, problem solving and an understanding of other cultures.

Latin in the Sixth Form is a tried and tested subject, one which commands huge respect in all Higher Education institutions and which is superbly set to create an inquiring, knowledgeable, hard-thinking, open-minded, balanced, and reflective student. With its linguistic, cultural, historical and philosophical elements it is a broad and exquisitely enthralling and diverse subject with a huge amount to offer to the many different needs of its students.

EXAMINATION STRUCTURE

The A Level is made up of 4 components and is assessed by written examinations taken in each at the end of the U6 year. There is no coursework. The course structure is as follows:

| COMPONENT | LEVEL NAME | DURATION | MARKS | % OF TOTAL A LEVEL |
|-----------|---------------------------------------|----------------|-------|--------------------|
| 01 | Unseen translation | 1 hour 45 mins | 100 | 33% |
| 02 | Comprehension or English-Latin | 1 hour 15 mins | 50 | 17% |
| 03 | Prose Literature (Cicero and Tacitus) | 2 hours | 75 | 25% |
| 04 | Verse Literature (Virgil and Ovid) | 2 hours | 75 | 25% |

MATHEMATICS

Mathematics is a challenging but fascinating and extremely rewarding course. It will help you develop many skills including organising and presenting a structured and logical argument, thinking in an abstract way, and building confidence in mastering challenging ideas.

ENTRY REQUIREMENTS

A LEVEL MATHEMATICS

Grade 7 at GCSE Mathematics in addition to Grade 6 or above in Further Mathematics GCSE, if offered by your School.

A LEVEL FURTHER MATHEMATICS

Grade 8 at GCSE Mathematics, in addition to Grade 7 or above in Further Mathematics GCSE, if offered by your School.

COURSE STRUCTURE

EDEXCEL EXAMINATION BOARD

This course, as its name implies, goes beyond the requirements of the Mathematics A Level, both in depth and breadth; many of the branches of the Mathematics A Level are studied more fully and new topics such as complex numbers are introduced. This is a demanding course, suitable only for the more able mathematicians who have a natural flair and enthusiasm for the subject. Further Mathematics is studied in addition to Mathematics A Level and provides an excellent foundation for those intending to pursue their Mathematics further, whether in its own right or as part of an Engineering, Finance or Computing degree. In particular, those considering courses at Oxford or Cambridge (or other top universities) which require a mathematical background would benefit from studying at least some of the Further Mathematics course.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Degree courses in Engineering, Design, Computer Science, Medicine and the Physical Sciences follow naturally from a GCE qualification in Mathematics and develop many of the concepts and ideas introduced in the Sixth Form. Careers in Architecture and Accountancy (amongst others) will also benefit from a good qualification in Mathematics as this indicates the ability to think logically and to explain clearly, required in the course, in addition to an appreciation of mathematical rigour.

There are four areas of Mathematics which may be studied as part of a Sixth Form course:

- Pure Mathematics is mandatory in all courses and provides the methods which are required to solve problems considered from a practical context. Concepts and methods in Algebra and Trigonometry are developed further while Calculus and Coordinate Geometry are introduced. Techniques from Pure Mathematics apply not only to other areas of Mathematics but in certain other A Level subjects such as Physics and Chemistry.
- Statistics reviews various methods for the collection of data and considers how data may be summarised and represented graphically. Probability laws and the concept of a random variable are introduced.
- Mechanics is a development of ideas familiar from Physics. The mathematical modelling of physical situations is considered with a view to solving the problems they pose. Newton's laws of motion are the central theme of an introductory course.
- Decision Mathematics considers applications of discrete mathematics to problems in a highly technological world and is closely related to some aspects of Computing (this is an option in Further Mathematics only).

A LEVEL FRENCH AND SPANISH AQA EXAMINATION BOARD

ENTRY REQUIREMENTS

Grade 7 in the GCSE examination is normally a requirement for the study of a language at A Level. Experience has shown that students with grades lower than a Grade 7 find the course very difficult.

SUBJECT CHOICES

Modern Languages can fit with any combination of subjects, including Maths and Sciences. However, the literary component and the focus on writing and speaking about topical issues means that an A-level in a Modern Language complements essay-based subjects such as English Literature, Geography, History, Politics, and Economics very well.

COURSE STRUCTURE

Languages are taught in a lively and communicative way with emphasis placed on pupils understanding the spoken and written target language and expressing themselves confidently both orally and in writing. A wide variety of resources are used, including audio and video resources from the Internet. The language-based classrooms are equipped with an interactive white board where pupils are given the opportunity to develop their language skills. We make full use of programmes in the target language such as the weekly news. Most teaching is conducted in the target language but English is used for the explanation of grammar points and for clarification. We are fortunate to have French and Spanish native assistants who help pupils prepare for their oral examinations.

We strongly advise students to spend as much time as possible in the target language country, either on their own or with one of the trips organised by the Modern Foreign Languages Department such as the V form and UVI form trip to Valladolid.

EXAMINATION STRUCTURE

All 4 linguistic skills are assessed as follows:

Paper 1: Listening, reading and writing

Core topic areas and grammar are assessed in a 2 hours and 30 minutes written exam. This paper makes up 50% of the final A level mark.

Paper 2: Writing

Assessment is based on written response to questions based on one text and one film or two texts from the set list. This paper makes up a total of 20% of the final A level

Paper 3: Speaking

A 5-6 minute discussion based on one of the core course topics is followed by a presentation of an individual research project. A 9-10 minute discussion follows on the topic of the student's research project. This paper makes up a total of 30% of the final A level.

Modern Languages at A Level provide the exciting opportunity to study a subject that has relevance stretching far beyond the classroom.

Over the two years students will gain a high level of fluency that will allow them to communicate both in informal and formal situations- from the studying of literature and film to an in-depth understanding of the country's politics, values and history, Language A Levels are truly multi-disciplinary. For this reason, MFL students have the exciting chance to develop a range of highly useful skills. Communication is key, but they will also develop their ability to critically analyse, make intelligent deductions, and to think on their feet. Subsequently, A Level students will come away with a qualification that is highly regarded in terms of its academic rigour, but which will also broaden their future work and travel horizons.

