



NEWSTEAD WOOD SCHOOL FOR GIRLS



SIXTH FORM INFORMATION September 2011 entry

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A WELCOME TO THE SIXTH FORMERS OF SEPTEMBER 2011

A warm welcome to prospective Sixth Form students for September 2011 – whether you are already at Newstead Wood or are considering applying to join our Sixth Form. I look forward to working with you all as you progress onto your final phase of study. Through your hard work, commitment to study and enthusiasm for enrichment activities, you have earned the opportunity to add to your successes and to select your Post-16 courses with every confidence of continued achievement.

Further opportunities will open up for you as you begin to take on whole school responsibilities and to set your sights on higher education and on your careers. You have the assurance of our full and generous support in your new challenges.

Co-construction and Student Leadership are vital features of Newstead. You will be involved in the design of your curriculum and the further development of learning opportunities across the whole of the school. You will be able to lead learning for younger students, both here and in neighbouring primary and secondary schools, and you will have opportunities to work with fellow senior students nationally and internationally.

For those of you who wish to join us as Sixth Formers in September 2011 from other schools, you will find our students ambitious for themselves and for the success of their community. There will be every opportunity for you to experience the full range of activities at Newstead and I hope that you will take advantage of them to develop your particular interests and talents.

Congratulations to all of you on your achievements to date and my very best wishes for your deserved success in your GCSE examinations. Now, enjoy planning the most exciting and rewarding phase of your school life.

Elizabeth M. Allen

Mrs Elizabeth Allen
Headteacher

A WELCOME FROM THE HEAD GIRL TEAM

We would like to welcome you to our school, confident that should you choose to join us, you will not only have a wonderful time but also fulfil your academic and personal potential. Newstead prides itself on being a nurturing school with a passion for learning. In an atmosphere of mutual respect, we encourage each other to maximise our capabilities, and in doing so we have built a record of outstanding achievement.

In partnership with staff, students develop the knowledge and skills necessary to succeed in Higher Education and beyond, gaining the confidence to embark on demanding careers, whether in banking, law, medicine, science, education, industry or the arts. In addition, our exceptionally lively Sixth Form offers a rich and diverse range of extra-curricular activities and opportunities for leadership. Many sixth formers lead initiatives in school development, be it taking part in conferences, charring societies or mentoring others. We regularly field debating and mock trial teams and our arts and sporting activities have been rewarded by the Artsmark and Sportsmark Awards. Our engineering, languages and gifted & talented specialisms enrich the curriculum with creative problem-solving activities, whilst opening a gateway to many fresh and exciting career choices. These opportunities have enabled us to develop key personal skills, whilst broadening our academic competence.

Newstead is truly distinguishable in that we, as students, are given the authority to direct our own education. We are entrusted with the privilege of making school our own, through seizing and creating opportunities both within and outside of the curriculum.

We make a promise – if you are prepared to work hard and embrace Newstead life fully, it will be one of your greatest decisions. We wish you all the best with your GCSEs. In the meantime we would like to invite you to our Sixth Form Open Evening on the 12th October, when we hope to be able to show you more of what the Newstead Sixth Form can offer.



Laura

Katie

Raheej

WHY SIXTH FORM AT NEWSTEAD WOOD?

You will require qualifications for the course or career of your choice and Newstead Wood Sixth Form will help you to succeed at doing your best.

The Sunday Times has frequently placed Newstead Wood high among the fifty best state schools in England, Wales and Northern Ireland, a list based on consistent excellence. Newstead is one of the leading schools in the country, within or outside of the state sector. This summer 29% of all grades were at A*, with over 89% of grades at A*, A and B. Our Sixth Form Centre is a dynamic place for learning.

You will benefit from the excellent reputation enjoyed by the school with universities and employers. Every year ex-Newstead students go from university into the worlds of banking, commerce, drama, industry, law, the media, medicine, music and education.

Equally important, Newstead Wood Sixth Form is a lively and individual community. You will be expected to work, but also encouraged to enjoy a wide range of social activities and to make new friends in an atmosphere where your voice will count if you use it and where you will meet friendly and lasting support as well as challenge from those around you. You will find yourself developing new skills, confidence and interests.

As the sole provider in the Borough of certain courses (L3 Engineering Diploma and the International Baccalaureate), entry to our Sixth Form has since September 2010 been co-educational.

You will be taught by experienced and very highly qualified specialist staff who all take a personal interest in their students. There is nowhere better placed to help you achieve your goals.

WHAT QUALIFICATIONS ARE NEEDED FOR ENTRY INTO THE SIXTH FORM?

We expect students to have gained a minimum of six GCSE passes at one time at grades A*-C. Students must have an A*-C grade pass in English Language and Mathematics. For subject specific entry criteria please see the relevant course and subject pages.

ADDITIONAL INFORMATION FOR EXTERNAL STUDENTS

Every year Newstead Wood takes a large number of new students into its Sixth Form, where they flourish. We welcome applications from external students for places at Newstead Wood. The entrance requirements are those found in this pack.

THE ADMISSION PROCESS FOR EXTERNAL STUDENTS

This consists of:

1. Predicted grades from the student's current school
2. Invitation to visit the school during the spring term to meet current students, other applicants and senior sixth form staff, with whom subject choices can be discussed
3. Conditional offers of a place will be made according to satisfactory predicted grades and the numbers of places available on the courses of your choice.
4. Confirmation of a place. This is secured if specified grades in the following June's GCSE examinations are achieved.

ADVICE ABOUT CHOOSING YOUR COURSES

Courses are arranged for students who plan to stay two years in the Sixth Form and much of your time here will be spent preparing for what you will do subsequently. Your choices of Sixth Form courses all have career implications and you should consider the following points before deciding what you wish to study:

- **If** you already know what you wish to do when you leave school, check the latest entry requirements with your Careers Co-ordinator. What examinations will you need to pass and at what grades? What further training or study might be necessary? How easily will your courses adapt to other careers if you change your mind?
- **If** you have only a general idea of what you wish to do when you leave school, or if you are leaving your career decision open at present, make use of your Careers Library and ask for advice. Choose a broad course of study that will keep your options as open as possible.
- **If** you have no definite career plan at present, start by examining two factors: the subjects you enjoy doing and the subjects you are good at.
- **Now** consider your proposed course of study as a whole. How well do the subjects relate to or support each other?
- **Finally:** does your combination of subjects allow you time to take advantage of the extra curricular and leadership opportunities will make you a strong candidate for University or Employment?

Do make use of your **Careers Library** and relevant computer programs. Consider your subjects carefully and discuss them with your subject teachers, your parents and your form tutors. Mr Fitzgerald, our Careers Co-ordinator, is available (preferably by appointment) to discuss the suitability and implications of A Level subject combinations. Dr Parsons, Head of Sixth, will also be happy to advise you.

CHOOSING in the ARTS, SCIENCES or MIXED SUBJECTS

When choosing your courses you should consider what you wish to do when you leave school. It is important to keep as many doors open as possible. The great majority of students from Newstead go on to higher education. Some degree courses require particular subject combinations but others, for example Law, require very high grades from a wide range of possible subject combinations.

- **DEGREES WHICH REQUIRE SPECIFIC SUBJECTS OR COMBINATIONS OF SUBJECTS**

If you are interested in studying any of the following subjects at university, please check carefully with your Careers Co-ordinator about choosing combinations of subjects:

Computing, Medicine, Dentistry, Veterinary Science, Teaching, Paramedical careers, such as Speech Therapy or Physiotherapy and Engineering.

- **ARTS**

Degree entry requirements are generally more flexible here because few courses have strong vocational implications. For example, students who wish to study languages at university **usually** study two languages in the Sixth Form, but this is **not essential**. A foreign language is useful for those going on to take History or English, but again this is not essential.

- **SCIENCES**

If you want to read for a degree in a science, it is advisable to study at least two sciences or one science plus Mathematics. Some subjects support each other. For example, studying Biological Science at university usually requires Biology and Chemistry, and studying Physics at university usually requires both Physics and Mathematics.

Applications to Oxford and Cambridge

You may wish to consider this; many Newstead students successfully find places. If you would like to be a candidate, then you should bear the following in mind:

- Applications to read Computer Science, Engineering, Mathematics or Physics should be supported by following a course including Further or Higher Mathematics.
- Applications to read Modern Languages should be supported by a course including English. Modern Language courses at Oxbridge, unlike modern post-16 courses, are mainly literature-based and you will be expected to demonstrate skills in textual analysis and literary appreciation.

PHYSICAL EDUCATION

We provide as wide a range of activities as possible. Squash, swimming, aerobics, badminton, table tennis, trampolining, volleyball, tennis, basketball, fencing, rounders and the use of the fitness gymnasium are often available.

In many of these sports we hope that students will work towards an award from the governing body of the sport concerned, showing that they have improved their own physical skills and performance. Students also have the opportunity to follow a one-year course leading to the **Community Sports Leaders Award** as organised by the British Sports Trust. These students learn methods of organising games activities and competitions to improve their leadership skills. Practical experience is gained with their own peer group, primary school children and during ten hours' community service. Students gain knowledge of fitness and first aid, as well as demonstrating their own improvement in an activity of their choice.

It is hoped that as many Sixth Formers as possible will play in the senior teams -- Hockey, Netball, Rounders, Tennis and Athletics. Students in Year 12 have the opportunity to become House Games' Captains. They are responsible for organising junior inter-house hockey, netball, rounders, tennis and athletics.

GENERAL EDUCATION AND CRITICAL THINKING

Throughout Year 12, there will be opportunities to listen to lectures given by outside speakers covers a wide range of current affairs, issues of local and national interest and cultural and leisure pursuits. You have the opportunity to question our speakers and to discuss different viewpoints. The meetings are facilitated by students, providing excellent experience in taking the chair, giving a vote of thanks and entertaining a speaker.

All students in Year 12 will have the opportunity to take AS Critical Thinking and preparation lessons will be available.

These opportunities add a vital breadth of knowledge to your highly specialised subject courses, something universities will be looking for.

WHAT WILL THE SIXTH FORM OFFER YOU?

What opportunities will you have?

1. Responsibility for House activities and the organisation of clubs, societies and sports teams.
2. Membership of a supportive tutorial group. Your tutor will be concerned to help you to develop your own individual talents and personality.
3. Participation in enrichment opportunities, for example lectures, debates, university visits and reading parties.
4. The intellectual challenge of studying subjects in depth.
5. The opportunity to take responsibility for your own learning.
6. A comprehensive programme of careers advice and guidance to help you choose careers and university courses. We hold a large library of information on careers and higher education courses, both paper and ICT-based.

What skills and knowledge will you develop?

- Planning
- Leadership and Presentation
- Negotiation
- Decision-making
- Self-evaluation and development
- Presentation
- Time-management
- Target-setting
- Contacts in and greater awareness of the world beyond school
- Social skills
- A variety of academic skills
- Qualifications for entry to HE
- Commitment & self-motivation
- Improving own learning
- Self-evaluation
- Target-setting
- Improving own learning
- Time-management
- Career and Higher Education insights from:
 - HE conferences and visits, Work Shadowing, Careers Seminars & individual consultation, two-yearly Careers Conventions and "taster courses".
 - Interview techniques
 - Presentation skills

You can gain accreditation for these skills and experiences through the Duke of Edinburgh Awards, Young Enterprise recognition and the Community Sports Leader Award.

GETTING THE BEST OUT OF SIXTH FORM LIFE

This transitional stage between the ending of compulsory education at 16 and higher education or employment, should be a time for you to develop greater confidence, self-reliance and organisational powers. You can explore new ideas and activities, develop your own abilities and determine your aims, knowing that both staff and your friends will support you.

Organising your own learning

At this level, you are working in greater depth than ever before. You will be supported by your Form Tutor and the Sixth Form team to develop your study skills, but you will also be expected to organise your own time and use your own initiative for regular reading and research which consolidates and extends work done in lessons. Lessons are only the springboard. Aim to use them as the forum to which you bring your own ideas for discussion and testing; set aside regular time for your own reading and further exploration of your subjects.

Widening your experience

Take a positive attitude towards your opportunities. As an active student, who is prepared to take responsibility for her own learning, you will find you adjust to the demands of university life and employment much better and more happily than those who have only been passive onlookers.

Aim to widen your general knowledge and experience by reading widely, keeping abreast of current affairs and issues and taking an interest in drama, music, art galleries, and museums. If time or money prevents first hand experiences such as theatre, concert going or foreign travel, then you should read newspapers and journals from the Library and use the other resources available to you.

Planning your time successfully

Set yourself specific goals with definite time scales. Be willing to discuss your progress with subject staff regularly and review your priorities regularly.

A typical termly programme should include: reading and research; time with family and friends; homework assignments; revision; lectures and conferences outside school; visits to theatres, museums or art galleries; research into careers and higher education; relaxation, television time, hobbies and leisure activities.

