

ST TERESA'S
EFFINGHAM

Sixth Form

2024–25

WELCOME TO ST TERESA'S SIXTH FORM

You will find life in our Sixth Form to be full of opportunities, challenges and rewards. Our highly experienced and dedicated Sixth Form Team diligently work together to ensure that every Sixth Form student in our care is able to achieve the epitome of Sixth Form success; to be happy, healthy and, therefore, successful in their pursuit to achieve their ambitions.

St Teresa's Sixth Form encourages a spirit of academic curiosity, both in and out of the classroom. The specialism of the A Level courses will offer you the intellectual freedom to explore your chosen subject areas in more depth than you have previously, whilst our Sixth Form Enrichment Programme allows you opportunities to develop your skills beyond the A Level curriculum; for example, you could undertake the Extended Project Qualification or dedicate yourself to a volunteering programme. You will also have the opportunity to undertake a student leadership position, allowing you to have a positive impact on the younger students and play a defining role in leading positive change in your school.

As a Sixth Form student you will also be able to enjoy a number of benefits and will be granted a number of privileges, such as having free time within your timetable, access to the gym and designing your own Enrichment pathway. You will also be able to enjoy our Sixth Form Centre which includes your own Sixth Form Common Room, with a kitchen facility, Sixth Form Study Room, specialist Sixth Form classrooms and a Lecture Theatre.

I know that you will find your time in our Sixth Form to be an exciting balance of enriching opportunities and unwavering support. The range and quality of the co-curricular provision at St Teresa's is exceptional and therefore, whatever A Levels you choose and whatever activities you join, I know that you will find the Sixth Form at St Teresa's a very inspiring place to be. We hope this guide will give you an insight into our Sixth Form and the many opportunities that we have on offer for you. Please do not hesitate to contact me if you have any questions, or if you would like to come and visit us.

Miss C S Pitchford

Assistant Headteacher: Head of Sixth Form





SIXTH FORM ACADEMIC STUDY

You may have already thought about the A Level courses that you intend to study, alternatively, you may be finding it difficult to make the right A Level choices for you. We hope that our Sixth Form Course Guide will help you to understand the demands of each A Level subject course, as well as allow you the opportunity to consider how some A Level courses may shape your future. There is also information about the additional qualifications that you can complete within our Enrichment Programme and therefore, you can start to explore how your A Levels could sit alongside the wider enrichment and co-curricular life of your final two years at school.

The annual Sixth Form Information Evening is an early opportunity to find out more information from each Heads of Department about the A Level course content and examination requirements of the subjects that you may be considering for your Sixth Form timetable. At St Teresa's we are committed to the A Level system as we believe it allows you to make your own choice about the degree of breadth, or specialisation, you would like to achieve. It also offers you an unparalleled chance to go into subjects in greater depth. A Level subjects are each allocated six one-hour timetabled periods per week. Your lessons are likely to feel very different from your GCSE experience; small class sizes lead to lively discussion and highly tailored learning where students are challenged and nurtured to develop their intellectual curiosity.

Increasingly, top universities are looking for the quality of your qualifications, rather than quantity; therefore, at St Teresa's students will choose three A Level subjects as well as having the additional options to undertake the Extended Project Qualification (EPQ), MOOC courses, or, with agreement, a fourth A Level. These options will extend your intellectual horizons through independent research and allow time to take part in the student leadership team, enrichment and the co-curricular opportunities that are also available.

All of the staff at St Teresa's are committed to supporting all students through this process. We look forward to you joining the Sixth Form community at St Teresa's and to your development as young women of the future.



PERSONALISED LEARNING

St Teresa's Sixth Form aims to support each individual's learning requirements, fostering a classroom ethos that recognises the concept of personalised learning.

Education in the Sixth Form at St Teresa's will build on what the most successful teachers do best; create an education experience with personalised learning at its heart. This means a system in which every student matters. Therefore, careful attention is paid to individual learning styles, motivations and needs; there is rigorous use of pupil target setting linked to high quality formative assessment and marking; lessons are well paced and enjoyable and students are supported by partnerships with others beyond the classroom.

A personalised curriculum:

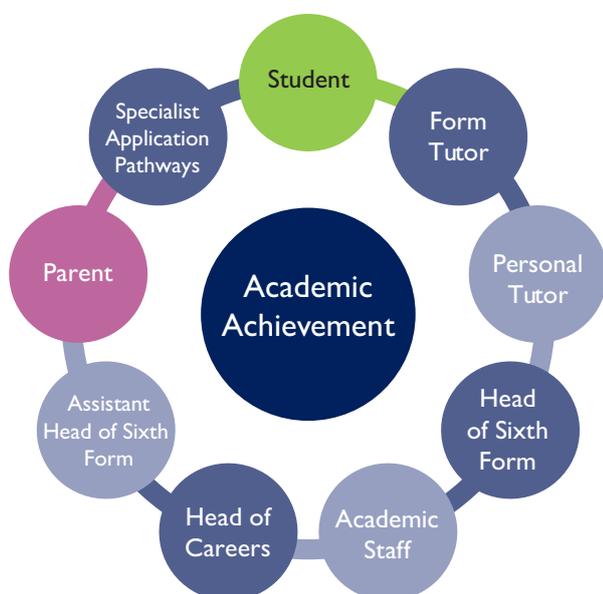
- A 'pathways' design in the Sixth Form allows each student to design an appropriate programme to support their individual needs and aspirations.
- Where possible, to make provision within the curriculum for a range of extension courses and qualifications.
- To make reasonable adjustments to a student's programme, if appropriate, to promote the development of gifts and talents.
- The ability for students in the Sixth Form to undertake additional qualifications.
- To provide a lesson allocation that allows the opportunity for exploration beyond the confines of examination syllabi and the opportunity to gain additional qualifications.
- To support the development of individual students who exhibit particular flair, gifts or talents in any area of the curriculum or extra-curricular activity through formal and informal mentoring schemes.

Tracking and Monitoring of Student Performance

The GCSE grades, alongside ALPS computer adaptive test results, and the professional judgement of staff, provide attainment grades for each student throughout the duration of their A Level programme.

Regular attainment grades are given to students throughout their time in the Sixth Form. These grades are tracked in order to provide feedback to students, parents and the Sixth Form Pastoral Team on the progress each student is making towards their potential examination grades. This ensures that accurate targets and academic support plans can be designed to support every student to achieve their full potential.

Our Sixth Form Pastoral Team and academic staff collaborate with both the student and their parents to ensure that academic success is achieved by all of our students. Every student has their own Form Tutor and Personal Tutor, as well as the Head of Sixth Form, Assistant Head of Sixth Form and Head of Careers, working with them and supporting their individual development. Our belief in a collaborative support structure ensures that all of our students feel supported throughout their time with us in our Sixth Form and carve a successful Beyond A Level Pathway.



To track and monitor individual student performance in the Sixth Form at St Teresa's, regular feedback on performance will be shared with students and parents through the school's tracking and monitoring process, using baseline data generated through points gained at GCSE and Computer Adaptive test scores (ALPS) at the start of Year 12.

REPORTING & FEEDBACK

YEAR 12	
October Half-Term	Attainment and Attitude to Learning grades are recorded
End of Autumn Term	Full reporting including Attitude to Learning grades, Attainment grades and a report from every A Level subject teacher
Spring Term	Attainment grades recorded
July	Summer Examination Grades Full report including Attitude to Learning grades, Attainment grades and a report from every A Level subject teacher Oxbridge and Medicine Pathway Applicants receive their UCAS Predicted Grades

YEAR 13	
End of September	UCAS Predicted Grades published on Unifrog
October Half-Term	Attainment Grades recorded
End of Autumn Term	Full report, including Attitude to Learning grades, Attainment grades and a report from every A Level subject teacher
Spring Half Term	Year 13 Mock Examination Results
End of Spring Term	Full report, including Attitude to Learning grades, Attainment grades and a report from every A Level subject teacher
July	Record of Achievement received at Prize Giving

BEYOND A LEVEL: UCAS & CAREERS SUPPORT

Preparing for your life after your A Levels can be daunting and therefore, in the St Teresa's Sixth Form we have a comprehensive two-year programme to support you through the process at every stage, ranging from whole Sixth Form lectures with external speakers to individual support sessions with your Personal Tutor and our Head of Careers. Our Sixth Form Careers programme includes a number of specialist application pathways that you can select to join. The Pathways begin at the start of Year 12 and, as such, they ensure that all students are confident to make informed decisions about their chosen route after you leave the Sixth Form, no matter what discipline that you wish to undertake. We believe that you should feel fully supported by the Sixth Form Careers Department to be able to make your ambitions a reality.