CORE CONTENT FOR FRENCH

1. Social issues and trends

Aspects of French-speaking society: current trends

- The changing nature of family (La famille en voie de changement)
- The 'cyber-society' (La « cyber-société »)
- The place of voluntary work (Le rôle du bénévolat)
- Positive features of a diverse society (Les aspects positifs d'une société diverse)
- Life for the marginalised (Quelle vie pour les marginalisés?)
- How criminals are treated (Comment on traite les criminels)

2. Political and artistic culture

Artistic culture in the French-speaking world

- A culture proud of its heritage (Une culture fière de son patrimoine)
- Contemporary francophone music (La musique francophone contemporaine)
- Cinema: the 7th art form (Cinéma: le septième art)

Aspects of political life in the French-speaking world

- Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)
- Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir?)
- Politics and immigration (La politique et l'immigration)

3. Grammar

A-level students will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed. In the exam students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set.

4. Literary texts and films

Students must study either one text and one film or two texts from the list below. Abridged editions should not be used.

Texts

- Voltaire *Candide*
- Albert Camus *L'étranger*

Films

- *Les 400 coups* François Truffaut (1959)

CORE CONTENT FOR SPANISH

1. Social issues and trends

Aspects of Spanish-speaking society: current trends

- The changing nature of family (Los cambios en la familia)
- Cyberspace (El ciberespacio)
- Equal rights (La igualdad de los sexos)
- Multiculturalism in Hispanic society
- Immigration (La inmigración)
- Racism (El racismo)
- Integration (La convivencia)

2. Political and artistic culture

Artistic culture in the Spanish-speaking world

- Modern-day idols (La influencia de los ídolos)
- Spanish regional identity (La identidad regional en España)
- Cultural heritage (El patrimonio cultural)
- Aspects of political life in the Hispanic world
- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)
- Monarchies and dictatorships (Monarquías y dictaduras)
- Popular movements (Movimientos populares)

3. Grammar

A-level students will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed. In the exam students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set.

4. Literary texts and films

Students will study the following, with a view to writing on 2 out of the 3 for the Paper 2 exam.

Texts

- Gabriel García Márquez *Crónica de una muerte anunciada*
- Federico García Lorca *La Casa de Bernarda Alba*

Film

- *El laberinto del fauno* Guillermo del Toro (2006)

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Many language students develop their love of languages even further throughout the Sixth Form, with a good number choosing to read them at university. The most popular modern foreign languages may be one option, but they also form the springboard to an interest in similar languages, or even very different ones.

A love of language can be a hobby, but realistically it leads to a life skill which attracts employers from across the spectrum.

As language is key in communication, teaching is a natural career path, but having a language can also open doors to a wealth of exciting ventures, including:

- Translation/Interpretation
- Editing/Proofreading/Publishing
- Travel, Tourism, Hospitality
- Foreign Service
- International Organisations
- Other International Careers - Languages can be combined with any other strengths and interests for the ideal job abroad.

ENGLISH AS A SECOND LANGUAGE

ENTRY REQUIREMENTS

All international students are assessed before joining the Sixth Form, in order to ensure that they will be able to access the curriculum successfully. This assessment includes a confirmation that their English is at a suitable level to begin the IELTS course.

COURSE STRUCTURE

Students receive three to four hours of English tuition per week in preparation for the IELTS examination, which is usually taken in May or June of the Lower Sixth year. Students are taught individually and in small groups. Individual tuition permits a focus on the student's individual learning needs and encourages rapid improvement in fluency and accuracy.

The course book used is Focus on IELTS and students are provided with a copy at the start of the course. This is supplemented with a variety of other advanced materials, including Cambridge English past papers and official IELTS practice materials. Additionally, students are encouraged to read extensively and to take every opportunity to improve their English.

EXAMINATION STRUCTURE

The examination consists of four modules: Listening, Reading, Writing and Speaking. An individual score is given for each of these modules, as well as an overall band score. The highest possible band score is 9 (Expert User). University requirements vary, with many accepting a score of 6.5, but some requiring a score of 7. Some university courses require a particular score in one or more of the four modules. Generally, students should aim to achieve a score of 7 or above, which is equivalent to a Cambridge ESOL Level 3 Certificate in English.

The IELTS Modules are as follows:

Listening

(30 minutes plus 10 minutes to transfer answers to the answer sheet)

There are four sections and a total of 40 questions, testing different listening skills. Texts and tasks become more difficult as the test progresses.

Academic Reading (60 minutes)

There are three academic reading passages and a total of 40 questions, which test a range of reading skills. Again, texts and tasks become more difficult as the test progresses.

Academic Writing (60 minutes)

There are two tasks, one of at least 150 words and one of at least 250 words. In task 1, candidates are required to review a diagram or data of some kind and present the information in their own words. In task 2, candidates are required to discuss a current issue, present and justify an opinion or assess a development or problem.

Speaking (11-14 minutes)

The interview between the examiner and the candidate is in three main parts. Part 1 consists of general questions. In Part 2, the candidate is given a topic and allowed one minute to prepare, before talking about the topic for two minutes. Part 3 is a discussion of more abstract issues related to the Part 2 topic.

All four modules are taken on the same day (a Saturday) at the external test centre in Brighton. The first three modules are in the morning and the Speaking test takes place in the afternoon.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

The IELTS course has an academic focus and provides students with the necessary study skills required for higher education. It is a challenging, internationally-recognised examination and provides reliable evidence of a student's English language proficiency across the four skills. For this reason, many international students decide to take the IELTS examination even though it is not their intention to study at a British university.

Further information about IELTS is available at www.ielts.org

ENGLISH AS A SECOND LANGUAGE (IELTS) UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

IELTS (International English Language Testing Scheme) is an international, standardised test of English proficiency, leading to an internationally-recognised qualification.

IELTS is one of the preferred English language qualifications that international students are required to have as part of their university entrance requirements. In addition, IELTS is one of a limited number of English language qualifications now accepted for Tier 4 Visa applications. IELTS testing is conducted at over 500 test centres across the world. Students take the exam at the Brighton test centre and the current cost is approximately £160. An IELTS result is valid for two years for the purposes of university entry.