Should it also include part-time employment? Naturally you will want to consider this and we sympathise; it is tempting to think about having some money of your own and gaining further work experience. You may also need to save towards the costs of university.

Think hard about it, however, before you over-commit yourself. Can you really manage a part-time job without affecting the A Level grades you need for your future? If you are disorganised or struggling to keep up with work, you cannot. You must be prepared to give time from your *social activities* to employment rather than study time. Are you? If the answer to the questions above is "yes", then make sure that your job demands no more than one day a week at most.

OPPORTUNITIES FOR LEADERSHIP

We hope that you will use and enjoy the opportunities you discover in the Sixth Form. You will have an important role to play in the life of the school. During the course of Year 12, school officers are elected to represent students and carry responsibility throughout the school. The Student Leaders initiate and support a whole range of activities including music, drama, sporting and charity events. They represent the school at many events. In addition, Sixth Form Leaders work with junior forms. They get to know the students well and help and encourage them in a wide range of class and House activities.

These opportunities to develop leadership are very valuable to you in themselves. However, they also enable your tutors and teachers to offer specific evidence of your maturity and sense of responsibility to potential employers and Admissions Tutors.

EXPECTATIONS IN THE SIXTH FORM

Sixth Formers are role models for the other students in the Newstead community. We hope that common sense rather than a large number of rules will govern our Sixth Form community. You may wear clothing suitable for a working environment, as long as it is neat and tidy – and this is explained in the Sixth Form Dress Code. You may leave school during the lunch hour. You may go home to work at lunchtime, provided you have no other commitments that day. You may arrange driving lessons in school time, provided they do not clash with your lessons, Registration or Assembly

There are a limited number of spaces available for students to park their cars in the school grounds, but this must be negotiated with the Head of Sixth Form.

SOCIAL EVENTS

The Sixth Form is a time for making new friendships. A range of social events are organised within the Newstead Wood Sixth Form that vary from year to year, depending upon current interests. Recent activities have included:

- SPORT:** For those who enjoy sport, we have shared hockey, fancy dress netball and three-legged-football with the local boys' school, St. Olave's. In the past, darts and water polo matches have also featured.
- SOCIETIES:** For those who prefer talking, there is a lively Debating Society and an annual Bar Mock Trial Team, both successful in national competitions. The many societies and clubs in the school include Politics and Law, History, English, Media, Cultural Arts, Science, Maths, Medics, Environment and Psychology. New ideas are always welcome.
- MUSIC:** All students who play instruments or enjoy singing are welcome to join the many choirs, orchestras and bands. Sixth Formers run the Music Society.
- DRAMA:** Sixth Formers help with the Performing Arts Festival, gaining experience of creative work and the management of large groups of younger people. Regular theatre trips are arranged.
- CONFERENCES:** Conferences are organised inside and outside school, at various universities, at Villiers Park in Cambridge and at professional institutes. English and History run a three-day residential course at Oxford University annually. Each year, Year 13 students host the Model United Nations Conference held in the Civic Centre.
- FACILITIES:** Study areas for students are available throughout the day. Access to the Internet is open to all. A Committee Room can be booked for meetings. Sixth Formers have their own space in which to relax during break and lunchtime. Upkeep and use of this area is entirely the responsibility of the Sixth Form.
- TRIPS:** Sixth Formers have recently visited France, Germany, Spain, Sweden, Greece and the Singapore, as well as destinations within the UK.

**INTERNATIONAL
BACCALAUREATE:
DIPLOMA
PROGRAMME**

INTERNATIONAL BACCALAUREATE: DIPLOMA PROGRAMME

The IB Diploma Programme is an academically challenging and balanced programme of education that prepares students for success at university and life beyond. The programme is taught over two years and has gained recognition and respect from the world's leading universities.

The Diploma Programme encourages students to:

- ask challenging questions
- learn how to learn
- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures.

The curriculum consists of six subject groups and a core component. Students are able to select one option from each subject group and the core is a common and compulsory element for all students.

The curriculum consists of the following subjects groups:

1. **English**
2. **Language** (one subject from the following: French, Spanish, German, Mandarin)
3. **Humanity** (one subject from the following: Economics, Geography, History, Philosophy, IT in a Global Society)
4. **Science** (one subject from the following: Biology, Chemistry, Physics)
5. **Mathematics**
6. **Creative Arts** (one subject from the following: Music, Visual Arts OR a further choice from 2, 3, 4 above)

Students take three subjects at Higher Level and three subjects at Standard Level, choosing one subject from each of the 6 groups listed above.

In addition to this, the following core components complete the IB requirements:

Extended essay offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university.

Theory of knowledge (TOK) explores the nature of knowledge across subject areas and encourages an appreciation of other cultural perspectives.

Creativity, action, service (CAS) encourages students to be involved in artistic pursuits, sports and community service work

The diploma is externally assessed at the end of the two year period, although most subjects also have some element of internal assessment throughout the two years. Up to 7 points are available for each subject group and a further three points are awarded for the core components. Students have to complete all areas successfully, obtaining a minimum of 24/45 points, to be awarded the Diploma.

Making the choice - A Level or the IB?

Recognising that not everyone has the same needs has driven Newstead's decision to introduce the International Baccalaureate Diploma programme from September 2010. The IB diploma will run in parallel with A Levels (AS/A2), offering students a genuine, but manageable, choice. Both IB and AS/A2 are appropriate and effective pathways to university entrance: access to top universities depends more on ability than route. All students will have access to a tremendous breadth and balance of opportunities, both in the classroom and beyond, whether they have chosen IB or A-levels.

The major differences between the two routes are:

IB Core Modules

At the heart of the IB are three core modules: Theory of Knowledge (TOK), an Extended Essay (EE), and Creativity, Action and Service (CAS). There is no academic equivalent to these at AS/A2.

Subjects

At AS/A2 the number of subjects, or what they are, is not prescribed. IB students choose six subjects from at least five of the subject groups; three are studied at higher level and three at standard level. The IB route typically creates a broader curriculum. This is particularly attractive to someone who is not yet ready to narrow choices through subject specialisation and maintains access to a wider range of university options. However, the ability to take two subjects within one group, for example two sciences, makes the IB an attractive route for those who do know what they want to do, for example, medicine.

Assessment

All IB examinations are at the end of the two year course. In contrast, AS exams are sat at the end of Year 12 and A2 exams at the end of Year 13.

Grading

Each IB subject is graded 1(low) – 7 (high), with up to a further 3 points for the core modules. Hence, the maximum points available are 45, with 24 being required for the award of a diploma. From 2010 a pass at AS/A2 will be grades A* - E, with A* being for those who score 90% in the A2 year.

Both routes present a wonderful opportunity to tailor a post 16 curriculum to each individual's strengths. Students need to ask themselves 'what is right for me?' and consider their individual academic abilities and aspirations.

THE IB CURRICULUM

Group 1 English

The **aims** of the English programme at both Higher and Standard Levels are:

- To encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- To develop students' powers of expression, both in oral and written communication, and provide the opportunity for practising and developing the skills involved in writing and speaking in a variety of styles and situations
- To introduce students to a range of literary works of different periods, genres, styles and contexts
- To broaden students' perspectives through the study of works from other cultures and languages
- To introduce the student to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different work
- To develop the ability to engage in close, detailed analysis of written text
- To promote in the students an enjoyment of, and lifelong interest in, literature

Core content

15 texts studied (HL) / 11 texts studied (SL), 5 of which are World Literature texts normally studied in translation. All genres are covered, including literary non-fiction.

Internal Assessment:

30% oral coursework, including Formal presentation (15%) and Commentary on an unprepared extract from one of the texts previously studied (15%)

External Assessment:

50% examination

Paper 1: Unseen commentary (25%)

Paper 2: Essay based on a group of 4 texts; poetry, prose, non-fiction or drama (25%)

20% written coursework, including Comparative essay on World Literature texts (10%) and Analytical or creative response to one World Literature text and a possible second text (10%)

Entry requirements

Standard level – At least an A grade in GCSE English or English Literature

Higher level – At least an A grade in GCSE English or English Literature

Group 2 Language

The **aims** of the language programme are:

- To enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- To enable students to use the language appropriately
- To encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- To develop students' awareness of the role of language in relation to other areas of knowledge
- To provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language
- To provide students with a basis for further study, work and leisure through language
- To develop students' awareness of the relationship between the languages and cultures with which they are familiar

French, German and Spanish

These subjects are offered to language learners who have 2-5 years experience of the language.

Core content

Listening: Students aim to develop the primary skill of listening in order to be able to communicate effectively with speakers of the language. Students are exposed to as many different types of listening experiences and situations as possible, including a variety of accents and a range of language, contexts and ideas. At higher level, students are encouraged to develop an understanding of and sensitivity to subtleties of the spoken language.

Listening skills that students should be taught can be divided into the following three areas.

Speaking: Students aim to become fluent in the target language. By the end of the course they should be able to use a range of tenses, vocabulary and registers in spontaneous formal and informal conversation.

Reading: Students need to interpret a variety of authentic texts and show understanding of specific language items. Students must also understand the overall meaning of texts, for example by writing a letter in response to a given text.

Writing: Students must be able to convey ideas clearly, grammatically and coherently.

Mandarin

This subject are offered to language learners who have little or no experience of the language. Please note that this course is only available at ab initio level.

Core content

Listening: understanding straightforward conversational and colloquial exchanges.

Speaking: conveying straightforward, factual information and responding appropriately in spontaneous discussion.

Reading: understanding straightforward information, distinguishing between key points and supporting detail, identifying basic elements of genre, purpose and audience.

Writing: conveying information and concepts clearly, organizing key points and providing supporting detail, indicating personal attitudes competently

Internal Assessment

30% oral coursework externally moderated, including an Individual oral (15%) and a Group oral (15%)

External Assessment

70% Examination

Paper 1: Text handling and written response in target language (40%)

Paper 2: One piece of writing in the target language (30%)

Entry requirements

Standard level French – At least an A grade in GCSE French

Higher level French – At least an A grade in GCSE French

Standard level German – At least an A grade in GCSE German

Higher level German – At least an A grade in GCSE German

Standard level Spanish – At least an A grade in GCSE Spanish

Higher level Spanish – At least an A grade in GCSE Spanish

Standard level Mandarin – At least a B grade in a modern foreign language at GCSE

Group 3 Humanities

The **aims** of the humanities programme are:

- To promote the systematic and critical study of human experience and behaviour through the varieties of physical, economic and social environments in which students live and of the history and development of the social and cultural institutions which we have created
- To develop the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments concerning the nature and activities of the individual and society
- To enhance the understanding of the various methods of data collection, description and analysis used in studies of society, and the ways in which hypotheses are tested and complex data and source material interpreted
- To appreciate the way in which what has been learned is relevant to both the cultures in which the students live and those of other societies
- To recognise that human attitudes and opinions are widely diverse and that a study of society requires appreciation of such diversity
- To recognise that the subject matter of the disciplines in this group is contestable and that their study requires the toleration of uncertainty

Economics

Core Content

Introduction to economics, micro-economics, macro-economics, international trade, development economics.

Internal Assessment (Higher level):

20% on a portfolio of four commentaries on news articles.

External Assessment (Higher level):

80% Examination

Paper 1: one essay from four (20%)

Paper 2: three from six short essays (20%)

Paper 3: three from five data response questions (40%)

Internal Assessment (Standard level):

25% on a portfolio of four commentaries on news articles.

External Assessment (Standard level):

75% Examination

Paper 1: one essay from four (25%)

Paper 2: three questions from five data response questions (50%)

Entry requirements

Standard level Economics – At least a B grade in a GCSE humanities subject or GCSE English literature

Higher level Economics – At least an A grade in a GCSE humanities subject or GCSE English literature

Geography

Core content

Patterns and change (Standard level and Higher level) including Populations in transition, Disparities in wealth and development, Patterns in environmental quality and sustainability, Patterns in resource consumption

Fieldwork (Standard level and Higher level)

Global interactions (Higher level only) including Measuring global interactions, Changing space—the shrinking world, Economic interactions and flows, Environmental change, Sociocultural exchanges, Political outcomes, Global interactions at the local level

Option topics (SL/HL)

Higher Level: Three from following list / Standard Level: Two from following list

Freshwater—issues and conflicts, Oceans and their coastal margins, Extreme environments, Hazards and disasters—risk assessment and response, Leisure, sport and tourism, The geography of food and health, Urban environments

Internal assessment

Written report based on fieldwork, maximum 2,500 words (HL 20% / SL 25%)

External Assessment

Higher level 80% Examination / Standard level 75% Examination

Paper 1: Patterns and change, short answer questions and one extended response question. (SL 40% / HL 25%)

Paper 2: Options, two structured questions based on stimulus material (SL 35% / HL 35%)

Paper 3 (High level only): Global interactions, essay question (20%)

Entry requirements

Standard level Geography – At least an A grade in GCSE Geography

Higher level Geography – At least an A grade in a GCSE Geography

History

Core Content

Communism in crisis 1976-89; Origins and development of authoritarian and single-party states focusing on Stalin's Russia, Hitler's Germany and Mao's China; The Cold War – turning points in Europe, Asia and the Americas

Higher Level Topics:

Imperial Russia, revolutions, emergence of the Soviet State 1853-1924; Unification and consolidation of Germany and Italy 1815-90; The Soviet Union and Eastern Europe 1924 – 2000.