Year 12: One Careers Lesson Every Week	
Autumn Term	Careers workshops exploring different professions
	External speakers from universities and the professional world of work
	Launch of specialist application programmes: Oxbridge Medicine/ Veterinary and Dentistry Conservatoires Apprenticeships Art Study Abroad
Spring Term	Trip to the annual UCAS Higher Education Convention at Surrey University Sports Park
	Unifrog Launch: specialist international support platform for university research and application
	Series of University Course Guidance lessons
	Alumnae Speakers Programme
Summer Term	Higher Education Two Day Event: a series of specialist talks, workshops, tutorials and trips to support the University application process.
	Individual mentoring sessions with your Personal Tutor and Head of Careers to offer personalised advice about Beyond A Level course choices and University options.
	UCAS Application started

Year 13 UCAS Support: Two Careers Lessons Every Week

September to October	Publication of the UCAS predicted grades for all undergraduate applicants
	Personal Tutor and Head of Careers guidance meetings, to support your course and institution choices.
	First Checking Meeting: an individual meeting with your Form Tutor to support you to complete your UCAS application form
	15th October – First Specialist Pathway Deadlines: Oxbridge Architecture Medicine/Dentistry and Veterinary Science
	Accuracy Check: Individual meeting with the Head of Careers to check the qualifications on your UCAS form
November to February	Final Check: An individual meeting with the Head of Sixth Form to read your UCAS form, with you, and to ensure that everything is ready to send to the universities of your choosing.
	Receive decisions from universities: every offer that is received is celebrated in the weekly Sixth Form Newsletter
	External Mock interviews for all applicants, with university specialist. Individual feedback is given to all students.
March to June	Student Finance Twilight Talk for both parents and students, if you want to apply for student financial support for university.
	Students have one to one meetings with the Head of Careers to support them to select their 'firm' and 'insurance' UCAS conditional offers
	A Level Exams commence
August	Results Day Celebration at school
	The Head of Careers and the Head of Sixth Form are on site for UCAS guidance and support for the duration of A Level results day.

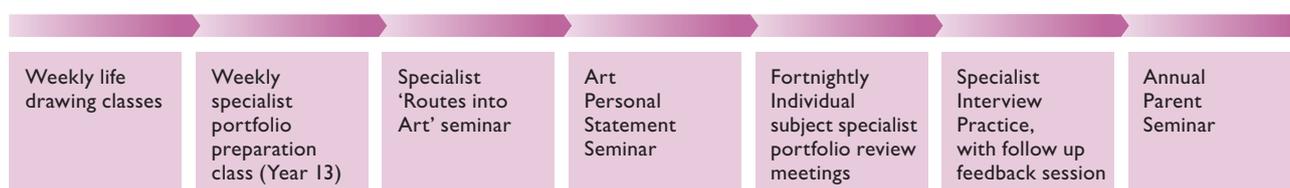
SPECIALIST APPLICATION PATHWAYS

In addition to your weekly UCAS/Careers lessons, we offer a number of specialist application pathways that students can select to join at the start of Year 12. Our pathways are designed to offer support and guidance for students undertaking a specialist application route, due to their discipline demanding additional components and/or deadlines, outside of the alternative Undergraduate UCAS application cycle.

OXBRIDGE



ART



MEDICINE, VETERINARY SCIENCE AND DENTISTRY



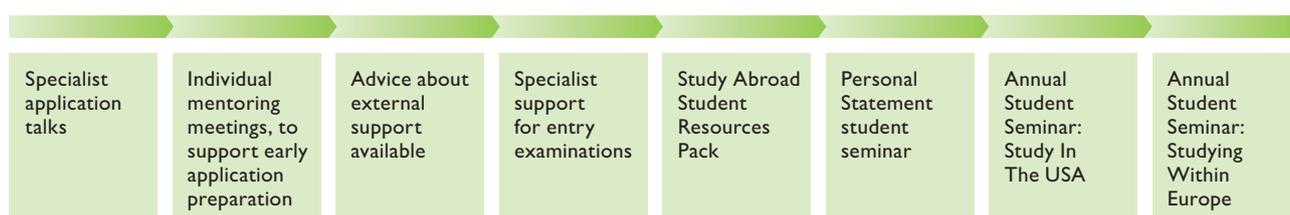
APPRENTICESHIPS



CONSERVATOIRES



STUDYING ABROAD



ENRICHMENT

As a Sixth Form we ensure that our students leave us as ambitious, self-sufficient and mature young people, equipped to face the challenges of higher education and the workplace. Our Sixth Form Enrichment programme is both embedded within the Sixth Form timetable and offered as a co-curricular option for Sixth Form students, providing them with the opportunity to design their own Sixth Form timetable including additional qualifications, extension beyond the A Level curriculum or co-curricular interests.

The Enrichment Programme includes both optional and compulsory elements under the following categories:

- **Music**
- **Sport**
- **PSHE**
- **EAL**
- **Supervised Study**
- **Current Affairs**
- **Volunteering**
- **Learn A New Skill**
- **Ethics**
- **The Sixth Form Wellbeing Programme**
 - Mindfulness
 - Wellbeing
 - Yoga
 - Meditation
 - The CALM Initiative
- **The Careers Programme**
 - Apprenticeships and Internships
 - Summer Work Experience
- **The VESPA Study Skills Support Programme**
- **The Aspirations Programme**
 - TED Talks
 - The Sixth Form Lecture Series
 - Extended Project Qualification (EPQ)
 - The TEFL Qualification
 - Core Maths
 - Maths Masterclasses with The Royal Institute
 - Termly Sixth Form Aspirations Newsletter
 - MOOCs
 - MODE Magazine

Further enrichment activities are also available within our whole school co-curricular timetable, please be aware that some of these activities can involve additional cost: Music Lessons, Duke of Edinburgh Awards, LAMDA, St Teresa's Equestrian Centre and Effingham Schools' Tennis Academy.

MUSIC

Musical activities are immensely beneficial to everyone. It is recommended that all students should be involved in music during their time in the Sixth Form years at St Teresa's. Musical activities are not only enjoyable but will assist with memorisation, development of language and reason, spatial intelligence, auditory skills and creative thinking. Taking part in the school concerts also gives a sense of achievement, a feeling of engagement in the whole school, emotional development and a sense of society.

Above all, the Music Department is determined to enjoy music-making with pupils of all standards and styles.

Many performing opportunities are offered each year, over a wide range of performing styles, for example classical recitals and a jazz evening. All girls are most welcome to join Senior Choir without an audition and/or join the Staff and Sixth Form Choir.

Attainment Level	Practical Grade 6	Practical Grade 7	Practical Grade 8
Distinction	12 points	16 points	30 points
Merit	10 points	14 points	24 points
Pass	8 points	12 points	18 points

Attainment Level	Theory Grade 6	Theory Grade 7	Theory Grade 8
Distinction	6 points	8 points	10 points
Merit	5 points	7 points	9 points
Pass	4 points	6 points	8 points

DUKE OF EDINBURGH'S AWARD SCHEME

Once you hit 16 you can do your Gold Duke of Edinburgh's Award. You do not need to have done the Bronze and Silver to do the award. The Gold Award is highly regarded by the universities but it must be recognised that it is a large commitment and can be time-consuming, so it must be balanced against the demands of other work.

There are five sections to the award: Physical Recreation; Skills; Volunteering; Expeditions and a Residential Project.

You'll spend 12 months on your Volunteering section. For Physical Recreation and Skills, you must spend 12 months on one and six months on the other – you can decide which way round you would like to do it.

The big difference at Gold level is you'll also do a Residential section - staying away from home for five days and four nights doing a shared activity with people you don't know. It is great fun and a real chance to do something different!

If you've jumped straight into your Gold D of E programme you'll need to do a further six months either volunteering or whichever one of your physical or skills activities you spent the most time on.

This table gives you a summary of what you have to do:

Volunteering	Physical	Skills	Expedition	Residential
12 Months	One section for 12 months and the other section for 6 months		Plan, train for and complete a 4-day, 3-night expedition	Undertake a shared activity in a residential setting away from home for 5 days and 4 nights

Direct entrants must undertake a **further** 6 months in either the Volunteering or the **longer** of the Physical or Skills sections.



LAMDA

LAMDA is beneficial to a wide range of students. It appeals to Drama A Level students looking to broaden and refine their skills to support their academic studies, particularly the performance examination. It is also popular with students who enjoyed Drama GCSE and have not chosen it for A Level but want to continue to build their performance and speaking skills. LAMDA is also extremely beneficial to EAL students looking to improve their spoken English. One of the most beneficial and attractive aspects of LAMDA examinations is that students will gain valuable UCAS points from the examinations they take.

Examinations	Verse and Prose, Reading for Performance, Devising, Public Speaking, Musical Theatre and Acting.
Bronze Medal (Grade 6)	<p>Verse and Prose: One piece of verse, one piece of prose, a theoretical discussion and sight reading.</p> <p>Reading for Performance: A selection of three texts supported by a theme and linked by a supporting argument. Sight reading.</p> <p>Devising: Two devised scenes and a short improvisation followed by a theoretical discussion.</p> <p>Public Speaking: Two speeches and an impromptu speech followed by a theoretical discussion.</p> <p>Musical Theatre: Three songs and a theoretical discussion.</p> <p>Acting: Two speeches and a theoretical discussion.</p>
Silver Medal (Grade 7) & Gold Medal (Grade 8)	<p>Verse and Prose: One piece of verse, one piece of prose, a sonnet, a theoretical discussion and sight reading.</p> <p>Reading for Performance: A selection of three texts supported by a theme and linked by a supporting argument. Sight reading.</p> <p>Devising: Two devised scenes and a short improvisation followed by a theoretical discussion.</p> <p>Public Speaking: Two speeches and an impromptu speech followed by a theoretical discussion.</p> <p>Musical Theatre: Three songs and a theoretical discussion.</p> <p>Acting: Three speeches and a theoretical discussion.</p>

Attainment Level	LAMDA Grade 6	LAMDA Grade 7	LAMDA Grade 8
Distinction	12 points	16 points	30 points
Merit	10 points	14 points	27 points
Pass	8 points	12 points	24 points

SPORT

In the Sixth Form, students are given the opportunity to participate in a wide range of physical activities and we are passionate about finding a sport or exercise activity for everyone. The options on offer are as follows:

Netball (competitive and recreational)
Hockey (competitive and recreational)
Indoor Hockey
Swimming (competitive and recreational)
Water Polo
Strength & Conditioning (private use of gym, in addition to staff-lead fitness sessions)
Football
Yoga
Badminton
Basketball
Tennis
Cricket
Athletics
Cross Country

Within the students' weekly PE lesson, they are given the option of what activity they would like to participate in during that term. The options will always include a variety of activities such as competitive team sports and recreational activities, alongside a mixture of high and low impact classes.