Music is a very wide ranging activity: it provides intellectual, emotional and artistic satisfaction as well as developing the ability to communicate through performance. The skills required are proving to be helpful in many areas of academia and the merits of studying music are well documented.

At Hurst, the wide range of musical groups and ensembles provide ideal opportunities for developing social skills and integrating with students of all ages.

Various key skills are developed in the course content and there are opportunities to study jazz and film music, as well as traditional western styles and to develop skills as a performer.

ENTRY REQUIREMENTS

A performance level of approximately Grade 5 on an instrument is helpful as is a Grade 7 at GCSE, although neither of these levels should be considered as absolutes and discussion with the music staff is advised.

A LEVEL COURSE STRUCTURE OCR EXAMINATION BOARD

This course extends on the skills learnt at GCSE level and includes opportunities to perform, compose and listen to a variety of music in different styles and from different cultures. Students may perform on any instrument and/or voice and the Department's team of visiting music teachers assist students preparing for this area of the examination.

EXAMINATION STRUCTURE

Music allows students to play to their strengths as either a composer or as a performer. Combined, these two areas are worth 60% of the overall grade and the student will choose to submit either a longer recital worth 35% with a portfolio of compositions worth 25% or an extended composition portfolio worth 35% with a shorter recital worth 25%

Performing A

Students are required to perform a programme of at least two contrasting pieces. These must last a minimum duration of 6 minutes (OCR recommends 9 minutes). Students can perform as soloists and/or as part of an ensemble. They can perform on one or a number of instruments and also as an accompanist. Teachers and students can choose music in any style.

Performing B

This programme must include at least 3 pieces and last for at least 10 minutes (OCR recommend 15). Section 1 must contain at least 2 pieces and the candidate has free choice over their programming. Section 2 must include a Focused Study for their instrument and/or voice and is to be chosen to demonstrate their ability to perform an idiomatic instrumental study.

Composing A

Students are required to compose three separate pieces of music with a combined duration of 8 minutes.

- Section 1 is a composition which responds to a brief set by OCR. There will be a choice of six stimuli. These will relate to one of the Areas of Study and will specify an audience and/or occasion. This will be released by the exam board in the year when the student is to sit the exam.
- Section 2 is a composition based upon the student's own brief and can be for any instrumental/vocal combination and in any style.
- Section 3 is a portfolio of 3 short pieces using compositional techniques from one of the following Areas of Study: pitch organization, rhythms & metre and textures. Each of these techniques must be a minimum of 40 seconds duration.

Composing B

Students are required to compose 2 separate pieces with a combined duration of at least 4 minutes. The requirements are the same as Sections 1 and 2 above.

Listening and Appraising

Accounts for 40% of the overall grade. It is a 2 ½ hour examination at the end of the course and students are required to analyse and evaluate music which is both familiar and unfamiliar to them. They will study set works and answer questions based upon aural extracts. The areas of study are listed below. Areas 1 and 2 are compulsory and students will then choose at least two additional areas of study from this list:

- Area of Study 1
The Instrumental Music of Haydn, Mozart and Beethoven
- Area of Study 2
Popular Song
- Area of Study 3
Developments in Instrumental Jazz 1920 to the present day
- Area of Study 4
Religious Music of the Baroque Period
- Area of Study 5
Programme Music 1820 – 1910
- Area of Study 6
Innovations in Music 1900 to the present day

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Music is given full academic status by Universities and is an excellent foundation for conservatoire courses. As a career, music offers a multitude of opportunities: performing, composing, conducting, writing, broadcasting, teaching and theatrical work.

MUSIC TECHNOLOGY

The Music Technology course is designed to develop the skills required to make high quality recordings in a range of musical styles and to produce performances and compositions using computers and sequencing software.

Students will also have to study the history and development of music technology and how it has developed since 1930.

The course is taught in Hurst's Music Technology studio, in the heart of the Music School, which is fully equipped with the latest computer software and recording facilities.

The course requires various skills, musical and technical, and small class sizes allow for considerable one-to-one tuition.

ENTRY REQUIREMENTS

It is strongly recommended that pupils play at least one instrument/sing to a reasonably proficient level and have learnt the basics of reading music. If this is not the case, pupils should consider signing up for individual instrumental, particularly piano lessons, for the Lent and Summer Terms prior to starting the course in September. If pupils have studied either GCSE Music or GCSE Computer Science, they should have achieved at least a Grade 6.

A LEVEL COURSE STRUCTURE EDEXCEL EXAMINATION BOARD

Component 1: Recording

(MT0/01) 20% of A Level

In the second year of the course, students will use production tools and techniques to capture, edit, process and mix an audio recording. From a list of 10 songs provided by the examination board, they must record a version of a song using a specified list of instruments and voices. The recording must last between 3–3 ½ minutes. A logbook will be completed by the students to demonstrate the processes they have used.

Component 2: Technology Based Composition

(MT0/02) 20% of A Level

This piece of coursework, also completed in the second year, assesses students' skills in creating, editing and structuring sounds to create a composition. At the beginning of the examination year, students will select a brief supplied by the examination board. They will choose 1 brief from a list to compose a 3 minutes long piece which must contain at least six separate vocal/instrumental or sample based parts.

The type of brief will remain the same each year. Students will be asked to:

- Respond to a short film clip or extract of computer game footage.
- Respond to a piece of prose/text or poetry and possibly incorporate this into a song.
- Produce a composition which incorporates "sound bites" or samples on a topic supplied by the examination board.

Students will also need to complete a logbook, detailing the technological processes they have used.

Component 3: Listening and Analysing

(MT0/03) 25% of A Level

This will be a 1 hour 30 minute examination sat at the end of the course. Students will develop their listening and analysing skills throughout the course as well as study a wide variety of styles. Music in this exam will be familiar and unfamiliar. As well as identifying the musical elements, students will also need to be familiar with the history and development of recording and production technology from 1930 to the present day.

Section A will consist of 4 questions based on unfamiliar music.