Internal Assessment:

Higher level 20% / Standard level 25% Research Project (maximum 2000 words)

External Assessment:

Higher level 80% Examination / Standard level 75% Examination

Paper 1: Document paper on one of three topics (20% HL / 30% SL)

Paper 2: Two compulsory essays from five on six thematic topics (25% HL / 45% SL);

Paper 3 (HL only): three questions from 25 covering six topics (35% HL)

Entry requirements

Standard level History – At least an A grade in GCSE History

Higher level History – At least an A grade in a GCSE History

Information Technology in a Global Society

Core Content

Social and Ethical Significance – social and ethical considerations linked to specified IT developments.

Applications to specified scenarios – scenarios based on real life situations must be used when addressing specified IT developments.

IT Systems – The terminology, concepts and tools relating to specified IT developments.

The Project – The application of skills and knowledge to develop an original IT product for a specified client.

Internal Assessment

Higher level 20% / Standard level 30%. The project which includes the development of an IT product and supporting documentation (maximum 2000 words).

External Assessment

Higher level 80% Examination / Standard level 70%

Paper 1: Structured questions that assess the 3 strands of the syllabus (35% HL / 40% SL)

Paper 2: Consists of an unseen article (20% HL / 30% SL)

Paper 3: Questions based on pre-seen case study (25% HL only)

Entry requirements

Standard level ITGS – At least a B grade in a GCSE English

Higher level ITGS – At least an A grade in a GCSE English

Philosophy

Core Content

What is a human being? This consists of considerations of what it means to be a person in the social world. While there is considerable freedom for schools to choose an approach, topics such as mind-body, free will, and the self are included, and both analytic and existential approaches are encouraged.

Option Topics:

Higher Level: Two from following list / Standard Level: One from following list

Grounds of epistemology; Theories and problems of ethics; Philosophy of religion;

Philosophy of art; Political philosophy; Non-western traditions and perspectives;

Contemporary social issues; Peoples, nations and cultures.

Internal Assessment

Higher level 20% / Standard level 30%

A philosophical analysis of non-philosophical material between 1,600 and 2,000 words

External Assessment

Higher level 80% Examination / Standard level 70% Examination

Paper 1: Core and Options (40%)

Paper 2: on the Prescribed Text (20% HL / 30% SL)

Paper 3 (HL only): Unseen Text (20%)

Entry requirements

Standard level Philosophy – At least an A grade in GCSE English or a GCSE Humanities subject

Higher level Philosophy – At least an A grade in a GCSE English or a GCSE Humanities subject

Group 4 Science

The **aims** of the science programme are:

- To provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students
- To provide a body of knowledge, methods and techniques that characterize science and technology
- To enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
- To develop an ability to analyse, evaluate and synthesize scientific information
- To engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- To develop experimental and investigative scientific skills
- To develop and apply the students' information and communication technology skills in the study of science
- To raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- To develop an appreciation of the possibilities and limitations associated with science and scientists
- To encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method

Biology

Core Content (Higher level)

Statistical analysis; Cells; The chemistry of life; Genetics; Ecology and evolution; Human health and physiology; Nucleic acids and proteins; Cell respiration and photosynthesis; Plant science; Genetics; Extended human health and physiology

Option Topics (Higher level)

Two from Evolution; Neurobiology and behaviour; Microbiology and biotechnology; Ecology and conservation; Further human physiology

Internal Assessment (Higher level)

24% of Practical Work with a minimum requirement of 60 hours

External Assessment (Higher level)

76% Examinations

Paper 1: 40 multiple choice questions on the Core and Options (20%)

Paper 2: Structured and extended response questions on the Core and Options (36%)

Paper 3: Structured and extended response questions on two Options (20%)

Core Content (Standard level)

Statistical analysis; Cells; The chemistry of life; Genetics; Ecology and evolution; Human health and physiology

Option Topics (Standard level)

Two from Human nutrition and health; Physiology of exercise; Cells and energy; Evolution; Neurobiology and behaviour; Microbiology and biotechnology; Ecology and conservation

Internal Assessment (Standard level)

24% of Practical Work with a minimum requirement of 40 hours

External Assessment (Standard level)

76% Examinations

Paper 1: 30 multiple choice questions on the Core (20%)

Paper 2: Structured and extended response questions on the Core (32%)

Paper 3: Structured and extended response questions on two option topics (24%)

Entry requirements

Standard level Biology – At least a B grade in GCSE Biology or BB in GCSE Science (double award)

Higher level Biology – At least an A grade in a GCSE Biology or AA in GCSE Science (double award)

Chemistry

Core Content (Higher level)

Quantitative chemistry; Atomic structure; Periodicity; Bonding; Energetics; Kinetics; Equilibrium; Acids and bases; Oxidation and reduction; Organic Chemistry; Measurement and data processing

Option Topics (Higher level)

Two from: Modern analytical chemistry; Human biochemistry, Chemistry in industry and technology; Medicine and drugs; Environmental chemistry; Food chemistry; Further organic chemistry.

Internal Assessment (Higher level)

24% of Practical Work with a minimum requirement of 60 hours

External Assessment (Higher level)

76% Examinations

Paper 1: 40 multiple choice questions on the Core and Options (20%)

Paper 2: Structured and extended response questions on the Core and Options (36%)

Paper 3: Structured and extended response questions on two Options (20%)

Core Content (Standard level)

Quantitative chemistry; Atomic structure; Periodicity; Bonding; Energetics; Kinetics; Equilibrium; Acids and bases; Oxidation and reduction; Organic Chemistry; Measurement and data processing

Option Topics (Standard level)

Two from: Modern analytical chemistry; Human biochemistry, Chemistry in industry and technology; Medicine and drugs; Environmental chemistry; Food chemistry; Further organic chemistry.

Internal Assessment (Standard level)

24% of Practical Work with a minimum requirement of 40 hours

External Assessment (Standard level)

76% Examinations

Paper 1: 30 multiple choice questions on the Core (20%)

Paper 2: Structured and extended response questions on the Core (32%)

Paper 3: Structured and extended response questions on two option topics (24%)

Entry requirements

Standard level Chemistry – At least a B grade in GCSE Chemistry or BB in GCSE Science (double award)

Higher level Chemistry – At least an A grade in a GCSE Chemistry or AA in GCSE Science (double award)

Physics

Core Content (Higher level)

Physics and physical measurement; Mechanics, Thermal physics, Oscillations and waves; Electric currents; Fields and forces; Atomic and Nuclear Physics; Energy, power and climate change; Motion in fields; Thermal physics; Wave phenomena; Electromagnetic induction; Quantum physics and nuclear physics; Digital technology.

Option Topics (Higher level)

Two from: Astrophysics; Communications; Electromagnetic waves; Relativity; Medical physics; Particle physics.

Internal Assessment (Higher level)

24% of Practical Work with a minimum requirement of 60 hours

External Assessment (Higher level)

76% Examinations

Paper 1: 40 multiple choice questions on the Core and Options (20%)

Paper 2: Structured and extended response questions on the Core and Options (36%)

Paper 3: Structured and extended response questions on two Options (20%)

Core Content (Standard level)

Physics and physical measurement; Mechanics, Thermal physics, Oscillations and waves; Electric currents; Fields and forces; Atomic and Nuclear Physics; Energy, power and climate change.

Option Topics (Standard level)

Two from Sight and wave phenomena; Quantum physics and nuclear physics; Digital technology; Relativity and particle physics; Astrophysics; Communications; Electromagnetic waves.

Internal Assessment (Standard level)

24% of Practical Work with a minimum requirement of 40 hours

External Assessment (Standard level)

76% Examinations

Paper 1: 30 multiple choice questions on the Core (20%)

Paper 2: Structured and extended response questions on the Core (32%)

Paper 3: Structured and extended response questions on two option topics (24%)

Entry requirements

Standard level Physics – At least a B grade in GCSE Physics or BB in GCSE Science (double award) and at least an A grade in GCSE Maths.

Higher level Physics – At least an A grade in a GCSE Physics or AA in GCSE Science (double award) and at least an A grade in GCSE Maths.

Group 5 Mathematics

The aims of the mathematics programme are:

- To appreciate the multicultural and historical perspectives of the subject
- To enjoy the courses and develop an appreciation of the elegance, power and usefulness of the subject
- To develop logical, critical and creative thinking
- To develop students' understanding of the principles and nature of the subject
- To employ and refine students' powers of abstraction and generalization
- To develop patience and persistence in problem solving
- To appreciate the consequences arising from technological developments
- To transfer skills to alternative situations and to future developments
- To communicate clearly and confidently in a variety of contexts.

Higher Level Mathematics

This course caters for learners expecting to include mathematics as a **major** component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Please note that mechanics is studied through Physics in the IB Diploma.

Core Content

Algebra; Functions, Equations, Trigonometry, Vectors, Matrices, Statistics and Probability, Calculus and Differential Equations; Complex numbers; Induction

Option Topics

One from (a) Further Statistics and Probability (b) Sets, Relations and Groups, (c) Series and Differential Equations (d) Discrete Mathematics.

Internal Assessment

20% on one Investigation and one Modelling Piece.

External Assessment

80% Examinations

Paper 1: compulsory short and extended response questions on the Core – non-calculator (30%)

Paper 2: compulsory short and extended response questions on the Core – calculator required (30%)

Paper 3: extended response questions mainly on the Options – calculator required (20%)

Standard Level Mathematics

This course caters for learners expecting to need a sound mathematical background as they prepare for future studies in subjects such as Chemistry, Economics and Psychology.

Core Content

Algebra; Functions, Equations, Trigonometry, Vectors, Matrices, Statistics and Probability, Introductory Differential Calculus.

Internal Assessment

20% on one Investigation and one Modelling piece.

External Assessment

80% Examination

Paper 1: compulsory short and extended response questions – non-calculator (40%)

Paper 2: compulsory short and extended response questions – calculator required (40%)

Mathematical Studies

This course is strongly recommended for learners who do not anticipate a need for mathematics in their future studies. Please note that this course is only available at Standard level.

Core Content

Number and Algebra; Sets, Logic and Probability, Functions, Geometry and Trigonometry, Statistics, Introductory Differential Calculus, Financial Mathematics

Internal Assessment

20% on a Project involving the generation/collection, interpretation, analysis and evaluation of information and data

External Assessment

80% Examination

Paper 1: 15 short questions (40%)

Paper 2: 5 extended response questions (40%)

Entry requirements

Higher level Mathematics – At least an A* grade in GCSE Mathematics

Standard level Mathematics – At least an A grade in GCSE Mathematics

Standard level Mathematical Studies – At least a B grade in GCSE Mathematics

Group 6 Creative Arts

The aims of the creative arts programme are to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills.

Music

Core Content

Musical perception and analysis paper, involving study of a set work and critical analysis of unprepared excerpts; musical investigation; for Higher level also solo performance and composition.

Option Topics

Higher level: None.

Standard level: One of solo performance or composition or group performance

Internal Assessment

Higher level 50% - Solo performance (25%) Composition (25%)

Standard level 50% - Solo performance, composition or group performance

External Assessment

30% Examination

Paper 1: Prescribed work analysis and study of genre and style

20% Musical investigation comparing two genres (maximum 2000 words)

Entry requirements

Standard level Music – At least An A grade in GCSE Music

Higher level Music – At least an A grade in GCSE Music

Visual Arts

Core Content

Personal themes explored and expressed in an appropriate context.

Higher Level - Internal Assessment

Investigation 40%

The student presents **selected pages** of his or her investigation workbooks that have been produced during the course.

External assessment

Studio 60%

The student prepares a **selection** of his or her studio work in the form of an exhibition. This is externally assessed by a visiting examiner following an interview with the student about the work.

Standard Level - External assessment

Investigation 40%

The student presents **selected pages** of his or her investigation workbooks that have been produced during the course.

Internal assessment

Studio 60%

The student presents a **selection** of his or her studio work.

Entry requirements

Standard level Visual Arts – At least an A grade in GCSE Art

Higher level Visual Arts – At least an A grade in GCSE Art

THE CORE

Extended Essay

Students are required to write independently a research essay (maximum 4000 words) on a topic of their own choice in an IB subject. All Extended Essays are marked externally, often by university lecturers.