We also run a vast co-curricular sports schedule which includes competitive training in Hockey, Netball and Swimming alongside lunchtime leagues which all students can enter. The students will also have access to the gym when it is available, but must undertake an induction prior to this, and always go in a group of three at a minimum. There are also recreational clubs on offer such as a lunchtime badminton club, an early morning fitness session, development hockey/swimming/netball clubs and leagues, alongside regular staff v Sixth Form matches.

There is a Senior fixture programme for teams in Netball, Hockey, Swimming and football which is challenging yet suitable. These are undertaken by specialist staff in the PE department who are passionate and motivated about pushing the Sixth Form Sport at St Teresa's.

Inter-house sporting events are also run by the PE Department in most sports, and we encourage the Sixth Form to get involved, especially in the exciting annual Sports Day! .

We look forward to another year of exciting sporting provision and opportunities. If there is a sport/exercise activity that you are passionate about which is not included in our lessons or co-curricular activities, please get in touch with the PE department and we will do what we can to get this up and running for you!



SUBJECT SYLLABUSES

A more detailed account of each subject is presented on the following pages:

ART & DESIGN – FINE ART

ART & DESIGN – PHOTOGRAPHY

ART & DESIGN – TEXTILE DESIGN

BIOLOGY

BUSINESS

CHEMISTRY

CLASSICAL CIVILISATION

COMPUTER SCIENCE

DANCE

DRAMA & THEATRE STUDIES

ECONOMICS

ENGLISH LITERATURE

ENGLISH AS AN ADDITIONAL LANGUAGE

EXTENDED PROJECT QUALIFICATION

FRENCH

GEOGRAPHY

GERMAN

GOVERNMENT & POLITICS

HISTORY

LATIN

MATHEMATICS, FURTHER MATHEMATICS & CORE MATHS

MUSIC

PHILOSOPHY OF RELIGION & ETHICS

PHYSICAL EDUCATION

PHYSICS

PSYCHOLOGY

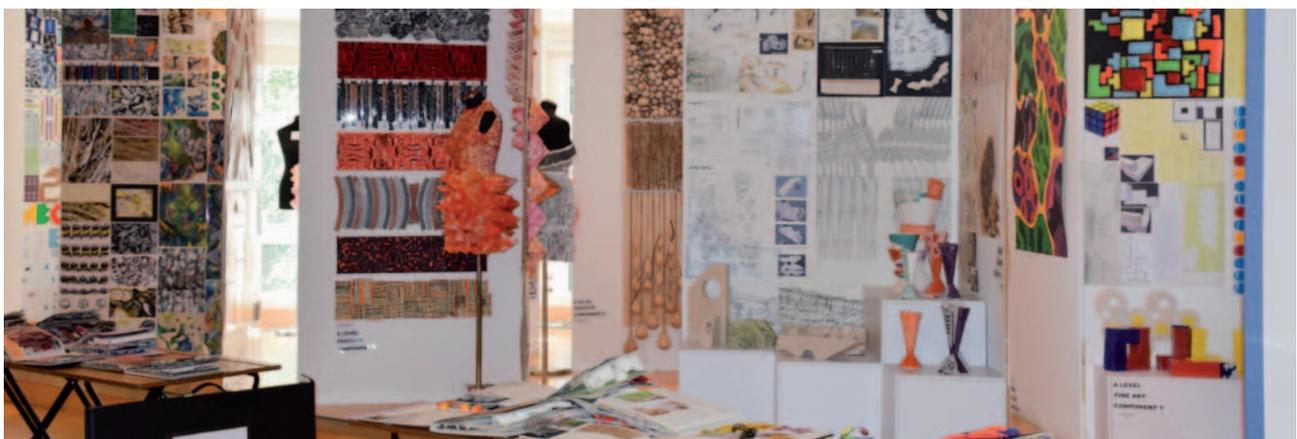
SPANISH

ART AND DESIGN: FINE ART

The best foundation for success in A Level Fine Art is experience gained through the completion of GCSE Art & Design but, above all, an interest in creating an understanding of visual art, coupled with the determination to develop your interest.

The main purpose of this course is to extend your ability to appreciate the visual world and respond in a personal and creative way. The disciplines most frequently associated with Fine Art are painting, 3D, ceramics, sculpture and printmaking. The skills you will develop will be varied and will include a working knowledge of materials and practices within Fine Art, as well as key skills of communication to interpret and convey your ideas and feelings. You will expand your imaginative and creative ideas and your experimental, analytical and documenting skills. You will use specialist vocabulary, and also gain knowledge and understanding of the place that Fine Art holds in history and in contemporary society

Examination Board: Edexcel					
A Level	Component 1: Personal Investigation (60% of qualification) Part 1: Practical Work (72 marks): from personal starting points. Students submit supporting studies/personal outcomes Part 2: Personal Study (18 marks): students produce a piece of continuous prose of no fewer than 3000 words.				
	Component 2: Externally Set Assignment (40% of qualification, 72 marks) <ul style="list-style-type: none"> Externally set, broad-based theme released to teachers and students on 1 February. Sustained focus period of 15 hours of controlled assessment, in which students create final response(s) to the theme. Students submit supporting studies, personal outcome(s). 				
September Year 12	January Year 12	June Year 12	September Year 13	February Year 13	June Year 13
Personal Investigation				ESA Released	Enter for A Level Qualification



ART AND DESIGN: PHOTOGRAPHY

The best foundation for success in A Level Photography is experience gained through the completion of GCSE Art & Design but, above all, an interest in creating an understanding of Photography, coupled with the determination to develop your interest.

The main purpose of this course is to extend your ability to appreciate the visual world and respond in a personal and creative way. The disciplines most frequently associated with photography are digital photography, film-based photography and film and video. The skills you will develop will be varied and will include a working knowledge of materials and practices within Photography as well as key skills of communication to interpret and convey your ideas and feelings. You will expand your imaginative and creative ideas and your experimental, analytical and documenting skills. You will use specialist vocabulary and gain knowledge and understanding of the place that photography holds in history and in contemporary society.

Examination Board: Edexcel					
A Level		Component 1: Personal Investigation (60% of qualification) Part 1: Practical Work (72 marks): from personal starting points. Students submit supporting studies/personal outcomes Part 2: Personal Study (18 marks): students produce a piece of continuous prose of no fewer than 3000 words			
		Component 2: Externally Set Assignment (40% of qualification, 72 marks) <ul style="list-style-type: none"> Externally set, broad-based theme released to teachers and students on 1st February Sustained focus period of 15 hours of controlled assessment, in which students create final response(s) to the theme Students submit supporting studies, personal outcome(s) 			
September Year 12	January Year 12	June Year 12	September Year 13	February Year 13	June Year 13
Personal Investigation				ESA Released	Enter for A Level Qualification

ART AND DESIGN: TEXTILES

The best foundation for success in A Level Textiles is experience gained through the completion of GCSE Art & Design but, above all, an interest in creating an understanding of Textiles.

Textile design involves the creation, selection and manipulation of textiles across a variety of practices and often combines with other art processes. Work in textiles falls broadly into three categories: constructed textiles, dyed textiles and printed textiles. A wide range of natural and manufactured materials including fabrics, paper and yarns, are used to address aspects of design in textiles and fashion. You will also be able to manipulate images digitally to enhance your textile design. The skills you will develop will be varied and will include a working knowledge of materials and practices within Textiles, as well as key skills of communication to interpret and convey your ideas and feelings. You will expand your imaginative and creative ideas and your experimental, analytical and documenting skills. You will use specialist vocabulary and also gain knowledge and understanding of the place that Textiles holds in history and in contemporary society.

Examination Board: Edexcel					
A Level	Component 1: Personal Investigation (60% of qualification) Part 1: Practical Work (72 marks): from personal starting points. Students submit supporting studies/personal outcomes Part 2: Personal Study (18 marks): students produce a piece of continuous prose of no fewer than 3000 words				
	Component 2: Externally Set Assignment (40% of qualification, 72 marks) <ul style="list-style-type: none"> Externally set, broad-based theme released to teachers and students on 1st February Sustained focus period of 15 hours of controlled assessment, in which students create final response(s) to the theme Students submit supporting studies, personal outcome(s) 				
September Year 12	January Year 12	June Year 12	September Year 13	February Year 13	June Year 13
Personal Investigation				ESA Released	Enter for A Level Qualification



BIOLOGY

Biology is an exciting and rapidly developing subject with a central place in the future of our society. Every week, Biology is in the news with developments in our understanding of genetics, evolution and disease.

A qualification in Biology aims to not only equip students with sound scientific knowledge and understanding of biological concepts and scientific processes, but to also offer opportunities to explore the ethical and moral issues related to the effects of human activities on biological systems.

Biology will appeal to students who:

- Have an interest in the study of living organisms and biological processes.
- Enjoy carrying out investigations in the laboratory and fieldwork.
- Are interested in the developments of new applications of Biology, such as genetic engineering and gene sequencing, and their impact on society.
- Are looking towards careers in the health-related professions, biotechnology, or ecology and the environment.
- Want to develop a wide range of transferable skills in the context of a science subject.