Section B will consist of two extended, open response questions one of which will be a comparison between two recordings.

Component 4: Producing and Analysing

(MT0/04) 35% of A Level

This is the second exam students will sit and it will last for 2 hours and 15 minutes. Students will need to demonstrate their knowledge of editing and mixing and apply these skills to unfamiliar materials supplied by the examination board. The focus for this examination is on 2 areas:

- Recording and production techniques for both corrective and creative purposes.
- The principles of sound and audio technology.

The examination board will provide audio/MIDI materials in the form of instrumental and vocal parts. Students will need to correct these to create a new mix.

Section A

Producing and Analysing (85 marks) – will require both written and practical responses.

Section B

Extended Written Response (20 marks) – is an essay which will focus on a specific mixing scenario, effect or piece of musical hardware.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Music Technology is given full academic status by universities. The A Level can help students on their way to a career in the music industry or to a technology/computer orientated career.

ENTRY REQUIREMENTS

If GCSE PE has been studied, students should have achieved a Grade 7. A strong aptitude for English Language and the sciences at GCSE is advantageous and the ability to critically analyse information and communicate insightful, detailed and balanced opinions in a well-written essay is vital to success. Grade 6 in Maths and English Language are recommended.

A LEVEL COURSE STRUCTURE OCR EXAMINATION BOARD

30% Non-Examination assessment gives students the opportunity to apply the theory to their own sporting performance (as either a coach or a practitioner) and also to analyse performance in their chosen sport.

Topics Covered:

- Anatomy & Physiology
- Diet & Nutrition
- Ergogenic Aids
- Rehabilitation of Injuries
- Biomechanical Principles
- Periodization
- Modern Technology
- Cardiovascular System
- Types of Practice
- Stages of Learning
- Group Dynamics
- Team Dynamics
- Attribution
- Transfer of Skills
- Respiratory System
- Leadership
- Stress Management
- Confidence
- Self-Efficacy
- Ethics and Deviance
- Commercialisation

EXAMINATION STRUCTURE:

Examination

Component 1: 30%
Physiological Factors Affecting Performance
Component 2: 20%
Psychological Factors Affecting Performance
Component 3: 20%
Socio-cultural and Contemporary Issues

Non Examination Assessment

One practical performance, as a performer in an activity chosen from the department of education specified list: 15%
One Performance Analysis task: 15%

HIGHER EDUCATION AND CAREER OPPORTUNITIES

A Level Physical Education can lead on to a large variety of university courses such as:

- Sport and Exercise Science
- Sports Coaching, Fitness and Rehabilitation
- Sport Management and Coaching

It can also lead on to careers in Physiotherapy, Teaching, Coaching, Diet and Fitness instructing and many more.

PE A Level is an academically challenging and diverse course, requiring students to use a variety of skills not found in any other stand-alone subject. Biology, Chemistry, Physics, Mathematics, Business and History are all applied and studied within the medium of sport, with emotional and social skill development underpinning all lessons for each individual.

A Level students will leave the course as confident leaders and lifelong learners, who have been stretched and challenged on a regular basis; able to organise, manage and communicate under pressure. They will have developed highly cognitive, independent, critical thinking skills and will have been required to use their initiative and resourcefulness on a regular basis.

POLITICS

Government & Politics is a study of the political systems, behaviours and ideas in the UK, Europe and the USA. This course will help candidates develop a critical awareness of the nature of politics and the relationships between the different players. Politics is a live subject, and is constantly changing. As a result it is challenging, but rewards an interest in current affairs, on a local, national and global scale.

ENTRY REQUIREMENTS

You should have a willingness to work hard and an interest in current affairs. The essay based nature of the subject requires you to have a Grade 7 in English Language GCSE, plus a Grade 7 from History, Geography or Religious Studies (or equivalent).

SUBJECT CHOICES

Doing a variety of subjects should not exclude you from doing Politics. But the essay based, information analysis and discursive nature of the course means it works well with History, English Literature, Religious Studies (Philosophy), Classical Civilisation, Economics, and Geography.

A LEVEL COURSE STRUCTURE PEARSON - EDEXCEL EXAMINATION BOARD

Three themes are studied throughout the A-Level, with three two-hour examinations at the end of the course.

1. UK Politics

This covers the fundamentals of Politics in the UK. Students will study participation, political parties, electoral systems, voting behaviour, and the role of the media. Students will also study key ideologies in UK Politics – conservatism, liberalism and socialism.

2. UK Government

This topic concerns how the UK is run. Students study the UK constitution, the PM and Cabinet, and the Houses of Parliament. In addition, students will study an additional ideology, either feminism, nationalism, or multiculturalism.

3. US Politics

Students will study politics in the USA as a comparison. This will include the institutions of Congress, the President and the Supreme Court, whilst also addressing pressing issues in US Politics such as civil rights and participation.

EXAMINATION STRUCTURE

There will be three x 2 hour examinations at the end of the second year which will test your knowledge and understanding, ability to analyse political information, and evaluative skills. There is no coursework.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Politics develops a wide range of skills, from the interpretation of political information, to the ability to critically discuss political ideas. Politics is seen by universities as a rigorous, academic subject, and lends itself to a variety of courses in Higher Education. At university, Politics can be studied on its own or as part of a joint honours degree with other subjects (for example, Politics, Philosophy and Economics).

Being a student of Politics does not mean you have to become a politician (though many have done). Examples of potential career paths include journalism, business, banking, marketing, law, and even teaching!

ENTRY REQUIREMENTS

The minimum GCSE requirements for Psychology are: Grade 7s in English Language and Science (Double Award Science or Biology) and a Grade 6 in Mathematics.

There is a large emphasis on essay writing and so this is a skill essential to success in the examinations. In addition, there is a strong science (particularly Biology) component and a minimum of 10% of the material assessed is mathematical in nature.