The aims of the Extended Essay are to provide students with the opportunity:

- To pursue independent research on a focused topic
- To develop research and communication skills
- To develop the skills of creative and critical thinking
- To engage in a systematic process of research appropriate to the subject
- To experience the excitement of intellectual discovery

The assessment criteria are common to all Extended Essays, regardless of the subject. A proportion of the marks are based on subject specific merit but the majority is awarded for specific research skills that are common and transferable:

- Formulation of Research Question
- Introduction to the Research Question
- Investigation
- Knowledge and understanding of the topic
- Reasoned argument
- Application of analytical and evaluative skills
- Appropriate use of language
- Conclusion
- Formal presentation (referencing, bibliography etc.)
- Abstract
- Holistic judgement

Examples of Extended Essay titles include:

- How is the subject of death treated in selected poems by Emily Dickinson? (English)
- To what extent has Bill 101 contributed to increasing the prevalence of the French language in Quebec? (French)
- Can there be any moral justification for the recent war in Iraq? (Philosophy)
- An investigation into the kinetics of the reaction between the permanganate and oxalate ions (Chemistry)
- Modelling the astrometric effect of an extra-solar planet on its star (Physics)
- The Hausdorff dimension of fractal sets (Mathematics)
- An investigation into Klimt's use of gold (Visual Arts)

Creativity, Action and Service (CAS)

Creativity, action, service (CAS) is at the heart of the Diploma Programme. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Students on the A Level and Engineering Diploma courses will also do CAS. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

Creativity: arts, and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. CAS is both challenging and enjoyable, a personal journey of self discovery.

CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved 150 hours in total and the following eight key learning outcomes:

- increased their awareness of their own strengths and areas for growth
- undertaken new challenges
- planned and initiated activities
- worked collaboratively with others
- shown perseverance and commitment in their activities
- engaged with issues of global importance
- considered the ethical implications of their actions
- developed new skills

Theory of Knowledge (TOK)

The Theory of Knowledge course embodies the spirit and approach of the IB Diploma as a whole. With the Extended Essay and Creativity, Action, Service components, it provides the cement that makes the Diploma a coherent and integrated qualification.

The aims of the TOK course are to:

- develop a fascination with the richness of knowledge as a human endeavour, and an understanding of the empowerment that follows from reflecting upon it
- develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed, by communities and individuals
- encourage students to reflect on their experiences as learners, in everyday life and in the Diploma Programme, and to make connections between academic disciplines and between thoughts, feelings and actions
- encourage an interest in the diversity of ways of thinking and ways of living of individuals and communities, and an awareness of personal and ideological assumptions, including participants' own
- encourage consideration of the responsibilities originating from the relationship between knowledge, the community and the individual as citizen of the world.

Having followed the TOK course, students should be able to:

1. analyse critically knowledge claims, their underlying assumptions and their implications
2. generate questions, explanations, conjectures, hypotheses, alternative ideas and possible solutions in response to knowledge issues concerning areas of knowledge, ways of knowing and students' own experience as learners
3. demonstrate an understanding of different perspectives on knowledge issues
4. draw links and make effective comparisons between different approaches to knowledge issues that derive from areas of knowledge, ways of knowing, theoretical positions and cultural values
5. demonstrate an ability to give a personal, self-aware response to a knowledge issue
6. formulate and communicate ideas clearly with due regard for accuracy and academic honesty.

Assessment

Internal assessment

One presentation to the class (approximately 10 minutes per student)

External assessment

An essay on a prescribed title (1,200–1,600 words)

Examples of recent prescribed titles include:

- Science is built of facts the way a house is built of bricks: but an accumulation of facts is no more science than a pile of bricks is a house” (Henri Poincaré). Discuss in relation to science and at least one other area of knowledge.
- When should we trust our senses to give us truth?
- Can a machine know?
- Can literature tell the truth better than arts or other areas of knowledge?

ADVANCED DIPLOMA: ENGINEERING

ADVANCED DIPLOMA: ENGINEERING

The Advanced Diploma: An Alternative Sixth Form Course

Why the Diploma?

The Engineering Diploma provides young people with an opportunity to explore engineering without committing to a specific discipline. Engineering offers a wide selection of career options many of which play an important social role, give opportunities both to experience and contribute towards the development of the latest technology. It gives good financial rewards and the recognition of professional status. The vast array of activities which engage engineers include

- developing medical solutions
- designing, building and maintaining transport
- ensuring our leisure, living and working environments benefit from safe and efficient heating, air conditioning, electricity and water supply
- developing the latest gadgets for communication, entertainment and making our lives easier

This new qualification is designed for sixth form students who would like an industry-related alternative to A levels which can help them secure a university place or employment. The diploma is an academic and applied composite qualification which includes academic study, an extended project, 10 days of relevant work experience, additional specialist learning and a chance to develop personal learning and thinking skills.

Teaching will take place at both Newstead Wood and Bromley College, maximising the use of specialist staff and resources.

Awarding Body: AQA

Course Content

1. **Principal Learning** is the specialist Engineering focussed learning and consists of nine units:
 1. Engineering business and the environment
 2. Applications of Computer Aided Design
 3. Selection and application of engineering materials
 4. Instrumentation and control Engineering
 5. Maintaining engineering systems and products
 6. Production and manufacturing
 7. Innovation, design and enterprise
 8. Mathematical techniques and applications for engineers
 9. Scientific principles and applications for engineers
2. **The Extended Project:** chosen by the student, this will complement or extend the principal learning component.
3. **Additional Specialist Learning:** this can take the form of one A Level (or 2 AS Levels) in any subject. Mathematics is strongly recommended.

Methods of Learning

The diploma encourages a wide range of learning methods including group investigation, peer teaching, peer review and feedback, simulation, project-based learning, demonstration, vocational contextualising, work-related learning, the use of multimedia resources and technological tools in practical applications.

ADVANCED DIPLOMA: ENGINEERING (cont.)

Subject Specific Skills and Concepts

- The ability to collect information using a wide range of techniques.
- The ability to analyse information and draw meaningful conclusions.
- The ability to work as a member and leader of a team.
- The ability to organise resources (materials, equipment, workforce and time).
- The ability to use ICT as a design, analysis, modelling, simulation and manufacturing tool.
- The ability to experiment and innovate, and explore possibilities when designing.
- The ability to communicate using a wide range of techniques including reports, design folios and oral presentations.
- The ability to use a wide range of tools, equipment, engineering materials and components.
- The ability to objectively evaluate existing engineering solutions as well as your own designs.
- The ability to apply a wide range of specialist knowledge, including mathematics and science to the solution of engineering problems

Assessment Requirements

	% Time			% Time	
Unit 1	6%	Controlled Assessment	Unit 6	6%	Controlled Assessment
Unit 2	6%	Controlled Assessment	Unit 7	6%	Controlled Assessment
Unit 3	6%	Controlled Assessment	Unit 8	6%	Examination
Unit 4	6%	Controlled Assessment	Unit 9	9%	Controlled Assessment and Examination
Unit 5	3%	Controlled Assessment			
Extended Project	12%	Coursework	Additional Specialist Learning	34%	Mathematics A-level

Amount of Homework Required per Week

Year 12: 6 hours

Year 13: 8 hours

Significant Dates

Controlled Assessments will be set throughout the year. A programme of assessments will be issued in both years 12 and 13

Entry Requirements

To be accepted onto this course, students need at least an A grade in GCSE Mathematics, Physics and Design Technology. This course uses the equivalent of two A Level options, which cover the principal learning and extended project. A further A Level should be taken to make up the additional specialist learning.

Post Advanced Diploma

The course will provide excellent grounding for any Engineering degree. Students' knowledge of a range of engineering sectors should prove an advantage when applying for either a university place or employment.

A AND AS LEVEL SUBJECTS

A LEVEL ART AND DESIGN

Examining Board: AQA

Course Content

Units 1 and 3 – Coursework

Students will pursue a field of study in research, development and realisation in depth following a set theme.

Personal Study (as part of Unit 3)

The student will make a detailed study of any aspect of the visual arts of personal interest. The study can be in any appropriate format, including written, power point, video etc.

Units 2 and 4 – Externally Set Assignment

This component consists of one question paper. A student will choose to make studies in any suitable colour/tone, medium, process or technique. The theme set will be broad and flexible, and work can be drawn for example from such topics as the landscape/seascape, the human figure, still life and world cultures.

Methods of Learning

These can include still life drawing and painting, work from set or individual themes, design and print making, sculpture (modelling, carving, casting and assemblage) and may include additional activities such as photography and ceramics. Visits to galleries including Paris in Year 12.

Subject Specific Skills and Concepts

Candidates must show knowledge and understanding of:

- How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study within Fine Art
- Historical and contemporary developments and different styles and genres
- How images and artefacts relate to social, environmental, cultural and/or ethical contexts and to the time and place in which they were created
- Continuity and change in different styles and traditions relevant to Fine Art
- The working vocabulary and specialist terminology which is relevant to their chosen area(s) of Fine Art

Assessment Requirements

				Aggregated Marks	A2
AS Year 12	Unit 1	Coursework	50%	25%	50%
	Unit 2	5 Hour Test	50%	25%	
A2 Year 13	Unit 3	Coursework & Personal Study	50%	25%	50%
	Unit 4	15 Hour Test	50%	25%	

Entry Requirements

To be accepted onto this course, students need at least an A in GCSE Art. This course cannot be taken without previous GCSE experience.

Post A Level Progression

The course will interest those who wish to broaden their knowledge in Art and Design and students preparing to apply to foundation courses in art colleges with careers in mind. It is also valuable for anyone proposing to read arts subjects at university and can provide a broadening experience for science students.

A LEVEL BIOLOGY

Awarding Body: AQA

Course Content

AS Enzymes as biological catalysts; passive and active transport of substances across biological membranes; the role of the bloodstream in transporting substances from one part of the body to another; cholera and tuberculosis as examples of diseases caused by microorganisms; disorders of the heart and lungs as examples of non-communicable diseases; the defensive functions of the blood; the use of antibiotics; the roles of genetic and environmental factors in species diversity; DNA, chromosomes, cell division and the cell cycle; cellular organisation; biochemical molecules; the principles of taxonomy; animal behaviour.

A2 Populations and ecosystems; succession; the role of ATP; photosynthesis; aerobic and anaerobic respiration; energy transfers; energy and food production; nutrient, carbon and nitrogen cycles; inheritance; selection and speciation; survival and response; control of heart rate; receptors; nervous transmission; skeletal muscle; homeostasis; negative and positive feedback mechanisms; protein synthesis; gene cloning and transfer; gene therapy; medical diagnosis using DNA sequencing techniques; genetic fingerprinting

Methods of Learning

A variety of strategies is employed including individual or group research, practical exercises, presentations, discussion, instruction, supported self-study. Where appropriate, learning is enhanced by video material, model-making and visits.

Subject-specific Skills and Concepts

- Knowledge and understanding of biological principles
- Application of biological knowledge to novel contexts
- Practical techniques and technological applications of modern biology
- Use of biological knowledge to construct hypotheses, design and carry out investigations, evaluate results and analyse data
- Coherent communication and interpretation of biological information in prose, by means of tables and graphs, diagrams and drawings
- Mathematical skills, including statistical analyses

Assessment Requirements

AS: 2 written examination papers and a unit of investigative and practical skills

A2: 2 written examination papers, one having a synoptic element, and a unit of investigative and practical skills

Amount of homework time required per week: a *minimum* of 3 hours is expected but not more than 4 hours. When homework is not formally set students are expected to be practicing questions, revising for tests and consolidating on previous work

Significant Dates

All written examinations are taken at the end of the course. The final assessment of practical skills is carried out at the end of the Spring term or at the beginning of the Summer term, but must be completed between the beginning of March and the middle of May.

Entry requirements

To be accepted onto this course, students need at least an A in GCSE Biology and GCSE Chemistry (triple award) or at least AA in GCSE Science (double award).

Post A Level Progression

The A2 syllabus forms an excellent basis for higher education courses in biology and related sciences; it is fundamental for medical and medically-related courses.

A LEVEL CHEMISTRY

Awarding Body: OCR – Chemistry B (Salters)

Content

The full A level course covers thirteen units. The AS units of Elements of Life, Developing Fuels, Elements from the Sea, The Atmosphere and Polymer Revolution allow the students to study the fundamental chemical principles in the context of their applications.

The remaining units: What's in a Medicine, The Materials Revolution, The Thread of Life, The Steel Story, Agriculture and Industry, Colour by Design, The Oceans and Medicines by Design are studied at A2, taking most of these principles further and introducing some new concepts.