During the course you will have an opportunity to:

- Develop greater understanding of biological facts together with an appreciation of their significance in the wider world.
- Develop greater expertise in the area of practical work and appreciation of the link between theory and experimental work.
- Develop your problem-solving abilities as well as your numeracy, data analysis, decision-making and communication skills.
- Recognise the responsible use of Biology in society.
- Develop a greater awareness of Biology in the changing world and its importance to modern life.
- Take part in the British Biology Olympiad and the Intermediate Olympiad run by the Royal Society of Biology.

Content Overview (OCR)

Module 1: Development of Practical Skills in Biology

Module 2: Foundations in Biology

Cell structure, biological molecules, nucleotides and nucleic acids, enzymes, biological membranes, cell division, cell diversity and cellular organisation

Module 3: Exchange and Transport

Exchange surfaces, transport in animals, transport in plants

Module 4: Biodiversity, Evolution and Disease

Communicable diseases, disease prevention and the immune system, biodiversity and classification and evolution

Module 5: Communication, Homeostasis and Energy

Communication and homeostasis, excretion as an example of homeostatic control, neuronal communication, hormonal communication, plant and animal responses, photosynthesis and respiration

Module 6: Genetics, Evolution and Ecosystems

Cellular control, patterns of inheritance, manipulating genomes, cloning and biotechnology, ecosystems, populations and sustainability

Assessment Overview

Biological Processes (01)	100 marks 2 hours 15 minutes written paper (Assesses Modules 1, 2, 3 + 5)	37% of total A Level
Biological Diversity (02)	100 marks 2 hours 15 minutes written paper (Assesses Modules 1, 2, 4 + 6)	37% of total A Level
Unified Biology (03)	70 marks 1 hour 30 minutes written paper (Assesses content from all modules 1–6)	26% of total A Level
Practical Endorsement in Biology (04)	(non-exam assessment)	Reported separately

BUSINESS

Business is a popular subject both at A Level and university and gives students an insight into the way new business start-ups, small to medium sized enterprises (SME's) right up to multi-national companies are set up and managed. You will learn what makes some businesses succeed or fail, understand what influences their decisions, how they decide their corporate strategy and how they can improve all aspects of their operations. The focus of this course is on understanding the role of the four functional areas (finance, marketing, human resources and operations management) and the possible strategies businesses can use in order to compete effectively through having a unique selling point and stand out in a competitive market. You will learn how to motivate your team and manage a business effectively; how to interpret business accounts in order to identify areas of improvement. You will learn the key principles of marketing and how the key to good customer service is effective communication.

You are encouraged to apply what you learn in class to various business problems. Topical case studies and scenarios are used as a means of achieving this, from the success of online shopping to the failure of many high street stores. Topical areas of discussion help broaden your knowledge of the world of work and the wider business environment in which you live. An A Level in Business helps to develop transferable working life skills such as literacy, numeracy and communication which are highly valued by employers in today's job market.

Business combines well with other subjects such as History, Politics, Psychology, Mathematics, Foreign Languages and Art.

Business will appeal to students who:

- Have a desire to do well and a willingness to ask questions.
- Have an interest in how the real-world impacts on how a business works.
- Enjoy applying their own analytical skills in carrying out business case-study research.
- Are interested in how online retailing has impacted the global economy.
- Are looking towards careers in the business, management, finance, banking, insurance, corporate governance and strategy sectors, as well as being essential for those wishing to start their own business.
- Want to develop a wide range of transferable business and working life skills.

During the course you will have an opportunity to:

- Develop greater expertise in the area of practical work and appreciation of the link between theory and experimental work.
- Develop your problem-solving abilities as well as your numeracy, data analysis, decision-making and communication and presentation skills.
- Recognise the ethical and responsible use of Business within our community and the environment.
- Develop a greater awareness of Business in the changing global world and its importance to modern life.

Content Overview (Edexcel)

Theme 1: Marketing and People

Meeting customer needs, the market, marketing mix and strategy, managing people, entrepreneur and leaders

Theme 2 : Managing business activities

Raising finance, financial planning, managing finance, resource management, external influences

Theme 3: Business decisions and strategy

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

Theme 4: A Global business

Globalisation, global markets and business expansion, global marketing, global industries and companies (multinational corporations)

Assessment Overview

Paper 1: Marketing, people and global business	100 marks 2 hours written paper (Assesses Themes 1 and 4)	35% of total A Level
Paper 2: Business activities, decisions and strategy	100 marks 2 hours written paper (Assesses Themes 2 and 3)	35% of total A Level
Paper 3: Investigating business in a competitive environment	100 marks 2 hours written paper (Assesses Themes 1 and 4 including pre-release industry case-study)	30% of total A Level

CHEMISTRY

Studying Chemistry at A Level is fun, fascinating and challenging. Chemistry touches every aspect of your life (everything is ultimately made from atoms and molecules and depends on interactions between them). A basic understanding of chemical principles is a very useful skill to have whether you intend to pursue a scientifically-based career or not.

Admissions tutors consider Chemistry favourably as it is considered to be academically challenging and implies that the student will have reasonable numerical and problem-solving skills. Chemistry is essential if you are considering a career in medicine, veterinary medicine, dentistry or pharmacology, and highly recommended for any biological science course.

Is Chemistry a suitable choice for you? Do you like a challenge and enjoy applying your knowledge to solve problems? Would you like to be able to make reasoned and informed decisions about the chemical issues that affect all our lives, from climate change to developing pathways to synthesise potential vaccines?

The A Level course modules are:

- 1. Development of practical skills in Chemistry**
- 2. Foundations in Chemistry;** atoms, ions and compounds; amount of substance; acids and redox; electrons and bonding; shapes of molecules and intermolecular forces.
- 3. Periodic table and energy;** periodicity; reactivity trends; enthalpy; reaction rates and equilibrium.
- 4. Core organic Chemistry:** basic concepts of organic chemistry; alkanes; alkenes; alcohols; haloalkanes; organic synthesis; spectroscopy.
- 5. Physical Chemistry;** rates of reactions; equilibrium; acids, bases and pH; buffers and neutralisation; enthalpy and entropy; redox and electrode potentials; transition elements.
- 6. Organic Chemistry and analysis:** aromatic Chemistry; carbonyls and carboxylic acids; amines, amino acids and polymers; organic synthesis; chromatography and spectroscopy.

During the course you will have the opportunity to take part in the Cambridge challenge and chemistry Olympiad competitions.

In addition, you will undertake practical work in order to obtain accreditation towards the practical endorsement.

Examination Board: OCR				
Paper		Marks	Duration	Weighting
Paper 1 Modules: 1, 2, 3 and 5	Periodic Table, Elements and Physical Chemistry		100	2h 15m 37%
	Section A	Multiple choice	15	
	Section B	Structured questions covering theory and practical skills	85	
Paper 2 Modules: 1, 2, 4 and 6	Synthesis and Analytical Techniques		100	2h 15m 37%
	Section A	Multiple choice	15	
	Section B	Structured questions covering theory and practical skills	85	
Paper 3 Modules: 1–6	Unified Chemistry		70	1h 30m 26%
	Structured questions covering theory and practical skills		70	
Non-exam assessment	Practical Endorsement for Chemistry		Pass/Fail	Non-exam assessment Reported separately
	Candidates complete a minimum of 12 practical activities to demonstrate practical competence. Performance reported separately from the A Level grade		0	

CLASSICAL CIVILISATION

The world of the Greeks and Romans was in many ways very different from our own, in other ways very similar indeed. In A-Level Classical Civilisation students will study a range of historical and cultural texts drawn from the canon of Greek and Roman literature, and in so doing analyse how the Greeks and Romans thought and felt about their world. Topics covered include the great poetic epics of Homer and Virgil that form the wellspring of the Western literary canon, Athenian theatre, both tragic and comic, where drama as we know it was born, and the attitudes of Greek and Roman writers towards love, sex, marriage and relationships, both poetic (Sappho, Ovid) and philosophical (Plato, Seneca). Assessment will be entirely by final examinations, with a substantial written essay component alongside shorter analytical questions. No knowledge of Greek or Latin is required as all texts will be studied in English translation.

Essential Textbooks (Provided by the Department)

- OCR Classical Civilisation textbooks (texts and commentary) for all papers
- Homer's *Odyssey* (Penguin Classics Edition)
- Virgil's *Aeneid* (Penguin Classics Edition)

Examination Board: OCR	
Paper 1: The World of the Hero (40%)	Homer's <i>Odyssey</i> and Virgil's <i>Aeneid</i>
Paper 2: Culture and The Arts (30%)	Invention of the Barbarian
Paper 3: Beliefs and Ideas (30%)	Love and Relationships

COMPUTER SCIENCE

OCR A Level Computer Science encourages learners to meet the needs of higher education courses in Computer Science as well as twenty-first century digital employers. It encourages learners to think creatively, through applying practical programming solutions, demonstrating that they are effective uses of technology. Students develop computational thinking & programming skills to solve computer science problems. They will also be able to appreciate the ethical issues that arise with current and emerging computing technologies. We embed out iGCSE understanding and further develop our Python Programming. Computer Science is a discipline which requires thinking both in abstract and in concrete terms. On a higher level, Computer Science is concerned with problem solving: modelling and analysing problems, designing solutions, and implementing them. Problem solving requires precision, creativity, and careful reasoning.

Many problems in the sciences, engineering, health care, business and other areas can be solved effectively with computers, but finding a solution requires both computer science expertise and knowledge of the particular application domain. Thus, computer scientists often become proficient in other subjects.