A LEVEL COURSE STRUCTURE AQA EXAMINATION BOARD

The course is assessed terminally at the end of the Upper Sixth year. The main subject content for the course is shown below and completed, more or less, in this order:

- 1 Social influence
- 2 Memory
- 3 Attachment
- 4 Psychopathology
- 5 Biopsychology
- 6 Research methods
- 7 Approaches in Psychology
- 8 Issues and Debates in Psychology
- 9 Cognition and development
- 10 Schizophrenia
- 11 Aggression

Assessment

• Paper 1

Introductory Topics in Psychology,
items 1- 4 above

2 hours, 96 marks in total 33.3% of A-level

Section A:

multiple choice, short answer and extended writing, 24 marks

Section B:

multiple choice, short answer and extended writing, 24 marks

Section C:

multiple choice, short answer and extended writing, 24 marks

Section D:

multiple choice, short answer and extended writing, 24 marks

• Paper 2

Psychology in Context ,

items 5-7 above

2 hours, 96 marks in total, 33.3% of A-level

Section A:

multiple choice, short answer and extended writing, 24 marks

Section B:

multiple choice, short answer and extended writing, 24 marks

Section C:

multiple choice, short answer and extended writing, 48 marks

• Paper 3

Issues and Options in Psychology,

items 8-11 above

2 hours, 96 marks in total, 33.3% of A-level

Section A:

multiple choice, short answer and extended writing, 24 marks

Section B:

multiple choice, short answer and extended writing, 24 marks

Section C:

multiple choice, short answer and extended writing, 24 marks

Section D:

multiple choice, short answer and extended writing, 24 marks

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Psychology is highly regarded by Universities and is an excellent preparation for a wide range of undergraduate and graduate degree courses.

For further, more detailed information, visit the British Psychology website at www.bps.org.uk.

Through the study of psychological theories, concepts and research, students will develop an understanding of the main principles and perspectives governing Psychology. They develop the ability to identify ethical issues, and the application of psychology to cultural, social and contemporary issues. The topics covered also encompass a broad range of research methods in the investigation of psychological issues.

RELIGIOUS STUDIES

Religious Studies is a course for those with a curious, enquiring mind. It covers many big questions which have challenged humankind over thousands of years:

Is there a God? What's the right thing to do? How should we relate to people with different beliefs to ours? What should we do about poverty? Do we have free will? What is goodness? How can we make sense of suffering? Why is there something rather than nothing?

Students should quickly realise that these questions don't have easy answers. Therefore, through the course, they will use philosophical and theological methods to assess various responses to these questions. The idea of God, and whether He exists or not, has been very important for forming cultures and moral codes. How He has been conceived is therefore important in understanding cultures of the past and present. More in depth questions, such as 'How can we know anything about God?', 'Is what is right or wrong dependent on culture and history?' and 'What kind of language can we use to make sense of religion and ethics?' are explored with reference to a wide range of philosophers and theologians.

Through the course:

- Students will gain a deep understanding of a variety of different approaches to fundamental questions and study a number of different philosophers and traditions.
- Develop the ability to construct their own arguments based on evidence and reasoning.
- Evaluate diverse arguments and theories in relation to their own understanding and development in religious and ethical thought.
- Apply ethical theories to a range of important contemporary problems.
- Interpret and evaluate religious concepts, ideas and arguments.

ENTRY REQUIREMENTS

Students do not need to have a GCSE in Religious Studies (although they should be prepared to catch-up on a few key ideas if they do not). They should have a Grade 7 in English Language or History if they are new to the subject. Those with a GCSE in Religious Studies should have a Grade 7. A willingness to work hard and persevere with tough reading is important.

A LEVEL COURSE STRUCTURE EDUQAS EXAMINATION BOARD

Students will study three components, Philosophy of Religion, Ethics, and Christian Theology, which each carry equal weight. Together these provide an excellent grounding and a diverse range of approaches to the questions raised by analytical philosophy and secular ethical theories, to historical, cultural and textual studies.

PHILOSOPHY OF RELIGION:

Students will explore arguments for the existence of God, challenges to the idea of God from evil, psychology, and atheism, the phenomena of religious experiences, their plausibility and their impact on religious life, and the nature and problems with language used to talk about God.

Ethics:

Students will study a variety of ethical theories from consequentialist theories such as Utilitarianism to duty based approaches such as Natural Law and Kantian Ethics. These will be applied to a variety of issues including nuclear weapons, euthanasia, immigration and sexual relationships. They will examine the nature of morality and whether it is relative to society or has any meaning beyond the individual. The question of freedom and its implications for moral responsibility will also be examined.

Christian Theology:

Students will explore the nature of religious texts, examining the origins of the Bible and how it is used and interpreted in different ways. Jesus will be examined as a historical and religious figure, and the authenticity of key events like his resurrection will be explored. Key Christian concepts will be explored including the nature of God

(e.g. 'Is God male?') and the origin of moral values. The development of Christian thought will be examined particularly in relation to the development of scientific knowledge, multiculturalism and the secularisation of British society. Key practices will also be explored, notably Christian approaches to poverty, injustice and worship.

Each component is assessed by a two hour examination in which pupils answer two questions. There is no coursework component.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

An A-Level in Religious Studies provides university applicants with several desirable skills, in particular the ability to think critically and to synthesise and analyse arguments. The subject would provide an obvious grounding for those wishing to study Philosophy or Theology at degree level as well as providing essential transferable skills to other subjects such as Law, Archaeology and Anthropology. One does not have to harbour a desire to enter the priesthood, a monastery or a convent in order to take up Religious Studies at A-Level. Rather, the subject may lead to a variety of vocations and careers. For instance, graduates in Theology or Philosophy have pursued careers in areas as diverse as law, business, journalism, archaeology, the military and education.

ENTRY REQUIREMENTS

The entry requirements for each of the separate sciences at A-Level are different, owing to the variation in skills required – see the Biology, Chemistry and Physics sections. To be successful, experience has shown that an excellent grounding in Mathematics is important. Indeed further study of Mathematics in the Sixth Form is highly recommended if intending to study Biology or Chemistry and Mathematics is an essential requirement for studying Physics. However, the main qualities sought are enthusiasm and commitment.