Methods of Learning

Each unit starts with a theme relating to the practice of modern chemistry in the real world; the chemical concepts are identified within these contexts. There are activities which develop the ability to work both independently and with colleagues. Tasks range from laboratory work, through group discussions and presentations, to data analysis and the use of spreadsheets. The 'drip-feed' approach to teaching and learning chemical principles allows candidates to revisit a particular topic several times, each time taking their understanding and knowledge a step further. There is a written test at the end of each unit to help consolidation and to allow students to assess their learning.

Subject Specific Skills and Concepts

Communication

The ability to communicate chemical ideas clearly using graphs, diagrams, symbols and prose.

Analysis and Interpretation

The ability to analyse scientific information in a variety of formats, e.g. verbal, diagrammatic, graphical, numerical and symbolic, including the use of spreadsheets.

Design and Evaluation of Experiments

The ability to design experiments by choosing the appropriate technique and equipment and to handle chemicals confidently and safely, whilst also observing, evaluating and suggesting improvements.

Presentation of Information

The skills of data analysis and use with reference to economic, environmental, technological and other subject related topics. The ability to give presentations to an audience working from a variety of sources of information and data.

Assessment Requirements

AS - Two written papers (1.25h and 1.75h) in the summer of Year 12, which comprise 30% of the total AS marks. The remaining 20% is made up of 5 assessments related to practical skills, which are teacher marked and externally moderated.

A2 - Two written papers (1.5h and 2h) in the summer of Year 13, comprising 35% of the A2 marks. In addition, candidates carry out an individual investigation of their choice, requiring about 18 hours of laboratory practical work as well as time for research and writing up. This contributes 15% of the A2 marks and is teacher assessed and externally moderated. The remaining 50% of the A2 mark comes from AS.

Homework Requirements

The students' success in these courses depends on their ability to study independently and there is an expectation that students will spend between 3½ and 5 hours per week on homework tasks and background reading.

A LEVEL CHEMISTRY (cont.)

Significant Dates

AS – The practical skills assessments will be carried out throughout the course, at dates chosen to link the practical to the theory preceding it.

A2 – The practical component of the Individual Investigation currently takes place in November/December of Year 13; students are expected to begin the planning for this in mid-September of Year 13.

Entry Requirements

To be accepted onto this course, students need at least an A in GCSE Chemistry (triple award) or GCSE Additional Science. Students who have studied the OCR 21st Century Science course may need to complete some extra bridging work over the summer prior to commencing the Sixth Form in order to support progression to the AS course.

Post A Level Progression

Apart from being an essential entry qualification to many courses such as Medicine, Dentistry, Veterinary Science, Pharmacy and Forensic Science, Chemistry can be studied further in its own right, leading to many exciting career opportunities. It provides valuable background knowledge for Biology in the rapidly expanding technologies of Biochemistry and Genetic Engineering and the development of new drugs. Exciting advances in the relatively new sciences of Nanotechnology and Green Chemistry provide diverse opportunities for chemists at the cutting edge of science. Chemical engineers play a vital role in the design and planning of new aspects of the chemical industry. It is recommended that any student wishing to study Chemistry or Chemical Engineering at University should take Maths at A level.

A LEVEL CLASSICAL CIVILISATION

Awarding Body: AQA

Course Content

AS Module: Women in Athens and Rome: We look at the comic plays of and the portrayal of women within them. The set text is **The Poet and the Women**, wherein the women of Athens plot revenge on the tragic poet Euripides for his presentation of them as child-killing, adulterous harlots. Other writings - transcripts of court cases, satirical essays - further examine the role of women in Classical society. Examples range from the notorious Greek prostitute passing herself off as a priestess to a Roman Empress choosing to dally in brothels. Searching critical study reveals the values and cultural assumptions shaping these texts.

AS Module: Homer's Odyssey: An epic poem in every sense - it takes thirty hours to read! – and one of the founding texts of western civilization. Journey with Odysseus on his ten-year voyage home as he blinds the drunken Cyclops, is thwarted by angry gods and even pops down to the underworld; be amused as that tempting witch Circe turns men into swine. We study oral composition, plot structure and narrative techniques, the role of fate and the gods, the heroic code and the concepts of honour and revenge.

A2 Module: Greek Tragedy: Study some of the most acclaimed plays ever, notably **Oedipus the King**, whose title character, on one very bad day, learns that he has killed his father and married his mother; suicide, blindness and misery result! **Hippolytus** is the tale of an infamous virgin and misogynist, punished for this stance by Aphrodite, goddess of love. Read of Medea, inspiration to the later suffragettes, taking bloody revenge on her husband through the slaughter of their children. Finally, there is **Antigone**, examining when acts of terrorism are legitimate against the state. Discussion takes in the role of literature in society, religious values, the natures of the gods and, receiving excellent support from the AS modules, the troublesome nature of women.

A2 Module: Roman Epic: As Troy burns Aeneas sets sail for Italy, there to found the Roman Empire. Meet Dido, who believes herself married to Aeneas; news to him as he sails away! What's a girl to do? Disembowelment followed by swift immolation, of course. Students' critical study of **The Aeneid** in its religious, political, cultural and social contexts builds well on their AS work. Formal analysis of narrative techniques goes hand in hand with a study of the nature of human responsibility and the relations between mortals and immortals, men and women, fathers and sons.

Methods of Learning

The emphasis is on student-based enquiry, on a class, group and individual level. Students are expected to read widely and attend relevant lectures and plays.

Subject Specific Skills and Concepts

- The ability to demonstrate relevant knowledge and understanding of the Classical World
- The ability to discuss and interpret primary material from the Classical World
- The ability to write lucidly, concisely, critically and coherently on the material studied.

Assessment Requirements

Each AS and A2 module is assessed in a 1½-hour examination. Students are required to answer one source-based question and one essay question in each examination. There is no coursework.

Amount of Homework Time Required per Week

AS – four hours; A2 – five hours.

Entry Requirements

To be accepted onto this course, students need at least an A grade in GCSE English or English Literature. All texts are studied in translation; no knowledge of Classical Greek or Latin is required.

Post A-Level Progression

The course is valuable for anyone reading any arts or humanities subjects at university; many science students find it lends variety to their UCAS. It provides rigorous training in analytical thinking and the ability to write logically and well.

AS LEVEL CRITICAL THINKING

Awarding Body: OCR

Course Content

Critical Thinking skills are essential for surviving the modern world. Critical thinkers ask precise and careful questions; can challenge the claims made by others; understand how to argue well and to use evidence skilfully; can make rational decisions based on a balanced assessment of problems.

The specification covers the following areas:

- identifying the elements of reasoning; evaluating reasoning of different kinds; considering credibility of evidence; recognising and evaluating assumptions; clarifying expressions and ideas; presenting arguments.

Methods of Learning

Students are involved in a variety of learning strategies: individual, group and whole class work. They are encouraged to find material from their wider reading and the media in general as a suitable focus for discussion. Self and peer assessment are built into the course, as are online homework and collaborative work. The course will be delivered in one period a week.

Subject Specific Skills and Concepts

Identification of the elements in a reasoned case

- the characteristic language of reasoning;
- the differences between reasoning, quarrelling, debating, explaining and reporting;
- ways of identifying reasons and conclusions.

Evaluation of reasoning of different kinds

- recognise different kinds of claims and evaluate them differently;
- apply the relevant criteria for judging the credibility of sources in different contexts;
- recognise and evaluate different patterns of reasoning;
- apply appropriate standards in evaluating reasoning;
- recognise and evaluate the special kinds of reasoning involved in giving causal explanations and justifying decisions;
- distinguish matters of value from matters of fact and evaluate reasoning about them differently.

Recognition and evaluation of assumptions

- recognise and evaluate assumptions – elements of reasoning which are unstated.

Assessment Requirements

Unit	Name	Duration	Weighting of AS
F501	Introduction to Critical Thinking	1 hour 30 mins	50%
F502	Assessing & Developing Argument	1 hour 30 mins	50%

NB The first unit is taken in January.

Amount of homework time required per week

Students are expected to spend approximately one hour a week on independent study.

Entry Requirements

To be accepted onto this course, students need at least an A grade at GCSE in at least two subjects.

Post A Level Progression

With its key focus on learning how to think and reason, as well as how to write in a coherent and logical way, Critical Thinking is beneficial to all students. Its skills are highly transferable and are valued by universities and employers alike. Many universities regard a high grade in Critical Thinking AS as a clear indication of thinking ability. It is also very useful for those planning to take the BMAT, LNAT and other entrance tests.

A LEVEL DT: PRODUCT DESIGN

Awarding Body- OCR Design Technology- Product Design

Course Content

This course has been selected because it offers outstanding opportunities for students to progress from all of the GCSE Design Technology options into any area of their choice. It enables candidates to study, propose and realise solutions to real world design problems across the materials areas of Graphics, Resistant Materials, Food, Engineering, Textiles, the Built Environment, Systems and Control or Manufacturing; encouraging them to draw on their core understanding from GCSE and share their knowledge and prior learning.

The AS has two units:

F521: Advanced Innovation Challenge is where candidates take part in a timed design challenge based on a pre-released theme under examination conditions. In response to the brief students design and model their responses to the problem in a workbook and in a separate session complete a written reflection paper.

F522: The Product Study is an in-depth product analysis and remodelling of a chosen product, resulting in a series of significant developments.

The A2 has one coursework unit and a two-part exam:

F523: Design, Make and Evaluate results in a coursework portfolio and major project of the student's choice. Innovation is encouraged and students consider how to promote their finished product by producing a full marketing presentation.

F524: Product Design is a two part written paper, the first focussing on manufacturing and sustainable design practices and the second tests student's ability to produce innovative design ideas under examination conditions in a materials area of their choice.

Methods of Learning

Through the selection of an independent project, students develop their research skills and initiate design solutions, developing, testing and trialling working models and prototypes. Following the assessment criteria, students direct their learning, encountering numerous design constraints and problems, which provide them with the opportunity to apply knowledge from collective experience and other curriculum areas such as Maths and Science. They develop an understanding of contemporary design and technological practices as they consider the uses and effects of new technologies and modern materials. Students develop their ability to communicate their ideas using text, images, CAD, 3D models and are encouraged to present their ideas to peers, clients and other outside agencies. Throughout the course students develop their thinking skills, financial capability, enterprise and entrepreneurial skills.

Subject Specific Skills and Concepts

Across the areas of Graphics, Resistant Materials, Food, Engineering, Textiles, the Built Environment, Systems and Control or Manufacturing, students need a core understanding of:

- Manufacturing systems and
- The use of digital technology in designing and manufacturing
- Commercial practices
- Legislation, H&S of designers, makers and the public
- The impact of design and manufacturing on the environment and value issues
- Aesthetics form and function, ergonomics and anthropometrics
- Technical data, principles and techniques of testing
- Quality control and quality assurance
- Smart and modern materials

A LEVEL DT: PRODUCT DESIGN (cont.)

Assessment Requirements

AS		A2	
F521 Advanced Innovation Challenge	F 522 Product Study	F 523 Design Make and Evaluate	F 524 Product Design
Designing and modelling examination	Coursework project	Major coursework project	Examination in two parts
2 x 3 hours 1 x 1 hour	20 A3 Sheets 30 hrs of work	25 A3 Sheets 40 hrs of work	2.5 hours
40% of AS	60% of AS	-	-
20% of A2	30% of A2	30% of A2	20% of A2

Amount of homework time required per week: 4 hrs

Significant Dates

AS- The Innovation Challenge is externally set with the first two sessions in the first week of May and session three at the end of May

The Product Study is completed for internal assessment and external moderation by the second week of April

A2- Design Make and Evaluate is completed for internal assessment and external moderation by the second week of April

The Product Design examination is externally set in approximately the first week of June

Entry Requirements

To be accepted onto this course, students need an A grade at GCSE in any related Design subject.

A LEVEL DRAMA AND THEATRE STUDIES

Awarding Body: Edexcel

Course Content

AS Unit 1 Exploration of Drama and Theatre: students will analyse at least two contrasting plays in a variety of ways so that they become familiar with the way written plays can be interpreted for realisation in performance. The unit will also include an analysis of a live piece of theatre. One play has to be studied in relation to a theatrical practitioner.

AS Unit Theatre Text in Performance: students will demonstrate skills in a performance environment. The knowledge and understanding gained during the study of two plays in Unit 1 can now be applied with the view to delivering a performance to an audience. Students perform either a monologue or duologue and contribute to a performance of a professionally published play by a known writer.

A2 Unit 3 Exploration of Dramatic Performance: students create a unique and original piece of theatre. The knowledge and understanding gained in the AS units can now be applied to a created production performed in front of an invited audience.

A2 Unit 4 Theatre Text in Context: students will explore one play text, from a choice of three, from the point of view of a director in both an academic and practical way. In addition, they will study a prescribed historical period of theatrical development from a choice of three. A live performance of a play from the chosen period must be experienced and evaluated and a comparison made with the original staging conditions of the play.