This course builds on the IGCSE Computer Science syllabus, but it is perfectly possible to take the A Level Computer Science examination without having taken the IGCSE Computer Science examination. It includes, broadly speaking, the subject areas in the IGCSE Computer Science course, as well as more advanced topics such as computer networking, details of how operating systems work, more advanced knowledge of programming algorithms, data structures and databases.

It is recommended that you have at least a 6 in GCSE mathematics.

Examination Board: OCR	
Component 1 Computer systems	40% 2 hours and 30 minutes 140 marks The internal workings of the (CPU), data exchange, software development, data types and legal and ethical issues. Calculators not allowed.
Component 2 Algorithms and programming	40% 2 hour 30 minutes 140 marks Using computational thinking to solve problems.
Component 3 Programming project	20% 70 marks Non-exam assessment. Students will be expected to analyse a problem (10 marks), and design (15 marks), develop and test (25 marks), and evaluate and document (20 marks) a program. The program must be to 'solve it'.

DANCE

A Level Dance is a dynamic and creative course, which provides students with the opportunity to develop and deepen their understanding of the subject, whilst also gaining invaluable transferable skills. The qualification offers an equal balance between the practical application of dance technique, alongside a deep theoretical understanding of the history and development of different dance styles.

Students build upon their technical and performance skills during lessons and are able to personalise their solo performances to cater towards their chosen dance style. A quartet performance further enhances their ability to dance sensitively alongside peers. Complementary to this, the group choreography component allows students to challenge themselves creatively and express their artistic vision in response to a stimulus.

The written element of the course gives students an understanding of how different dance styles were created and developed throughout time. The dancers are encouraged to be curious, analytical and critical when studying choreographers, dancers and professional works.

Alongside lessons, students are also given the opportunity to broaden their experience through theatre trips, workshops and performance platforms. The course aims to foster individual talents, build confidence and promote creative intellectuals.

Examination Board: AQA	
Component 1 Performance and Choreography	Practical Exam (50%) Students are assessed in a practical performance with an AQA assessor present. <ul style="list-style-type: none">• Solo performance linked to a specified practitioner within an area of study• Performance in a quartet• Group choreography – based on an externally set choice of stimulus
Component 2 Critical Engagement	Written Paper (50%) 2 hour 30 minutes <ul style="list-style-type: none">• 'Rooster' by Christopher Bruce• Rambert Dance Company 1966 – 2002• 'Singin' in the Rain' by Stanley Donen and Gene Kelly• American Jazz Dance 1940 - 1975

DRAMA AND THEATRE STUDIES

A Level Drama and Theatre Studies is a creative, stimulating, inspiring and enriching course. During the two year course students study a variety of challenging and thought-provoking play scripts, new and traditional theatre practitioners, and a range of rich and diverse theatre makers.

Students attend a number of professional live productions which further develops their range and use of performance skills. The Live Production visits also develop their understanding and appreciation of different performance styles and performance spaces. Students create two pieces of practical work for performance and, in order to enhance their understanding and appreciation of performing and creating theatre, A Level Drama students are given the opportunity to attend workshops with professional theatre companies and actors, as well as train with experienced staff from prestigious Drama Schools.

The skills refined in A Level Drama and Theatre Studies also develop students' confidence, group work, presentation skills, interpersonal skills and vocal expression.

Drama and Theatre Studies is an excellent course for students wishing to pursue a career in drama, theatre, film, media, law, business, teaching, the Creative Arts and Performing Arts.

Examination Board: AQA	
Component 1 Drama and Theatre	Written paper (40%) <ul style="list-style-type: none">• Section A - <i>Hedda Gabler</i> by Henrik Ibsen• Section B - <i>Our Country's Good</i> by Timberlake Wertenbaker• Section C - Analysis and evaluation of Live Theatre productions
Component 2 Creating Original Drama	Practical – Devised Drama (30%) <ul style="list-style-type: none">• Create and perform, for assessment, a Devised piece of Drama influenced by the work and methodologies of a particular practitioner• Produce a working notebook
Component 3 Making Theatre	Practical – Scripted (30%) <ul style="list-style-type: none">• Create and perform, for assessment, a Scripted piece of Drama, applying the methodology of a prescribed practitioner• Produce a reflective report



ECONOMICS

Economics begins with the assumption that we as consumers have infinite wants yet live in a world of scarce resources. Economics is the study of how societies make best use of those limited resources in order to create wealth. Economics is rarely out of the news and studying it will give you a fascinating insight into the two key areas of Micro and Macro-Economics.

Micro-Economics looks at the problems facing consumers and businesses. How is a consumer best able to satisfy as many of their limitless wants with the limited and scarce resources that they might have available to them? What is the opportunity cost of making one purchase decision over another? What determines how businesses price their goods and services? How does a CEO determine what they are going to pay their workers? What external factors is a business needing to be aware of in order to be able to compete competitively globally? Macro-Economics looks at the wider issues facing government. How can a country's economy overheat? What effects will that have on a country's inflation, unemployment or interest rates? How does government support a country's economy? What methods do they use to support it? Are those methods effective? Do they work or is their effect too slow? It questions the role of government and its effectiveness in its choice of policies and schemes in order to support a country's economy.

Economics requires several key skills: you will require to be literate, numerate and capable of applying generalised theories to specific case-studies. It will develop your analytical and critical approach to the interpretation of data presented in various forms. It is vital that you can express yourself convincingly and fluently in English. Ideally, therefore, you will have obtained at least a grade 5 in English and Mathematics at GCSE. Economics combines well with many other subjects. It is often combined with Politics, Philosophy, Mathematics, Geography or History, although it can equally well be studied alongside English Literature, Physics or Foreign Languages.

Economics will appeal to students who:

- Have a desire to do well and a willingness to ask questions.
- Enjoy applying your own analytical skills in carrying out economic case-study research.
- Are interested in how the Economy has been impacted by political pressures.
- Are looking towards careers in Market analysis, business, management, finance, banking, insurance, corporate governance, politics, accounting, finance journalism and strategy sectors.
- Want to develop a wide range of transferable working life skills.

During the course you will have an opportunity to:

- Develop greater expertise in the area of practical work and appreciation of the link between theory and experimental work.
- Develop your problem-solving abilities as well as your numeracy, data analysis, decision-making and communication skills.
- Recognise the responsible use of Economics in society.
- Develop a greater awareness of Economics in the changing world and its importance to modern life.

Content Overview (Edexcel)

Theme 1: Introduction to Markets and Market Failure

Nature of economics, how markets work, market failure, government intervention

Theme 2: The UK Economy: Performance and Policies

Measure of economic performance, aggregate demand, aggregate supply, national income, economic growth, macroeconomic objectives and policy

Theme 3: Business Behaviour and the Labour Market

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

Theme 4: A Global Perspective

International economics, poverty and equality, emerging and developing economies, the financial sector, role of the state in the macro-economy

Assessment Overview

Paper 1: Markets and Business Behaviour	100 marks 2 hours written paper (Assesses Themes 1 and 3)	35% of total A Level
Paper 2: The National and Global Economy	100 marks 2 hours written paper (Assesses Themes 2 and 4)	35% of total A Level
Paper 3: Microeconomics and Macroeconomics	100 marks 2 hours written paper (Assesses Themes 1, 2, 3 and 4)	30% of total A Level

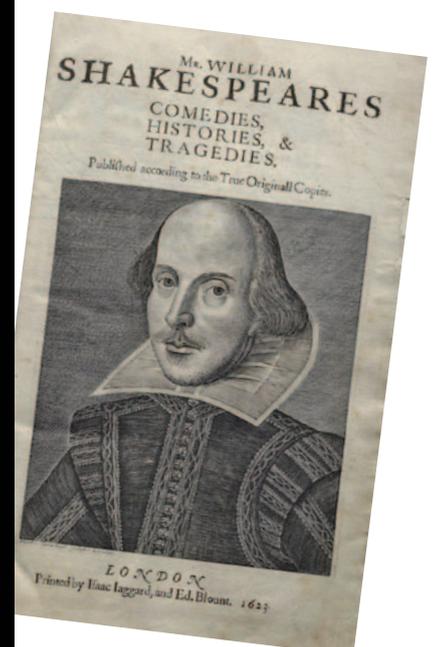
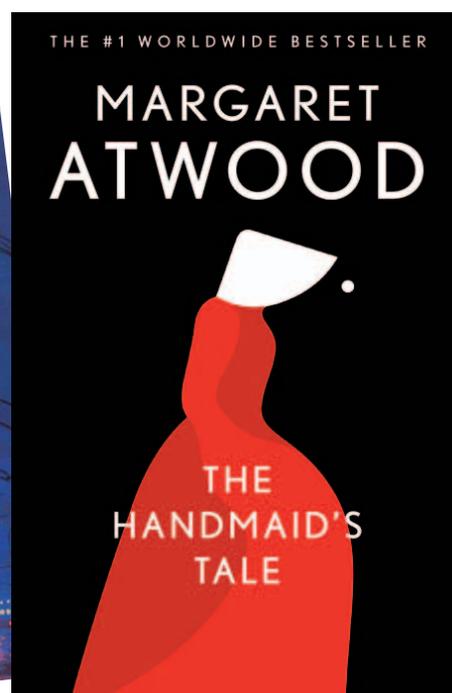
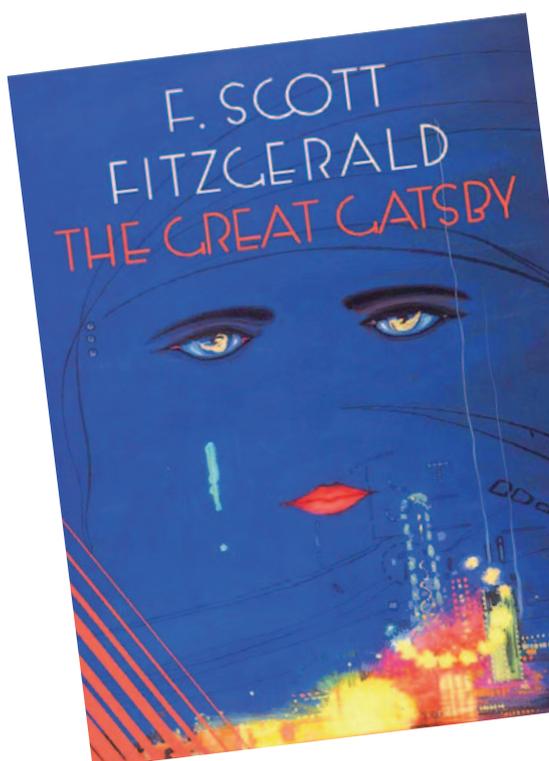
ENGLISH LITERATURE

A Level English Literature is one of the most highly regarded subjects by universities. It opens your mind and enables you to explore a range of possibilities through your study of poetry, prose and drama; classes are lively with lots of discussion and debate.