Guidance on A Level requirements for a range of university science courses are below. Students are advised to think carefully about subject choices as the right combination of subjects enables options to be kept open.

| UNIVERSITY COURSE | A LEVELS IN ORDER OF PREFERENCE |
|---|--|
| BIOLOGICAL SCIENCES: Agriculture, Biology, Botany, Genetics, Horticulture, Marine-Biology, Microbiology, Soil-Science, Zoology | BIOLOGY, CHEMISTRY, MATHS, PHYSICS |
| CHEMICAL SCIENCES: Biochemistry, Chemistry, Colour-Chemistry, Chemical Engineering, Chemical Physics | CHEMISTRY, MATHS, PHYSICS, BIOLOGY |
| ENGINEERING: Aeronautical, Agricultural, Bio, Civil, Electrical, Electronics, Instrumental, Mechanical, Mining | MATHS, PHYSICS, CHEMISTRY |
| ENVIRONMENTAL STUDIES: *Archaeology, *Architecture, Ecolog, Forestry, *Geography, Oceanography, Safety & Health, Surveying <small>* refers to these subjects within Science Faculties</small> | CHEMISTRY, MATHS, PHYSICS, BIOLOGY, GEOGRAPHY |
| GEOLOGICAL SCIENCES: Geophysics, Mining, Mineralogy | CHEMISTRY, MATHS, PHYSICS, BIOLOGY or GEOGRAPHY |
| MATERIAL SCIENCES: Materials Science, Metallurgy, Polymer Science | MATHS, PHYSICS, CHEMISTRY |
| MEDICAL SCIENCES: Bacteriology, Environmental-Health, Genetics, Nursing, Nutrition, Pharmacy, Physiology | CHEMISTRY, BIOLOGY, PHYSICS, MATHS |
| MEDICINE & DENTISTRY: | CHEMISTRY IS ESSENTIAL. BIOLOGY, MATHS or PHYSICS, A NON-SCIENCE SUBJECT |
| PHYSICAL SCIENCES: Acoustics, Astronomy, Biophysics, Electronics, Energy-Technology, Geophysics, Physics | PHYSICS, MATHS, CHEMISTRY |

The Science Department consists of the three separate sciences, each having its own suite of well-equipped laboratories within the newly extended and refurbished Science block.

Science students are encouraged to participate in extra-curricular Science activities, such as STEM challenges, Olympiads, essay competitions and CREST awards.

BIOLOGY

Before reading about Biology, please refer to the introductory section, 'Science'.

A Level Biology will enable students to acquire a systematic body of biological knowledge and an appreciation of its significance. It is a subject that can provide great enjoyment and respect for all living things.

This course develops many of the topics that students may have already studied and introduces some of the exciting areas of Biology in the contemporary world. Students may study, for example, the influence that genes have on our development, new gene & biotechnologies, environmental issues and aspects of human health.

It is hoped that this course will help students to gain some understanding of the dynamic and exciting nature of biology today, and an awareness of the ethical, technological and economic aspects of the subject.

Assessment is by examination and internally assessed laboratory based practical tasks.

ENTRY REQUIREMENTS

To be successful students will need at least GCSE Grade 7 in Biology, Grade 7 in another Science and Grade 7 in Mathematics. Those candidates who have studied Double Award Science will have some preparatory work to do but should be successful if they obtain 2 Grade 7s and Grade 7 in Mathematics.

A LEVEL COURSE STRUCTURE OCR EXAMINATION BOARD

The department offers an exciting and up to date course on modern biology which is supported through the use of course specific textbooks and ICT resources. The course develops independent research and enquiry, experimental and investigative skills, modelling and data processing skills and discussion work.

Biology is a linear course which requires the study of 6 modules: Practical Skills, Foundations in Biology, Exchange and Transport, Biodiversity & Disease, Communication & Energy and Genetics & Ecosystems. These modules are assessed externally by three examination papers.

The practical skills module (Module 1) will be taught across the two years of study to complement the other units. Practical work is assessed directly within the three exam papers and internally during core practicals (12 practical tasks) which make up the

practical endorsement (separate to the main A Level qualification).

As part of the ecology and ecosystems topics, students are asked to attend a residential field course in the Summer Term of the Lower Sixth year.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

The careers open to biologists range from pure and applied biology, teaching, medically orientated professions (including medicine, dentistry, veterinary science and nursing), environmental areas (including forestry, agriculture, marine biology and conservation) to working in industry (food, water, pharmaceutical etc.), or national and local government (environmental health, land use or planning). Other higher education courses where biology is considered favourably include law, accountancy, business orientated courses, forensics and psychology.

INTRODUCTORY READING

The department produces a booklet of introductory reading material which must be tackled prior to the beginning of the course in September. There are also some interesting articles in back copies of the Biological Sciences Review magazine, which are available from the Biology Department. The New Scientist provides fascinating information on current scientific issues.

| LOWER SIXTH YEAR | | UPPER SIXTH YEAR | |
|------------------|--|------------------|--|
| Module 2 | 2.1.1 Cell structure 2.1.5 Biological Membranes 2.1.6 Cell Division | Module 5 | 5.1.1 Communication and Homeostasis 5.1.2 Excretion 5.1.3 Neuronal communication 5.1.4 Hormonal communication 5.1.5 Plant and Animal responses |
| | 2.1.2 Biological Molecules 2.1.3 Nucleic Acids 2.1.4 Enzymes | | 5.2.1 Photosynthesis 5.2.2 Respiration |
| Module 3 | 3.1.1 Exchange Surfaces 3.1.2 Transport in Animals 3.1.3 Transport in Plants | Module 6 | 6.1.1 Cellular Control 6.1.2 Inheritance 6.1.3 Manipulating genomes 6.2.1 Cloning and biotechnology |
| Module 4 | 4.1.1 Disease 4.2.1 Biodiversity 4.2.2 Classification and Evolution | | 6.3.1 Ecosystems 6.3.2 Populations and sustainability |

ENTRY REQUIREMENTS

To be successful students will need at least GCSE Grade 7 in Chemistry, Grade 7 in another Science and Grade 7 in Mathematics. Those candidates who have studied Double Award Science will have some preparatory work to do but should be successful if they obtain 2 Grade 7s and Grade 7 in Mathematics.