Assessment Requirements

AS		A2	
Unit 1 Exploration of Drama and Theatre	Unit 2 Theatre Test in Performance	Unit 3 Exploration of Dramatic Performance	Unit 4 Theatre Text in Context
Practical work & written coursework	Externally assessed performance	Process, performance & evaluation	Examination 2.5 hours
AS 40%	AS 60%	A2 40%	A2 60%
A Level 20%	A Level 30%	A Level 20%	A Level 30%

Methods of Learning

Practical workshops, acting exercises, research, and student led presentations, discussions, theatre trips, rehearsal work, written notes and performances'.

Subject Specific Skills and Concepts

Acting, directing, design, performance evaluation, team work, leadership, analysis and evaluation./ Dramatic forms, acting styles, historical traditions, visual, aural and spatial elements, language and non verbal communication.

Entry Requirements

To be accepted onto this course, students need at least a GCSE grade A in Drama and English. The experience of performance through school productions, youth theatres and amateur companies is desirable. **Note:** Students are expected to attend lunchtime and after school rehearsals for the preparation of performance examinations.

Amount of homework time required per week: 4 hours per week

Post A Level Progression

Past students have gone on to Drama Schools, studies in Drama or Drama and English at University, Television and Film courses, Directing work in Theatre, Television, Psychology, Law, Public Relations and Journalism.

A LEVEL ECONOMICS

Awarding Body: Edexcel

Course Content

AS Level

Unit 1: Competitive Markets – the basic problem of scarcity and choice and how this is solved by different economic systems; the concepts of demand and supply and why the price mechanism sometimes fails to lead to acceptable solutions.

Unit 2: Managing the Economy – the problems faced by economies and policies to deal with areas such as inflation, unemployment, economic growth, the balance of payments and economic development.

Methods of Learning

These include reading and note making on basic theory, discussion, data exercises and wider reading of up-to-date material in newspapers and magazines. Students must also be prepared to undertake individual reading and research into current economic events.

A2 Level

Unit 3: Business Economics and Economic Efficiency – the pricing and output decisions of firms and the regulation of industry.

Unit 4: The Global Economy – trade, exchange rates and the balance of payments and economic development, as well as the role of the UK in the EU and international economics.

Subject Specific Skills and Concepts

1. The ability to understand and analyse the economic world around us and to apply economic concepts to real world problems and situations.
2. The ability to interpret data presented in written, numerical and graphical form and to draw conclusions based upon empirical evidence.

Assessment Requirements

AS				A2			
<i>Competitive Markets</i>		Managing the Economy		Business Economics		Global Economy	
Exam 1 hour 30 mins		Exam 1 hour 30 mins		Exam 1 hour 30 mins		Exam 2 hours	
AS	50%	AS	50%	A2	40%	A2	60%
A2	25%	A2	25%	A Level	20%	A Level	30%

Amount of homework time required per week: Up to 4 hours

Entry Requirements

To be accepted onto this course, students need at least an A grade in a GCSE Humanities Subject or English Literature.

Post A Level Progression

This subject is valuable to anyone considering either arts or science subjects at university. It can be useful to those interested in courses or careers in business or finance. It provides students with the ability to examine events critically in the world around them.

A LEVEL ENGLISH LITERATURE

Awarding Body: Edexcel

Course Content

AS Unit 1 Explorations in Prose and Poetry: students will study the genres of prose and poetry and critical appreciation for comparison and contrast. The focus will be on poets' use of convention and novelists' use of narrative.

AS Unit 2 Explorations in Drama: students read or watch performances, studying one play in detail, but drawing upon knowledge of the others or exploring relevant critical reception. Students study three plays, one by Shakespeare and one written between 1300 and 1800

A2 Unit 3 Interpretations of Prose and Poetry: students respond to at least one text published after 1990, comment on unseen prose or poetry and compare and contrast texts from different genres. This is a synoptic unit.

A2 Unit 4 Reflections in Literary Studies: students undertake independent reading and research, including works of literary criticism or cultural commentary. They should demonstrate that they have synthesised and reflected upon their knowledge and understanding of English Literature.

Methods of Learning

Learning strategies include group and teacher-led discussion, presentations, as well as a variety of other techniques for textual exploration, including visits to the theatre, workshops, and conferences.

Subject Specific Skills and Concepts

1. Read texts in a variety of ways and respond critically and creatively
2. Explore comparisons and contrasts between texts, establishing relationships
3. Identify and consider how attitudes and values are expressed in texts
4. Draw on their understanding of different interpretations when responding to evaluating texts
5. Use literary critical concepts and terminology with understanding and discrimination
6. Synthesise and reflect upon a range of literary texts and ways of reading them.
7. Make appropriate use of the conventions of writing in literary studies, including quotations and sources.

Assessment Requirements

AS		A2	
Unit 1: Explorations in Prose and Poetry	Unit 2: Explorations in Drama	Unit 3: Interpretations of Prose and Poetry	Unit 4: Reflections in Literary Studies
Section A: unseen prose or poetry; short answer Section B: poetry essay Section C: prose essay	Two responses: explorative study and a creative critical response	Section A: unprepared prose or poetry Section B: analytical essay	One extended study or two shorter studies or a creative response with commentary
External Examination:	Internal Assessment:	External Examination:	Internal Assessment:
2 ¼ hours	2000-2500 words	2 ¾ hours	2500-3000 words
25%	25%	25%	25%

Amount of homework time required per week: 4 hours in AS /5 hours A2

Entry Requirements

To be accepted onto this course, students need at least a GCSE A in English or English Literature.

Post A Level Progression

English offers an excellent foundation for reading any subject at university. It is particularly important for those hoping to work in law, the media, management and any field where effective communication and analytical skills are a requirement.

AS LEVEL ENVIRONMENTAL STUDIES

This additional course is made available to Year 11 Geography students who have shown good progression and good grades across Year 10. The course is also available to Year 12 students as an addition to their AS curriculum.

Examination Board: AQA

Course Content

Unit 1 – The Living Environment

Unit 2 – The Physical Environment

Methods of Learning

This twilight course is delivered through one lesson a week after school, together with student support materials and virtual learning environment.

The subject involves both research and practical based learning including field excursions. Individual responsibility for learning lies at the heart of this course and students are responsible for drawing together their understanding from both Geography and Science.

Assessment Criteria

Unit 1 - 1 hour written examination 40% of AS

Comprised of five short answer questions and one structured question.

Unit 2 - 1 hour 30 minutes written examination 60% of AS

Comprised of eight short answer questions and one structured question.

LEVEL 3 EXTENDED PROJECT QUALIFICATION

Awarding Body: AQA

Content

The Extended Project Qualification is a piece of independent study which students undertake between April of Year 12 to September of Year 13. Students can choose any area of study in which they are interested – this can be inspired by their A Level studies or completely separate from it. The final product of the project could be an essay, an artefact, an event, an exhibition... the only limit is the ambition and imagination of the student.

The qualification is voluntary; students are invited to make a commitment to undertake a project in April of Year 12.

Duration of Course

The qualification requires intensive independent study in the period between June and September.

Method of Learning

Students work independently on the project, principally after their AS level examinations and in the summer holidays. All students are appointed a supervisor with whom they can discuss the progress of their project and seek advice if necessary; however, the responsibility for ensuring the project is completed successfully lies wholly with the student.

Most students will need to undertake substantial research to support their project, including reading widely, making contact with specialists and designing and conducting their own research. Students are expected to complete an online 'production log' recording their reflections and plans.

The process culminates in a presentation evening in which all students present the findings of their project to teachers, parents and their peers.

Assessment Requirements

The project is internally assessed and externally moderated. The final assessment is based on the completed project together with the presentation and the production log.

Entry Requirements

All students are invited to undertake an extended project.

Progression

The qualification is increasingly prized by admissions tutors and is seen as a very good indication of independent research skills and a passion for in depth academic study. It is also recognised by UCAS with pointing equivalent to an AS Level.

A LEVEL GEOGRAPHY

Awarding Body: EDEXCEL

Course Content

AS Unit 1 Global Challenges
AS Unit 2 Geographical Investigations
A2 Unit 3 Contested Planet
A2 Unit 4 Geographical Research

Methods of Learning

Edexcel's specification is designed to be up to date, relevant and progressive in its approach to Geography to better reflect our changing world. The course is designed to allow flexibility in topics and approaches to best suit students' interests and strengths. Physical, Human and Environmental Geography are integrated to provide a variety of learning approaches including class discussion, presentation, research and interactive ICT tools such as GIS. Participation in fieldwork is an **essential** component of the course and includes both day and residential opportunities

Subject Specific Skills and Concepts

The world we live in is changing fast. Geography provides the understanding needed to see how and why this change is occurring. It enhances literacy and numerical communication skills, spatial awareness, current affairs and environmental understanding through teamwork, problem solving and creative use of the latest ICT. Geography teaches the ability to select appropriate research methodologies for a range of enquiries including fieldwork and secondary data. It enhances the skills of evaluation and interpretation through critical examination of evidence leading to heightened problem analysis and decision making skills.

Assessment Requirements

	Unit 1	Unit 2	Unit 3	Unit 4
AS	60%	40%	-	-
A2	30%	20%	30%	20%
	Exam 1.5 hours	Exam 1.25 hours	Exam 2.5 hours	Exam 1.5 hours

Amount of homework time required per week

Geography students are expected to spend around three hours a week on homework and further reading.

Significant Dates

Fieldwork occurs throughout the two year course including a residential trip in November of the AS year. Fieldwork is an integral part of the course.

Entry Requirements

Students who have studied Geography at GCSE need at least a GCSE grade A. Students who have not studied GCSE Geography will be considered with a grade A in a related subject– please contact the Head of Geography.

Post A Level Progression

Students who study Geography are among the most employable in society. They develop a detailed grasp of cultural, political, economic and environmental issues at a range of scales and the holistic understanding of the relationships between human and physical systems demanded by degree courses and employers. They experience the full range of transferable skills of communication, organisation, critical thinking and analysis, the ability to research and give presentations and extensive reports. They understand and integrate numeracy, literacy and communication technology to a high standard. Geography A-level is directly relevant to a wide range of careers here and abroad including Architecture, Travel and Tourism, Resource Marketing, Personnel, Civil Engineering, Meteorology, Environmental Management and many more. Equally Geography is regarded as a highly desirable A-level subject by every university for every course.

A LEVEL GOVERNMENT AND POLITICS

Awarding Body: Edexcel

Course Content

Unit 1: People and Politics

This unit introduces students to the key channels of communication between government and the people and encourages them to evaluate the adequacy of existing arrangements for ensuring representative democracy and participation. Topics covered include the meaning of and different types of democracy; political parties and ideologies; elections and electoral systems; and pressure groups.

Unit 2: Governing the UK

This unit introduces students to the major governmental processes within the UK. It encourages them to develop a critical understanding of the role and effectiveness of key institutions and the relationship amongst them in the context of multi-level governance.

Topics covered include the constitution and constitutional reform; Parliament; the Prime Minister and Cabinet; judges and civil liberties.

Methods of Learning

Learning strategies are varied: group discussion, individual and group research and presentations, DVD, note taking, reading and written answers.

Subject-specific Skills and Concepts

Develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes.

Acquire knowledge and understanding of the structures of authority and power within the UK and how these differ from those of other political systems.

The ability to select relevant material, recognise bias and evaluate sources.

Make considered judgements, form opinions and draw conclusions.

Communicate clearly in oral and written forms.

Assessment Requirements

Both units are assessed by a written examination of 1 hour 20 minutes, which involves structured questions. There is no coursework.

Amount of homework time required per week

Students can be expected to engage in up to 3 hours of homework a week. This will sometimes mean independent study and wider reading, sometimes preparing a paper for a presentation in class and sometimes preparing an essay.

Entry Requirements

To be accepted onto the AS course, students need at least a GCSE A in one of the following subjects: English or a Humanities-based subject, such as Religious Studies, Geography or History.

To be able to progress to A2, students must achieve at least a grade C at AS level.

Post A Level Progression

Students who have studied Government & Politics are well prepared for social science undergraduate study, better informed citizens, and have highly developed analytical skills which will be of use in a wide range of careers.

A LEVEL HISTORY

Awarding Body: AQA

History at Newstead presents an exciting opportunity to study both Early Modern and 20th Century History.