Through your study of this subject you will continue to develop the skills covered at GCSE. You will develop your ability to write coherently, succinctly and confidently, which will be of enormous benefit to your study of other subjects.

Throughout the course you will have the opportunity to attend live performances of set texts, attend lectures and you may visit places relevant to your studies, including Stratford upon Avon and The Somme.

Content Overview (AQA – Specification A)	Assessment Overview	
<p>Love Through the Ages</p> <p>Study of three texts: one poetry and one prose text, of which one must be written pre-1900 and one Shakespeare play. At present we study: <i>The Great Gatsby</i>, <i>Othello</i> and Pre-1900 Poetry.</p>	<p>Paper 1: Love Through the Ages</p> <p>3 hour written paper</p>	<p>40%</p> <p>of total A Level</p>
<p>Modern Times: Literature from 1945 to the present day</p> <p>Study of three texts: one poetry, one prose and one drama, of which one must be written post- 2000. At present we study: <i>The Handmaid's Tale</i>, <i>A Streetcar Named Desire</i> and <i>Feminine Gospels</i>.</p>	<p>Paper 2: Modern Times Literature from 1945 to the present day</p> <p>2 hour 30 minute written paper (open book)</p>	<p>40%</p> <p>of total A Level</p>
<p>Independent Critical Study: Texts Across Time</p> <p>Comparative critical study of two texts, at least one of which must have been written pre-1900. The choice of texts is the student's own choice; however, choices must be approved by the English Department.</p>	<p>Independent Critical Study</p> <p>2,500 words</p>	<p>20%</p> <p>of total A Level</p>



ENGLISH AS AN ADDITIONAL LANGUAGE

All overseas students study EAL who require proof of English proficiency to enter higher education in the UK. All British universities and colleges accept IELTS results. All students applying for a Tier 4 Student Visa must meet the English level set by the institution. Overseas students, typically European, who require proof of English proficiency but will be entering higher education in a different European country also study EAL.

IELTS examination preparation is offered in the four strands: academic writing, academic reading, listening and speaking. The IELTS examination assesses whether you are ready to begin studying or training in an environment where English language is used, and reflects some of the features of language used in academic study. It uses a nine-band scale to clearly identify levels of proficiency, from non-user (band score 1) through to expert (band score 9). Those seeking to enter higher education in other European countries may be advised to sit the Cambridge Advanced Examination (CAE), for which guidance and support is given.

It is expected that all Year 12 students take the examination at the end of the summer term, thus allowing them to focus predominantly on their second year of A Level and UCAS application in Year 13. Students may need to continue EAL lessons into Year 13 until the required IELTS level is reached. There are four equally weighted modules to the IELTS test: Reading, Writing, Listening and Speaking.

Listening 30 minutes	Consists of four sections in order of increasing difficulty. Each section might be a dialogue or a monologue. The test is played once only, and the questions for each section must be answered while listening, although time is given for students to check their answers.
Reading 1 hour	Consists of three sections, and once again, the sections are in order of increasing difficulty.
Writing 1 hour	Students must perform two writing tasks, which require different styles of writing. There is no choice of question topics.
Speaking 11 – 14 minutes	Consists of a one-to-one interview with a specially trained examiner. The examiner will lead the candidate through the three parts of the test: an introduction and interview, an individual long turn where the candidate speaks for one or two minutes on a particular topic, and a two-way discussion thematically linked to the individual long turn.

EXTENDED PROJECT QUALIFICATION

The Extended Project is an additional option that is offered to all students in the Sixth Form so that you can discover the joys of independent academic research. You will develop new life and study skills which will be an asset to both your time at university and your career. Your final project can achieve up to an A*, can be used as UCAS Tariff points. The qualification is recognised by universities as equivalent to an AS Level qualification.

The EPQ offers students a focused structure in which to deepen your knowledge in a field of your choice. The specification is designed to provide a clear structure within which all learners can:

- Develop transferable and core skills to apply in a future workplace, apprenticeship or further study.
- Become inquisitive and independent learners.
- Experience new areas and methods of study, including how to plan and review their progress.
- If needed, use ICT and appropriate technologies with confidence.

Examination Board: AQA

AO1: Manage	With appropriate guidance, select, plan and carry out an individual project or task – or individual project or task within a group project – applying organisational skills and using a range of methods and resources, to achieve agreed objectives.
AO2: Use of Resources	Research, collate and select information from a range of sources and apply in a relevant manner to achieve agreed objectives.
AO3: Develop & Realise	Select and use a range of skills, including appropriate technologies, working with others and problem-solving, to complete tasks and achieve agreed objectives.
AO4: Review	Analyse project outcomes and draw own conclusions. Communicate project outcomes, presenting evidence in an appropriate format.



FRENCH

French is a major language of international communication. It is the second most widely learned language after English and according to the Pearson CBI 2018 survey, businesses rated French as the language of greatest use to them. As well as being the language of European industry, French is the international language of dance, architecture, the visual arts, theatre, fashion and haute cuisine. It's a language of diplomacy and sophistication, and an official language of multiple institutions, from the United Nations to the European Union and the International Red Cross. So whether you are looking for an exciting career, a rich cultural experience or simply to learn a language for enjoyment, French is an excellent choice.

The AQA A-Level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society.

Examination Board: AQA

Aspects of French-Speaking Society: Current Trends

Year 1	Year 2
The changing nature of the family	Positive features of a diverse society
The 'cyber-society'	Life for the marginalised
The place of voluntary work	How criminals are treated

Artistic culture in the French-Speaking World

Year 1	Year 2
A culture proud of its heritage	Teenagers, the vote and political commitment
Contemporary francophone music	Demonstrations and strikes – who holds the power?
Cinema: the seventh art form	Politics and immigration

Students will also study **one book** and **one film**: *No et Moi*, written by Delphine de Vignan, and *La Haine*, a film directed by Mathieu Kassovitz, and carry out an **individual research topic** on a subject of individual interest relating to one or more French-speaking countries.

Paper 1: Listening, Reading & Translation	Questions on themes	50%
Paper 2: Writing	Essays on literary text and film	20%
Paper 3: Speaking	Discussion of research project and one theme	30%

GEOGRAPHY

Geography is a subject which will appeal to those who are interested in the “real world” outside the classroom. It is concerned with a rapidly changing world, and you will look at controversial issues like inner city problems and global warming. It looks at how physical and human factors can be responsible for events such as earthquakes and volcanoes. The subject considers how people can be involved with changing and managing the environments in which we live.

Geography develops work-related skills which are valued by employers. These include basic skills such as good communication (both written and spoken), numeracy and the ability to draw and interpret diagrams. Other skills are of a more specific nature including problem-solving, decision-making and the ability to analyse data.

Students have to complete 4 days of fieldwork and produce an individual investigation using this fieldwork data. This is a compulsory element of the course and all students must attend.

Geography is a flexible subject that can be combined with both science and arts subjects. It is also flexible in the career opportunities it presents. Apart from specific careers which use your Geography qualifications, you would also have the right skills for many other careers.

Examination Board: AQA

Unit 1: Physical Examination 2 hours 30 mins (40%)

Unit 2: Human Examination 2 hours 30 mins (40%)

Unit 3: Geographical Investigation (20%)

(3000–4000 word individual investigation on any aspect of the specification students choose)



GERMAN

German has the largest number of native speakers in Europe. It is considered by many to be the language of technology, science and invention. As the UK's most important trading partner and its greatest source of imports, those who can speak German stand to benefit in the wake of Brexit.

German is regarded as a 'facilitating subject' by top universities and links well to many other subjects. Studying a language also develops soft skills, such as communication and intercultural awareness.

Examination Board: AQA

We discuss current issues in German society:

Year 12		Year 13	
Social issues Changing state of family The digital world Youth culture	Artistic Culture Festivals and traditions Art and architecture Cultural life in Berlin	Multiculturalism Immigration Integration Racism	Politics European Union Politics and youth German reunification

We also study a film and a literary text: *Das Leben der Anderen*, a film directed by Florian Henckel von Donnersmarck and *Der Besuch der alten Dame*, by Friedrich Durrenmatt.