A LEVEL COURSE STRUCTURE

OCR EXAMINATION BOARD

Course Content

We follow the OCR Chemistry specification which is split into 6 areas:

1. Development of Practical skills in Chemistry

This will be integrated throughout the course and will help you develop the ability to plan and implement experiments and analyse and evaluate the results.

2. Foundations in Chemistry

The basic concepts of Chemistry are covered, such as atomic structure and structure and bonding; building on your GCSE knowledge and introducing you to the concepts that GCSE glossed over.

3. Periodic Table and Energy

Continuing to build on GCSE Chemistry, but with more in-depth explanation of the trends and patterns within the Periodic Table. This will also include understanding of the more quantitative topics of energetics and rates of reaction.

4. Core Organic Chemistry

You are introduced to the wide range of organic molecules, but also learn about methods of synthesis and analysis, such as Mass Spectrometry and IR spectroscopy.

5. Physical chemistry and transition elements

The mathematical heart of the course, this includes a much more in-depth analysis of areas of Physical Chemistry such as equilibria, entropy, free energy and pH. For variation it also includes the impressively colourful investigation of transition metal properties.

6. Organic Chemistry and Analysis

The study of more complex organic molecules including many biological examples and polymers and how they can be analysed using techniques such as chromatography and NMR spectroscopy

EXAMINATION STRUCTURE

This will consist of three exams.

Practical Assessment: All students will take a minimum of 12 practicals across the A-level course covering a common core list of apparatus and technique usage. There will also be questions in the exam papers that will test students' knowledge and understanding of their practical work.

Alongside their A-level grade based on their exams a 'pass' or 'fail' grade will be given for practical work in lessons.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Recognising the subject's central position, Sixth Form Chemistry is a necessary qualification for a wide variety of science based university courses. However, Chemistry can also be successfully combined with non-science subjects. As the subject develops logical thought, numerical and communication skills, many employers consider it to be an excellent training for almost any occupation or profession.

Before reading about Chemistry, please refer to the introductory section, 'Science'.

Chemistry is the study of the nature and transformation of matter at the molecular level. It is the creative science, chemists being at the forefront of the design and synthesis of new and exotic materials that change our lives. Ironically, Chemistry permeates so much of our existence that its importance is often overlooked.

Chemistry is also described as the central science because it uses physical and mathematical concepts to generate ideas important for understanding biological and geographical processes.

Before reading about Physics, please refer to the introductory section, 'Science'.

Physics is the most fundamental of the experimental sciences; it seeks to explain the Universe and all that exists within it in terms of the interactions between matter and energy. Physicists combine a wide variety of skills; they are literate, numerate, can solve complex problems and are highly sought after by prospective employers.

PHYSICS

ENTRY REQUIREMENTS

To be successful students will need at least GCSE Grade 7 in Physics, Grade 7 in another Science and Grade 7 in Mathematics. Those candidates who have studied Double Award Science will have some preparatory work to do but should be successful if they obtain 2 Grade 7s and Grade 7 in Mathematics.

A LEVEL COURSE STRUCTURE

OCR EXAMINATION BOARD

This is an exciting course, offering great scope for innovative ideas in Physics and provides continuity from GCSE Physics and Double Award Science.

The course offers all the traditional elements of mainstream Physics and is supported by newly published textbooks and online resources designed and written specifically for the specification.

The course is split into 6 areas:

Module 1

Development of practical skills in Physics

Module 2

Foundations of Physics

- Physical quantities and units
- Making measurements and analysing data
- Nature of quantities

Module 3

Forces and Motion

- Motion
- Forces in action
- Work, energy and power
- Materials
- Newton's laws of motion and momentum

Module 4

Electrons, waves and photons

- Charge and current
- Energy, power and resistance
- Electrical circuits
- Waves
- Quantum physics

Module 5

Newtonian world and astrophysics

- Thermal physics
- Circular motion
- Oscillations
- Gravitational fields
- Astrophysics and cosmology

Module 6

Particles and medical physics

- Capacitors
- Electric fields
- Electromagnetism
- Nuclear and particle physics
- Medical imaging

EXAMINATION STRUCTURE

This will consist of three exams.

Practical Assessment: All students will take a minimum of 12 practicals across the A-level course covering a common core list of apparatus and technique usage. There will also be questions in the exam papers that will test students' knowledge and understanding of their practical work.

Alongside their A-level grade based on their exams a 'pass' or 'fail' grade will be given for practical work in lessons.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

The 'Science' introduction at the beginning of this section gives some idea of university degree courses that require Physics. It is worth noting however that the ability to solve problems logically is held in such high esteem that Physics is useful for almost any career from investment banking through to nursing; physicists can do almost anything!

ENTRY REQUIREMENTS

The essay based nature of the subject requires you to have Grade 6 in English Language GCSE. You should have an interest in people and culture, and you should also be willing to read around the subject to improve your wider knowledge of the key concepts and aspects of the course that we will cover.

A LEVEL COURSE STRUCTURE

AQA EXAMINATION BOARD

The course consists of three sections which is examined by three written exams of 2 hours in length. There is no coursework. The sections studied by pupils are: Education with Theory and Methods (which includes looking at education systems in the UK, research methods in an educational context combined with educational theory, thinkers and methods), Topics in Sociology (pupils currently study Families and Households and Global Development) and Crime and Deviance with Theory and Methods.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

There are a range of options to study Sociology at University, and many Universities also offer it as a combined course e.g. Sociology and Criminology, Sociology and Law, Sociology and Business Management etc. We always have a high percentage of the cohort go on to further sociology studies at university.

Sociology provides students with a wide variety of skills and topic areas to study, so careers based primarily on Sociology as a degree choice include: advice worker, community development worker, family support worker, teacher, international aid / development worker, social researcher, social worker, youth worker, police, criminal justice system, law and Civil Service. There are also a number of other career options where Sociology is seen as promoting and valuing a range of useful skills, such as journalism, marketing, and public and private services.

The department hosts external speakers to support the pupils in their A-Level studies as well as attending local external lectures.