Course Content

- **AS Module 1 Study in Breadth: Totalitarian Ideology in Theory and Practice C1848-1939:** the development of Fascist and Communist ideas and how they influenced three dictators and their regimes to 1939, including Hitler and Mussolini as well as Lenin and Stalin.
- **AS Module 2 History in Depth: Britain 1625-42 The Failure of Absolutism 1625-42:** detailed focus whether Charles tried to rule England as an absolute monarch.
- **A2 Module 3 Study of Depth and Breadth: Triumph and Collapse – Russia and the USSR (1941-91):** an examination of Stalin's legacy and the eventual collapse of Russia as a superpower and twentieth-century empire.
- **A2 Module 4 Personal Course Work Investigation:** an historical enquiry on the political developments of the 17th century and on the political legacy of Oliver Cromwell.

Methods of Learning

There will be a variety of learning methods with the emphasis being on student-based enquiry, on a class and group basis.

Subject Specific Skills and Concepts

Skills are developed in analysis, causation and also the interpretation and evaluation of a variety of fascinating material from lively texts.

Assessment Requirements

	AS Module 1	AS Module 2	A2 Module 3	A2 Module 4
	Examined by essay	Document Study	Examined by essay	Coursework 4,000 words
	Examination 1 hour 15 mins.	Examination 1 hour 30 mins.	Examination 1 hour 30 mins.	
AS	50%	50%	-	-
AL	25%	25%	30%	20%

Amount of homework time required per week: AS – 4 hours; A2 – 5 hours

Entry Requirements

Students who have studied History at GCSE need at least a grade A. Students who have not studied GCSE History will be considered – please contact the Head of History.

Post A Level Progression

A Level History is highly regarded by universities and employers and is particularly useful for those hoping to study Law, Journalism and the Media. It provides an excellent training in critical thought and the ability to write logically and analytically.

A LEVEL INFORMATION AND COMMUNICATION TECHNOLOGY

Awarding Body: AQA

Course Content:

AS

Unit 1: Practical Problem Solving in the Digital World

Unit 2: Living in the Digital World

A2

Unit 3: The Use of ICT in the Digital World

Unit 4: Coursework: Practical Issues Involved in the Use of ICT in the Digital World

Subject Specific Skills and Concepts

Knowledge and understanding of:

- the characteristics of data and information, and the need for their organisation and manipulation to facilitate effective use
- the use of ICT for a range of purposes
- the influence of social, cultural, legal, technical, ethical, economic and environmental considerations on the use of ICT
- the consequences of using ICT for individuals, organisations and society
- the components, characteristics and functions of ICT systems (including hardware, software and communication) which allow effective solutions to be achieved
- the systematic development of high-quality ICT-related solutions to problems
- emerging technologies and their implications for future use of ICT.

Methods of Learning

Practical skills – developed through a variety of progressive practical exercises.

Theoretical understanding – the practical work is designed to complement the theory components. New topics will be introduced using real life examples and case studies. Students will not cover items in great technical detail, but develop the understanding of a competent user or manager, rather than of a programmer or technician.

Assessment Requirements

AS Examination			
Unit 1	Question paper/answer booklet examination. Externally marked by AQA. Section A: short answer questions; Section B: 3 or more structured questions requiring discursive answers. All questions are compulsory.	1 ½ hours exam	50% of total AS 25% of total A level
Unit 2	Question paper/answer booklet examination. Externally marked by AQA. Section A: short answer questions; Section B: 3 or more structured questions requiring discursive answers. All questions are compulsory.	1 ½ hours exam	50% of total AS 25% of total A level
A2 Examination			
Unit 3	Question paper/answer booklet examination. Externally marked by AQA. Section A: structured questions based on pre-release material; Section B: questions requiring extended prose answers. All questions are compulsory.	2 hour exam	60% of total A2 level 30% of total A level
Unit 4	Candidates must produce a project report based upon their practical work/investigation. The report will be internally marked and externally moderated.	Coursework	40% of total A2 level 20% of total A level

A LEVEL INFORMATION AND COMMUNICATION TECHNOLOGY (cont.)

Amount of homework time required per week: 3 hours

Significant Dates:

AS-January exam for Unit 1 and completion of short coursework in first year

A2-Coursework to be completed by end of April.

Entry Requirements

To be accepted onto this course, students need at least a GCSE A in English. Candidates should have acquired the skills and knowledge associated with GCSE Information and Communication Technology or equivalent. A good understanding of GCSE Mathematics is helpful.

Post A Level Progression

This subject is not as yet a pre-requisite to any university computer-based course, although students are encouraged to check this is for any courses that they may wish to follow at a later date. The subject will prove an excellent foundation for 'business system' courses. Many careers require that ICT is used in a service role and that ICT systems be understood from the perspective of a user. This course can provide an understanding that will enhance career opportunities.

AS LEVEL LATIN

Awarding Body : OCR

The course is offered to all Year 11 and 12 students on a modular basis: in 2011 - 2012 students will study a language module with the option to study a literature module the following year. The course takes place for an hour a week after school.

Course Content

The course consists of both language and literature. Building on the grammatical constructions learnt at GCSE, translation from Latin to English and comprehension work are extended. Students develop their language skills through a study of prescribed verse and prose texts, such as the works of Ovid and Cicero.

Methods of Learning

Students prepare texts and present their work for class discussion and are encouraged to develop independent learning skills.

Subject Specific Skills and Concepts

1. **Translation.** Facility in translating from actual Latin authors is increased. The passages studied are selected to give an overview of Roman life and history, so that a picture of the classical world is gradually built up.
2. **Comprehension.** Emphasis is on understanding of meaning both explicit and implicit. Students gain the ability to analyse evidence and express informed personal judgements of meaning, style and language.
3. **Literature.** Ability to translate and appreciate Latin prose and verse increases. Essay writing skills are extended to cover appreciation of the effects used by authors and their place in world literature.

Assessment Requirements

This is by written examination.

Amount of Homework Time required each week: 1 hour 30 mins

Entry requirements

To be accepted onto this course, students need at least an A grade in GCSE Latin.

Post A Level Progression

Latin has always been a highly respected subject as a basis for higher education and all kinds of employment. It confers qualities of self-assurance and leadership useful in all forms of management in industry, the civil service and academia. Wherever high quality language and literary skills are valued, Latin students will be welcomed.

MATHEMATICS

MATHEMATICS (MEI)

Examination Board: OCR (MEI)

Course Content

This course consists of 3 modules: two in Pure Mathematics and one in Statistics or Mechanics. Students take one examination for each of the modules.

Methods of Learning

Students are required to make use of web resources, calculators and software as aids to learning. Learning takes place through discussion, practice and teacher exposition.

Subject-specific Skills and Concepts

An understanding of algebra and calculus and their application to solving problems

Application of Trigonometry and Geometry

The development of an ability to display data and identify main features (Stats)

The application of practical knowledge to theoretical situations using simple probability models (Stats)

The acquisition of an insight into the ideas and techniques of hypothesis testing (Stats)

An appreciation of the use of appropriate technology and its limitations

An ability to model real life situations

An appreciation of constant acceleration equations (Mech)

Applications of Newton's Laws of Motion (Mech)

A LEVEL MATHEMATICS AND FURTHER MATHEMATICS

Awarding Body: OCR (MEI Structured Mathematics)

Content

Students follow a modular course which includes Pure and Applied topics:

- AS level Mathematics will contain 2 Pure units and 1 Applied (either Mechanics or Statistics: please tick the option preferred on the option form).
- A2 level Mathematics contains 4 Pure units with 2 Applied units from mechanics and/or statistics.
- A level Mathematics with AS level Further Mathematics requires a student to take a total of 9 units and includes 3 additional Pure and Applied units.
- A2 levels in Mathematics and Further Mathematics require a student to take 12 units of which half will be Pure Mathematics. The other half will be a balance of Applied Mathematics topics.

Students who have already taken 2 AS modules in Year 11 can complete 2 AS levels in Mathematics and Further Mathematics in one option block during Year 12. They should just put Further Mathematics on their option form. Students who studied the D1 module in Year 11 may use this module to replace one of the other applied modules.

Subject Specific Skills and Concepts

Students will also develop the following mathematical skills:

- Application of knowledge, concepts and techniques in a variety of contexts
- Construction of rigorous mathematical arguments and proofs
- Ability to model real world situations, analysing and interpreting results
- Use of calculations to make predictions
- Effective and appropriate use of contemporary technology

Assessment Requirements

Each unit is assessed by an examination which lasts 1 hour and 30 minutes. In addition one Pure Mathematics A2 module contains a 20% coursework component. The coursework covers particular skills or topics that are by their nature unsuitable for timed examination.

MATHEMATICS (cont.)

Amount of Homework Required per Week

An approximate guide is 3 hrs per week in Y12 and 5 hrs per week per course in Y13 but due to the nature of the subject what an individual needs to do to understand a topic will vary a great deal. The department routinely sets starred (more difficult) questions that can be attempted by those students who finish the standard homework in less time or who are aiming for a high grade.

Methods of Learning

A number of strategies will be used. These will include teacher exposition, discussion of concepts in class or groups, problem solving sessions and modelling through coursework, experiments or using ICT.

Entry Requirements

To be accepted onto this course, students need at least a GCSE A or A* in Mathematics. In particular, a deep understanding of the algebra sections of GCSE is vital. To ensure this we ask students to purchase the following workbook:

Preparation for AS/A level Mathematics

Alpha workbooks ISBN 1 903406439

www.alphaworkbooks.com 01206 522543

Students are required to work through all of this over the summer and bring it to their first maths lesson in September. All students should retain their scientific calculators and could also benefit from owning their own graphical calculators.

Post A Level Progression

This course offers an excellent foundation for reading any subject at university and enhances logical thought. Universities will accept students to study mathematics with a single subject A2 qualification, however we recommend that anyone thinking of taking Mathematics, Engineering or a Maths related degree at university should consider taking Further Mathematics to at least AS level in addition.

More details of the year's course can be found on the school VLE Moodle accessible through the school website.

A LEVEL MODERN FOREIGN LANGUAGES: FRENCH/GERMAN/SPANISH

Examination Board: WJEC

Content

- 1 The development of a range of language skills which will enable students both to understand and communicate for a variety of purposes for work and leisure.
- 2 The study of current media material which develops an awareness and understanding of the cultural, social, commercial and political background of countries in which the target language is spoken.

Subject Specific Skills and Concepts

- 1 Confident communication in the target language. The ability to sustain a conversation and to present and discuss a prepared topic at A2.
- 2 The understanding of a range of audio taped foreign language items and the ability to evaluate them. The ability to write answers in the target language.
- 3 Knowledge and understanding of literary texts, the study of films and different regions of France, Germany or Spain is an essential part of the course at A2.

Assessment Requirements

Unit	Level	Name	Duration	AS	AL
1	AS	Oral Examination Examiner-led discussion of Topics, General Conversation	12-15 mins	40%	20%
2	AS	Listening, Reading & Writing	2 ½ hrs	60%	30%
3	A2	Oral Examination Structured discussion and exposé.	15-20 mins	40%	20%
4	A2	Listening, Reading & Writing	3 hours	60%	30%

Methods of Learning

Whenever possible, lessons are conducted in the target language and current media materials form the basis of lessons. Students are also expected to attend conversation classes in small groups where they can develop their oral skills in a variety of contexts. Independent study skills are essential too. Regular independent listening and reading can be done using materials from the internet and by watching films.

Entry Requirements

To be accepted onto this course, students need at least an A in GCSE French/German/Spanish. Students are urged to visit the European country whose language they are studying during the A Level course. Opportunities for study visits for all three languages are offered to A Level students. Work experience can also be organised in France, Germany and Spain.

Post A Level Progression

The main European languages are becoming an increasing necessity in the modern world of work as well as becoming important in the world of leisure.

A LEVEL MUSIC

Awarding Body: Edexcel

Course Content

This course provides a broad base of music skills, focusing on performing, composing and listening & understanding:

AS Unit 1 Performing: students perform throughout the course and in a final solo examination.

AS Unit 2 Composing: students create a three-minute piece to a chosen brief (prescribed by Edexcel in January) and submit a score and a recording, as well as a CD sleeve note to describe their final composition and an explanation of how other pieces of music have influenced it.

AS Unit 3 Developing Musical Understanding:

Section A Listening: Students listen to excerpts of the prescribed set works and answer questions. The excerpts are related to the two AS areas of study **Instrumental Music** and **Vocal Music** (ranging from Haydn to Howlin' Wolf, via Brahms!)

Section B Investigating Musical Styles: students choose to extend one of the two AS areas of study and answer written questions on this.

Section C Understanding Chord and Lines: Students use a score to analyse simple harmonic and melodic features and harmonise a short soprano melody by adding alto, tenor and bass in the style of J. S. Bach.

A2 Unit 4 Extended performance: students perform music for 12-15 minutes, offering a balanced programme at approximately grade VII.

A2 Unit 5 Compositional and Technical Study: guided by staff, students submit one of the following::

- 2 compositions of three minutes each (each based on one of 4 set areas of study).
- 1 composition and 1 technical study topic (choosing from 'Baroque Counterpoint' or 'Chorale')
- Both technical study topics.