Paper 1 Listening, reading & translation	Paper 2 Writing	Paper 3 Speaking
Questions on the four themes above	Essays on the literary text and the film	Discussion of individual research project & one of the four themes above
50%	20%	30%

GOVERNMENT AND POLITICS

The Government and Politics course encourages students to develop a broad knowledge and understanding of the political system of the UK, and increases their capacity for critical thinking. It enables them to see relationships between different aspects of government and politics and to make comparisons with other political systems. Independent thought and analysis is encouraged, and students should be prepared to read widely and keep abreast of current affairs through newspapers, television news and social media. There is an emphasis on contemporary politics and current areas of constitutional concern; debating and the sharing of ideas and viewpoints is an integral part of the course.

The Government and Politics course covers American politics in the second year. This enables the students to examine an alternative political system. There is an emphasis on comparative government, and the similarities and differences between the British and American systems will be explored.

Examination Board: Edexcel

Paper 1: UK Politics 2 hour examination

Democracy and participation, political parties, electoral systems, voting behaviour and the media.

Core political ideas: Conservatism, Liberalism and Socialism

Paper 2: UK Government 2 hour examination

The constitution, parliament, Prime Minister and the Executive, relations between branches.

Non-core political ideas: Feminism

Paper 3: Comparative Politics 2 hour examination

The US Constitution and federalism, US Congress, US presidency, US Supreme Court and US civil rights, US democracy and participation, comparative theories.



HISTORY

History beyond GCSE will appeal to those students who wish to deepen their understanding of the development of the modern world and of human motivation. It enables them to develop their skills of research, analysis and interpretation and provides the opportunity to explore modern and contemporary events and issues, whilst refining and enhancing verbal and written communication skills.

A Level History is a highly valued qualification for a wide variety of courses at university – scientific, legal and medical, as well as the more obvious arts and humanities. Both university admissions tutors and employers are increasingly requiring potential recruits to have sound communication skills, and the ability to assimilate and interpret information - qualities which are fostered by the study of History at A Level.

Examination Board: Edexcel

Paper 1: Germany and West Germany, 1918–1989 (30%) 2 hours 15 minutes

Political and governmental change 1918-1989: Creation and collapse of the Weimar Republic, Nazi dictatorship, return to democratic government.

Opposition, control and consent, 1918-1989: Impact of the Versailles Treaty, political extremism and opposition, control, censorship and repression and the legal response, popular support and political persuasion, denazification and support for democracy.

Economic development and policies 1918-1989: reacting to economic challenges, the Great Depression, living standards, controlling the economy 1933-45, creating a post war economy and the economic miracle.

Aspects of life in Germany and West Germany: attitudes towards women, education and cultural developments, attitudes towards ethnic minorities.

Historical interpretations: how far was Hitler's foreign policy responsible for the Second World War?

Paper 2: The rise and fall of fascism in Italy, 1911–1946 (20%) 1 hour 30 minutes

The liberal state: Italy in the early twentieth century, Giolotti's government 1911, growing instability 1912-1914, impact of the First World War.

The rise of Mussolini and the creation of a fascist dictatorship, 1919-1926: challenges to the liberal state, the mutilated victory, economic crisis and social discontent, Mussolini and the development of fascism 1919-1922, Mussolini gains power 1920-1922, the March on Rome, creation of a fascist dictatorship 1922-1926, Matteotti crisis, repression and constitutional amendments 1925-1926.

The fascist state 1925-1940: Consent and control, indoctrination, education, censorship, relationship with political and economic interests, economic policies and the shift towards fascist economics, the Depression, autarky and agricultural policies, relationship with the Catholic Church.

Challenges to, and the fall of, the fascist state c1935-1946: Italy's international standing, Mussolini's foreign policy aims, foreign policy, Abyssinia, the Spanish Civil War, Pact of Steel, impact of the Second World War 1940-1943, German surrender and Mussolini's death, outcomes of referendum and elections 1946.

Paper 3: Rebellion and disorder under the Tudors 1485–1603 (30%) 2 hours 15 minutes

Aspects in breadth: changes in governance at the centre; reform of parliament, changing administration of the government and role of the crown. The impact of the Reformation on the role of government.

Aspects in depth: challenging the succession 1485-1499 (Yorkists and Lancastrians), challenging religious changes after the reformation, Agrarian discontent (social and economic reasons for rebellion), challenges by Mary Queen of Scots to Elizabeth and the impact of these and challenging rebellion in Ireland.

Paper 4: Coursework (20%) 3,000 – 4,000 word essay

Students complete an independently researched inquiry on historical interpretations which is likely to be based on American Civil Rights.

LATIN

Students who have enjoyed both the language and the literature components at GCSE will enjoy Latin at A Level. A facility to learn vocabulary easily is also necessary. If you vaguely enjoyed GCSE Latin, seriously consider A Level. The course covers a range of language work, translation from Latin to English and reading of poetry and prose authors such as Ovid, Virgil, Catullus Tacitus and Cicero.

This subject is looked upon **most favourably** by university admissions tutors because it implies excellent communication skills and problem-solving abilities, together with an ability to write fluently and accurately. It is, moreover, highly worthwhile to study Latin to appreciate the extent of the literary contribution made by Roman writing to the western canon. It goes without saying, of course, that it is worth studying for its own sake.

Examination Board: OCR

Unseen Translation of Prose and Poetry

Unseen Translation:

1 hour 45 minute written paper, comprising 33% of the total qualification.

The unseen prose author will be the historian **Livy**, and the unseen poetry author will be the brilliant **Ovid**.

Prose comprehension:

1 hour 15 minute written paper, comprising 17% of the total qualification.

You will need to demonstrate understanding of a passage of unseen prose text through comprehension, translation and questions on syntax and accidence on an unseen author not covered elsewhere in the course.

Prose Literature

A two hour written paper, comprising 25% of the total qualification.

You will study **Tacitus** or **Cicero** as your prose author, both of whom are legends. You will also study additional literature in translation to understand the context in which the set texts have been taken.

You will need to show understanding, appreciation, historical or cultural knowledge, analyse literary techniques or devices, and display cognisance of their literary context.

Verse Literature

A two hour written paper, comprising 25% of the total qualification.

You will study **two** verse set texts, certainly legendary **Virgil**, and either teasing **Ovid**, lovely **Horace** or lovelorn **Catullus** (all totally brilliant). This is the best bit of the whole A Level. You will also study additional literature in translation to understand the context in which the set texts have been taken.

You will need to show understanding, appreciation, historical or cultural knowledge, analyse literary techniques or devices, and display cognisance of their literary context.

MATHEMATICS, FURTHER MATHEMATICS & CORE MATHEMATICS

Under the umbrella of mathematics, there are 3 courses available at St Teresa's:

- A Level Mathematics
- A Level Further Mathematics
- Level 3 Certificate in Mathematical Studies (Enrichment Option)

A Level Mathematics and Further Mathematics are designed for students who wish to study the subject post 16 because they are interested in the subject, intend to read a University degree with a high mathematical content or wish to take a non essay-based qualification. The Level 3 Certificate in Mathematical Studies, equivalent to an AS Level or EPQ, is usually undertaken by students who wish to study mathematics after GCSE, but not to the same depth as the retrospective qualifications. The course links more creatively to real life and is especially useful for students taking A Level courses or University degrees where the mathematics covered is less explicit.

MATHEMATICS

A Level Mathematics provides a framework within which a large number of students continue the subject beyond GCSE level. It supports their mathematical needs across a broad range of other subjects at this level including A Level sciences, Business Studies, Economics, Geography, Psychology and Further Mathematics. It also provides a basis for subsequent quantitative work in a very wide range of higher education courses and in employment.

A Level Mathematics builds from GCSE, extending many of the concepts already met. It emphasises how mathematical ideas are interconnected, and how mathematics can be applied to model situations using algebra and other representations. It helps to make sense of data, and to understand the physical world and to solve problems in a variety of contexts, including social sciences and business. The wide application of the subject and its ability to solve real life problems means that when it comes to choosing a career, many opportunities will be open if Mathematics is included in your A Level combination.

The Edexcel course is assessed by three examination papers each of 2 hours duration.

Pure Mathematics 1 and Pure Mathematics 2 assess the following topics:

- Proof
- Algebra and functions
- Coordinate Geometry in the (x,y) plane
- Sequences and series
- Trigonometry
- Exponentials and logarithms
- Differentiation
- Integration
- Numerical methods
- Vectors

The Statistics and Mechanics paper assesses the following topics:

- Statistical sampling
- Data presentation and interpretation
- Probability
- Statistical distributions
- Statistical hypothesis testing
- Quantities and units in mechanics
- Kinematics
- Forces and Newton's laws
- Moments

FURTHER MATHEMATICS

Further Mathematics is designed for students with a true enthusiasm for Mathematics, many of whom will go on to degrees in mathematics, engineering, the sciences and economics. The qualification is both deeper and broader than A Level Mathematics.

As well as building on algebra and calculus introduced in A Level Mathematics, the A Level Further Mathematics core content introduces complex numbers and matrices. The non-core content includes different options from which we have opted for Further Mechanics to develop the topics met within the A Level. We also undertake the Decision option to provide students with an exciting and different flavour of Mathematics. A Level Further Mathematics prepares students for further study and employment in highly mathematical disciplines that require knowledge and understanding of sophisticated mathematical ideas and techniques.

The course is assessed by four examination papers each of 1 hour 30 minutes duration.