A-level Sociology offers students the opportunity to develop the essential knowledge and understanding of central aspects of sociological thought and methods. It is designed to encourage students to demonstrate the application of a range of skills and consider the integration of sociological themes and how and why societies have changed over time:

- socialisation, culture and identity
- social differentiation, power and stratification.

Sociology helps pupils develop a range of skills, as it is an academic study of social behaviour and societal constructs, and their origins. It is a social science that uses various methods of empirical investigation and critical analysis based on key theories and thinkers to develop a body of knowledge about social order, social disorder and social change.

| EXAMS | TITLE OF EXAM | TIME | QUESTIONS | COMPONENT OF A-LEVEL |
|---------|---|-------------------------------------|---|----------------------|
| Paper 1 | Education with Theory and Methods 4.1 | 2 hour written exam 80 marks | Education: short answer questions (4 marks, 6 marks) and extended writing (10 marks and 30 marks), 50 marks in total. Methods in Context: extended writing, 20 marks Theory and Methods: extended writing, 10 marks | 33.3% of A-Level |
| Paper 2 | Topics in Sociology 4.2 <i>Families and Households and Globalisation</i> | 2 hour written exam 80 marks | Section A: extended writing, (10, 10 and 20 mark essays). 40 marks in total. Section B: extended writing, (10, 10 and 20 mark essays). 40 marks in total | 33.3% of A-Level |
| Paper 2 | Crime and Deviance with Theory and Methods 4.3 | 2 hour written exam 80 marks | Crime and Deviance: short answer (4 marks, 6 marks) and extended writing (10 and 30 marks), 50 marks in total. Theory and Methods: extended writing, (10 marks and 20 marks) 30 marks in total | 33.3% of A-Level |

SPORT STUDIES (BTEC)

The Sport Studies (BTEC) course is for students wishing to study sport related degrees at university and/or wishing to pursue a career in the sports industry.

The main aspects of the course include physiology, training and fitness, coaching, sports psychology and a range of other sport specific units.

Students are expected to be committed to improving their coaching skills, fitness and practical performance and sports science knowledge.

The qualification has been designed as part of a two-year programme, and is normally taken in conjunction with a single A level.

The course is equivalent to two A Levels.

ENTRY REQUIREMENTS

The College's entry requirements will be sufficient for this course. This will mean that students are equipped with reasonable written communication skills before joining. Ideally you would also have at least a Grade 6 at GCSE PE and/or sciences.

COURSE STRUCTURE

PEARSON EXAMINATION BOARD

Students will learn a range of topics across 9 units of work, studying six mandatory units:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry
- Unit 4: Sports Leadership
- Unit 22: Investigating Business in the Sport and Active Leisure Industry
- Unit 23: Skill Acquisition in Sport.

QUALIFICATION

- BTEC National Sport Level 3 Diploma

ASSESSMENT

Learners are assessed through externally assessed units in the form of examination and set tasks. Internally assessed units include case studies, learners' own research, project work and the demonstration of practical and technical skills.

Mandatory content (75%). External assessment (45%).

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Learners who have completed this qualification may progress to further learning at university level with an A level alongside.

The qualification carries UCAS points and is recognised by higher education providers as meeting, or contributing to, admission requirements for many relevant courses.

Learners can progress to higher education on full degree single or combined courses, for example:

- BA(Hons) in Sports Development and Management
- BSc (Hons) in Sports Management
- BSc(Hons) Sports Business Management
- BSc(Hons) Sport and Leisure Management
- BSc (Hons) Sports Science (Outdoor Activities)
- BSc(Hons) in Exercise, Health and Fitness
- BSc(Hons) in Sport and Exercise Psychology.

CONTACTS

If you would like further information on any of the subject areas mentioned in this booklet then please get in touch with the relevant person from the list below.

| | |
|------------------------------------|--|
| Art & Design including Photography | Mr Cuerden (richard.cuerden@hppc.co.uk) |
| Business | Mr Agate (liam.agate@hppc.co.uk) |
| Classical Civilisation | Miss Faulkner (clementine.faulkner@hppc.co.uk) |
| Computer Science | Mr Crook (steve.crook@hppc.co.uk) |
| Dance | Miss Dominy (nicola.dominy@hppc.co.uk) |
| Design & Technology | Mr MacDonald (kaeran.macdonald@hppc.co.uk) |
| Drama & Theatre | Mr Harris (liam.harris@hppc.co.uk) |
| Economics | Mr Agate (liam.agate@hppc.co.uk) |
| English Literature | Mr Smith (tom.smith@hppc.co.uk) |
| Geography | Miss Bownas (rebecca.bownas@hppc.co.uk) |
| History | Miss Clarke (joanna.clarke@hppc.co.uk) |
| Latin | Miss Faulkner (clementine.faulkner@hppc.co.uk) |
| Mathematics | Mrs Mackinder (leah.mackinder@hppc.co.uk) |
| MODERN LANGUAGES | |
| • French | Dr Still (edward.still@hppc.co.uk) |
| • Spanish | Miss Hyman (madeleine.hyman@hppc.co.uk) |
| • English as a Second Language | Mrs Goddard (kay.goddard@hppc.co.uk) |
| Music | Mr Matthews (neil.matthews@hppc.co.uk) |
| Music Technology | Mr Carroll (will.carroll@hppc.co.uk) |
| Physical Education | Mr May (steve.may@hppc.co.uk) |
| Politics | Mr Schofield (brian.schofield@hppc.co.uk) |
| Psychology | Mr Poole (simon.poole@hppc.co.uk) |
| Religious Studies | Mr Taylor-West (richard.TW@hppc.co.uk) |
| SCIENCE | |
| • Biology | Mr Leeper (tim.leeper@hppc.co.uk) |
| • Chemistry | Mrs Crickmore (susan.crickmore@hppc.co.uk) |
| • Physics | Mrs Smith (naomi.smith@hppc.co.uk) |
| Sociology | Miss Bownas (rebecca.bownas@hppc.co.uk) |
| Sport Studies BTEC | Mr May (steve.may@hppc.co.uk) |

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HURSTPIERPOINT COLLEGE

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