A2 Unit 6 Further Musical Understanding:

Section A Aural Analysis: students listen to and answer questions on unfamiliar extracts of music, related to the two compulsory areas of study. Questions will require comparison of two excerpts and knowledge of keys, chords and cadences.

Section B Music in Context: Written questions relate to the set works in the area of study, Applied Music. Students must identify given musical features from selected set works.

Section C Continuity and Change in Instrumental Music: questions relate to the area of study, Instrumental Music.

Assessment Requirements

AS			A2		
Unit 1 Performing	Unit 2 Composing	Unit 3 Developing Musical Understanding	Unit 4 Extended Performance	Unit 5 Compositional & Technical Study	Unit 6 Further Musical Understanding
Internal Assessment	Supervised Coursework	Examination 2 hours	Internal Assessment	Supervised Coursework	Examination 2 hours
AS 30%	AS 30%	AS 40%	A2 30%	A2 30%	A2 40%
AL 15%	AL 15%	AL 20%	AL 15%	AL 15%	AL 20%

A LEVEL MUSIC (cont.)

Methods of Learning

Various methods are employed. These include lectures, discussions, demonstrations, group and individual presentations, directed listening, performance and research together with individual programmes of study.

Subject Specific Skills and Concepts

Performing, Listening, Writing skills, Composition

Assessment Requirements

Composition coursework externally assessed. Performance exam internally assessed and externally moderated (A2 external marking only).

Amount of homework time required per week

Year 12 - 4 hours, Year 13 – 5 hours

Significant Dates

28-29 April 2011 – Practical Exams (on site)

Entry Requirements

To be accepted onto this course, students need at least a GCSE A in Music. At least grade V on main instrument is recommended. It would also be useful if students had some ability to play a keyboard instrument but this is not essential.

Post A Level Progression

Music is an excellent basis for further academic study, both in Music and in other subject areas. Its breadth is valuable to both arts/humanities and science/mathematics candidates in higher education or employment.

A LEVEL PHYSICAL EDUCATION

Examining Board: OCR

Course Content

AS Modules

Unit 1

Applied anatomy and Physiology.
Acquiring Movement Skills and Socio-Cultural Studies relating to participation in physical activity.

Unit 2

Demonstration of specified techniques and performance in 2 activities, or in 1 activity and coaching/officiating in another activity. Evaluating the performance of another in one of their assessed activities.

A2 Modules

Unit 3

One Topic each from :
A – Historical Studies or Comparative Studies
B – Biomechanics or the Psychology of Sport Performance or Exercise Physiology

Unit 4

The improvement of effective performance in one activity or coaching/officiating in one activity. The critical evaluation of the performance of another in this activity linking theory covered in Units 1 and 3 to that performance.

Subject Specific Skills and Concepts

- Understanding of the scientific, socio-economic and environmental factors which influence physical education and sport, and maintaining a healthy lifestyle, including the ability to:
 - link practical experience with theoretical justification
 - formulate hypotheses and carry out experimental procedures and analysis of results
 - understand the diagrammatic representation of concepts
- The demonstration of knowledge and understanding through effective planning, performance and evaluation of the chosen practical activities.

Assessment Requirements

AS		A2	
	Unit 2		Unit 4
Examination	Coursework	Examination	Coursework
2 hrs	+ verbal evaluation	2 hrs 30 mins	+ verbal evaluation
AS 60%	AS 40%		
AL 30%	AL 20%	AL 35%	AL 15 %

Methods of Learning

The course is supported by three main textbooks for all the modules plus specialist books and materials in the library for wider reading and research by the students. Experiments, investigations and practical situations are used to understand concepts and principles in the theoretical areas. The video camera is used to assist in the analysis of performance in the two practical activities. Students are encouraged to take part in the Level 2 Sports Leader Award to enable them to understand better the principles involved in the learning and teaching of practical skills.

Entry Requirements

To be accepted onto this course, students need at least a GCSE A in Physical Education and a strong commitment to extra curricular activities offered by the PE Department. Students should be representing the school at one sport or more. Involvement at an out of school sports club is highly recommended.

Post A Level Progression

Physical Education is now widely accepted as an entry qualification for most subjects at university and is particularly useful for psychology, physiotherapy, teaching, recreational management, sports science and the leisure industry, sports development and the health and fitness industry.

A LEVEL PHYSICS

Awarding Body: Edexcel

Course Content

The course is divided into six units:

AS Unit 1: Mechanics and materials

A2 Unit 2: Waves, electricity and quantum physics

AS Unit 3: Case study, practical assignment and a written assessment.

A2 Unit 4: Further mechanics, fields and particle Physics

A2 Unit 5: Contemporary topics including nuclear Physics, Astrophysics and cosmology, as well as more traditional topics including thermal Physics and oscillations

A2 Unit 6: a practical assignment and a written assessment.

Methods of learning

The course emphasises the importance of practical work to support both the students' understanding of the principles involved and the acquisition of laboratory skills. Students are also expected to learn new subject knowledge and become proficient in applying their knowledge to answer questions and solve Physics based problems. Students are encouraged to supplement their knowledge with background reading from course textbooks and other sources and to attend relevant lectures and courses.

Subject specific skills and concepts

- The ability to interpret phenomena in terms of physical principles.
- The ability to apply understanding of physics in practical problem-solving and to demonstrate awareness of the limitations of theories and models.
- The ability to design, plan and perform experiments and to evaluate results.
- The understanding of the relationship of mathematical expressions and physical principles and of the social, philosophical, economical, industrial and environmental impact of physics.

Assessment Requirements

			AS & A2	A level
Unit 1 and 2	Written tests	AS and A2	80%	40%
Unit 3	Practical and written assignment	AS and A2	20%	10%
Unit 4 and 5	Written tests	A2	80%	40%
Unit 6	Practical and written assignment	A2	20%	10%

Amount of homework time required per week

Minimum 3 hours per week. Students will be given specific tasks to complete for homework, but it is expected that additional private study and research will be carried out in addition to formal homework.

Significant Dates

Students will sit their written module examinations. Unit 1 and 2 will be sat in the summer of year 12 and Unit 4 and 5 will be sat in the summer of year 13. Units 3 and 6 are practical based assessments and will be carried out in the spring term under controlled conditions in the laboratory (with the exception of the research required for the Unit 3 case study).

Entry requirements

To be accepted onto this course, students need at least a GCSE A in Physics (triple award) or AA in Science (dual award) and an A in GCSE Physics. Students will also require competence in Mathematics, however, all the skills needed will be dealt with during the course.

Post A Level Progression

Physics is a constantly developing, exciting, challenging subject which provides an excellent base from which to consider a wide range of university courses and careers.

A LEVEL PSYCHOLOGY

Awarding Body AQA

Course Content

Psychology is a very popular A level subject linking both the natural and social sciences. It introduces students to alternative ways of thinking and allows them to examine areas of immediate interest within their own learning, for example, exploring the way memory works, quantifying its capacity and evaluating its construction as an essential tool in education. Psychology attempts to answer some of the important questions posed by contemporary society such as how to manage stress as workloads become increasingly challenging, or how working women need to evaluate day care as either essential development, or a detrimental period of separation for mother and child.

AS PSYA1: Cognitive and Developmental Psychology and Research Methods

AS PSYA2: Physiological Psychology, Social Psychology and Psychopathology.

A "critical issue" in Psychology is studied with each topic. These include research into the function of memory and the development of young children; stress and its effects on the body and explanations for a range of mental illnesses, including schizophrenia.

A2 PSYA3: Topics in Psychology, including eating behaviours such as Anorexia and Obesity, Aggression, and the Development of Gender

A2 PSYA4: Psychopathology, Schizophrenia, addictive behaviours such as Gambling and Scientific Research Methods

Methods of Learning

The emphasis is on student-based enquiry both on a class and group basis and will involve both research and discussion. The course is supported by a range of textbooks relevant to the module topics, but students will be expected to carry out much wider reading, research application and at A2 Level an understanding of issues and debates encouraging independent learning.

Psychology specific skills and concepts

1. The ability to assess a psychological investigation and critically analyse the results.
2. The development of critical skills of analysis, interpretation and evaluation.
3. The ability to see how psychology has contributed to an understanding of individual, social and cultural diversity.
4. An awareness of the ethical responsibilities of psychological researchers.
5. An understanding of selected aspects of psychological concepts, theories and research.

Assessment Requirements

To be accepted onto the AS Psychology course, students need at least a GCSE A in English and a B or above in Mathematics and Science. A very good standard of written English and an interest in the scientific study of human behaviour are clearly essential.

A Level Psychology is able to provide a thorough training in critical analysis, reasoning and the ability to carry out experimental research. It is a useful foundation for science, social science and humanities subjects. Specialisation in psychology can lead to careers in a wide variety of professions including advertising and marketing, law, health services, counselling, and clinical, forensic, educational and child psychology.

Amount of homework time required per week

Homework is comprised of examination question to be found on the Psychology intranet site and set on a weekly or two weekly basis together with a one hour customised assessment carried out at half and full term in a timed examination environment.

Significant Dates

Study at AS Level Psychology consists of two 1½ hour written examinations for PSYA2 in January 2011 and PSYA1 in June 2011. A2 Level Psychology involves two written examinations. These are PSYA4 (2 hours) in January 2011 and PSYA3 (1 ½ hours) in June 2011.

A LEVEL RELIGIOUS STUDIES

Awarding Body: Edexcel

Course Content (AS)

Unit 1 Philosophy of Religion

A study of philosophical arguments for the existence of God:

- i design – key ideas, strengths and weaknesses;
- ii cosmological – key ideas, strengths and weaknesses;

A study of the problem of evil and suffering:

- i types of evil;
- ii problem of evil and suffering in relation to beliefs about the nature of God;
- iii Augustinian, Irenaean and Process theodicies.

A study of philosophical debates about miracles:

- i concepts of miracle;
- ii reasons to believe in miracles;
- iii philosophical problems with reference to Hume.

Ethics

A study of ethical concepts:

- i the relationship between religion and morality
- ii Utilitarianism
- iii situation ethics

A study of ethical dilemmas:

- i issues of war and peace
- ii sexual ethics

Unit 2 Investigations

This unit has an enquiry-based approach to teaching and learning. Students will have the opportunity to undertake individual research into a philosophy or ethics topic. The philosophy topic explores the relationship between mind-body and the ethics topic explores developments in medical ethics.

Unit 3 Developments:

Philosophy of Religion (A2)

A study philosophical arguments for the existence of God:

- I Religious Experience – key features, types of experience
- li Ontological Argument – key features, strengths and weaknesses

Atheism and critiques of religious belief

- I Atheism, theism and agnosticism
- li Sociological and psychological critiques

Selected problems in the philosophy of religion

- I The relationship between the mind and the body
- li Different approaches to a post-mortem existence
- lii What is religious language?
- lv Is it meaningful to talk about God?

Ethics

Ethical concepts

- I Critiques of the relationship between religion and morality
- li Ethical concepts

Selected problems in ethics

- I Ethical language
- li Objectivity, subjectivism and relativism
- lii Justice, law and punishment

A LEVEL RELIGIOUS STUDIES (cont.)

Unit 4 Implications

- 1 A study of 3 philosophical essays that connect and identify themes explored throughout the A level course.

Methods of Learning

Student enquiry is fostered through reading, research and discussion, using videos, talks, lectures and visits. Students will be encouraged to be independent learners and will be expected to engage in wider reading to support the material covered in lessons. Students will have the opportunities to engage in debate, articulate their ideas, question assumptions, challenge theories as well as develop a critical argument through written essays.

Subject Specific Skills and Concepts

- convey knowledge and understanding of material by selecting and presenting data.
- understand the concepts involved in theological study.
- support conceptual beliefs with logically reasoned argument.
- assess the cultural, historical and social influences on belief and religious behaviour.

Assessment Requirements

AS		A2	
Unit 1 : Foundations	Unit 2 : Investigations	Unit 3 Developments	Unit 4 Implications
Philosophy of Religion and Ethics	Independent Study	Philosophy of Religion and Ethics	Anthology
Examination	Examination	Examination	Examination
1 hour 45 mins.	1 hour 15 mins.	1 hour 45 mins.	1 hour 15 mins.
25% overall	25% overall	25% overall	25% overall

Amount of homework time required per week

Students can be expected to engage in up to 3 hours of homework a week

Entry Requirements:

To be accepted onto the AS course, students need at least a GCSE A in one of the following subjects: English or a Humanities-based subject, such as Religious Studies, Geography or History. To be able to progress to A2, students must achieve at least a grade C at AS level.

AN OPEN MIND!

Post A Level Progression

The analytical approach is highly transferable across the arts and sciences. The course is ideally suited as preparation for a wide range of subjects in Higher Education.