Papers Core Pure Mathematics 1 and 2 assess the following topics:

- Proof
- Complex numbers
- Matrices
- Further algebra and functions
- Further calculus
- Further vectors
- Polar coordinates
- Hyperbolic functions
- Differential equations

The Decision 1 paper assesses the following topics:

- Algorithms and Graph Theory
- Critical Path Analysis
- Linear Programming

The Further Mechanics 1 paper assesses the following topics:

- Momentum and impulse
- Work, energy and power
- Elastic strings and springs and elastic energy
- Elastic collisions in one dimension
- Elastic collisions in two dimensions

CORE MATHEMATICS

The Level 3 qualification in Mathematical Studies, also known as Core Mathematics, builds on work met at GCSE and extends to a greater depth on topics such as Mathematics for personal finance, data analysis using statistics, probability, as well as introducing new ideas and powerful techniques for solving problems in real life. Consequently, Core Mathematics complements the study of the sciences, social sciences, Business Studies, Geography and Psychology. Many of the topics covered on the course are met in the subjects listed above; therefore, the study of Core Mathematics is designed as a bolt-on course to underpin your learning and success across your A Levels.

Core Maths is also very valuable preparation for the quantitative skills required for many degree courses, where AS or A Level Mathematics is not a compulsory. Although this is a relatively new qualification, many Universities are already recognising its importance:

- University of Bath: 'These alternative offers reduce one of the entry grades required; for example, where the typical A level offer is AAA, the alternative offer would be AAB.'
- University of Southampton: 'Applicants not taking Mathematics to A or AS Level are advised to include their Core Mathematics qualification on their UCAS application form, especially if they are applying for degrees in subjects such as social sciences, business and geography, for which A/AS Mathematics is not a requirement.'

The course is assessed by two examination papers each of 1 hour 30 minutes duration.

Paper 1 assesses the following topics:

- Analysis of data
- Maths for personal finance
- Estimation

Paper 2 assesses the following topics:

- Critical analysis
- The normal distribution
- Probability and estimation
- Correlation and regression



MUSIC

The Music Department aims to extend students' musical experience beyond A Level whenever possible. This would include meeting and playing with visiting professional musicians, hearing concerts and operas in London and other top venues, and perform in the school and beyond as frequently as possible. Above all, we aim to make music totally enjoyable at all times.

A Level Examining Board: Edexcel

Component 1: Performing (30%, external assessment)

Perform a recital for a minimum of 8 minutes as a solo or as part of an ensemble. This should be well-balanced and varied. An audience of at least two must be present and must include the teacher. The performance could be one piece or many shorter pieces. This can take place after 1 March but before 14 May in the examination year. Performances are to be recorded for submission to Edexcel. Photocopies of the solo parts are required. Each piece will be given a difficulty level with the raw mark adjusted appropriately.

Component 2: Composition (30%, external assessment)

Two compositions:

1. One composition must be from a list of briefs related to the areas of study, or a free composition. The composition must be at least 4 minutes long (40 marks)
2. One composition must be from a list of briefs assessing compositional technique. e.g.; Baroque counterpoint or Bach Chorales for SATB. The composition must be at least 1 minute long (20 marks)

Both compositions must together total 6 minutes in length. The technical briefs are to be released on 1st April in the exam year.

Component 3: Appraising (40%, external assessment)

2 hour written exam, 100 marks.

Students should study the set works and listen to a wide range of unfamiliar music. They should learn to compare and contrast excerpts, contextualise and identify harmonic and tonal features.

The exam paper is in two parts:

a) Areas of Study and dictation (50 marks)

- Three questions related to the set works (Skeleton Score provided)
- One short melody/rhythm completion exercise.

b) Extended responses (50 marks)

- Essay linking a study of set works with music heard as an unfamiliar extract.
- Essay on a choice of three questions, evaluating music elements, context and language of one set work.

Areas of Study and Set Works:

Vocal Music

JS Bach, Cantata, *Ein feste Burg*
Mozart, *The Magic Flute Excerpts*
Vaughan Williams, *On Wenlock Edge*

Instrumental Music

Vivaldi, Concerto in D minor; Op. 3 No 11
Schumann, Piano Trio in G minor; Op 17
Berlioz, *Symphonie Fantastique*. Mov. I

Music for Film

Herrmann, *Psycho* Excerpts
Portman, *The Duchess* Excerpts
Elfman, *Batman Returns*

Popular Music

Beatles, 'Revolver'
Courtney Pine, 'Back in the Day'
Kate Bush, 'Hounds of Love'

Fusions

Debussy, *Estampes*
Shankar, *Breathing Under Water*
Familia, *Valera Miranda*

New Directions

Cage, *Three Dances for Two Prepared Pianos*
Saariaho, *Petals for Solo Cello*
Stravinsky, *Rite of Spring* Extracts

PHILOSOPHY OF RELIGION AND ETHICS

Religious Studies is a fascinating subject at A Level. It will give you plenty to think about and help you sharpen up your skills in critical thinking, discussion and persuasive writing – all skills which will be great benefit to you in later life, whether you choose to go on to further study or move into the world of work. The course should be enjoyed for its own sake. However, you will be taking exams at the end of it, and while these should not be the main motivation for your study, you will no doubt want to achieve the best grades that you can.

A high grade in Religious Studies shows that you have skills which make you very employable, especially in careers which demand attention to detail, empathy with other people's views and the ability to argue fluently. People with qualifications in Religious Studies go on to a wide range of careers, such as law, the police and social services, health care professions, teaching, politics and journalism.

One textbook will not be enough to give you sufficient knowledge and understanding for a very high grade. During the course aim to read as widely as you can. Of course, you will have time constraints when you are also studying other subjects (and want to have a life), but when you do get time, extend your knowledge of the topic you are studying independently. If you are hoping to go on and study the subject further at university, you will find the suggestive reading points useful to enhance your application.

Reading widely not only increases your knowledge and helps you to get higher marks, it also gives you the opportunity to understand how people approach issues from different perspectives, when you read different writers who have their own differing opinions. Reading high-quality writing helps to improve your own writing style as you become more familiar with academic ways of expressing ideas. It also establishes good habits for further study, if supplementary reading becomes a normal part of your day.

As a student of Religious Studies you will be investigating three areas of study: the philosophy of religion; religion and ethics; developments in Christian thought.

Content Overview

Topics studied in Year 1:

- Philosophy of Religion: Ancient philosophical influences; Soul, mind and body; Arguments based on observation; Arguments based on reason; Religious experience; The problem of evil.
- Religion and Ethics: Natural Law; Situation ethics; Kantian ethics; Utilitarianism; Euthanasia; Business ethics.
- Developments in Christian thought: Augustine's teaching on human nature; Death and the afterlife; Knowledge of God's existence; The person of Jesus Christ; Christian moral principles; Christian moral action.

Topics studied in Year 2:

- Philosophy of Religion: The name or attributes of God; Religious Language.
- Religion and Ethics: Meta-ethical theories; Conscience; Sexual ethics.
- Developments in Christian thought: Religious pluralism and theology / and society; Gender and society / and theology; The challenge of secularism; Liberation theology and Marx.

Examination Board: OCR

Paper 1: Philosophy of Religion	2 hour written paper, 120 marks (33.3% of total)
Paper 2: Religion and Ethics	2 hour written paper, 120 marks (33.3% of total)
Paper 3: Developments in Christian Thought	2 hour written paper, 120 marks (33.3% of total)

PHYSICAL EDUCATION

Academic Physical Education allows students to develop their knowledge in far greater detail than GCSE PE. The course explores the following areas: Anatomy and Physiology, Biomechanics, Sports Psychology, Sociocultural and Contemporary Studies. Whilst engaging with this diverse and detailed course, students are required to analyse and evaluate physical performance and give a filmed verbal response on a performer in a sport of their choice for 30 minutes. Throughout the course students will participate in one sport with the expectation this is to the highest possible standard consistently over the two years. The practical element is logged and evidenced with recordings as well as a live moderation in the second year.

The course prepares students for the further study of Physical Education in Exercise and Sport Science courses, as well as other related subject areas such as: Psychology, Sociology and Biology, Physiotherapy, Coaching and Education.

Examination Board: OCR

Content Overview	Assessment Overview
<ul style="list-style-type: none"> Applied Anatomy and Physiology Exercise Physiology Biomechanics 	<ul style="list-style-type: none"> Physiological factors affecting performance 2 hour written paper, 90 marks, 30%
<ul style="list-style-type: none"> Skill Acquisition Sports Psychology 	<ul style="list-style-type: none"> Physiological factors affecting performance 1 hour written paper, 60 marks, 20%
<ul style="list-style-type: none"> Sport and Society Contemporary issues in physical activity and sport 	<ul style="list-style-type: none"> Socio-cultural issues in physical activity and sport 1 hour written paper, 60 marks, 20%
<ul style="list-style-type: none"> Practical Performance or Coaching 	<ul style="list-style-type: none"> Performance in physical education Non-exam assessment, 30 marks, 15%
<ul style="list-style-type: none"> Evaluation and Analysis of Performance for Improvement 	<ul style="list-style-type: none"> Evaluation and Analysis of Performance for Improvement Non-exam assessment, 30 marks, 15%

PHYSICS

Physics is a well-respected subject which is highly valued by the universities. It is known as a facilitating subject, which opens a wide range of career options including finance, architecture, astronomy, medical-related areas, the music industry, sports science and engineering.

The course modules are:

1. **Practical skills in physics:** Skills of planning, implementing, analysis and evaluation
2. **Foundations of physics:** Physical quantities and units, Scalars and vectors, measurements
3. **Forces and Motion:** Motion, Forces in action, Work, energy and power, Materials, Newton's laws of motion and momentum.
4. **Electrons, Waves and Photons:** Charge and current, Energy, power and resistance, Electrical circuits, Waves, Quantum physics.
5. **Newtonian World and Astrophysics:** Thermal physics, Circular motion, Oscillations, Gravitational fields, Astrophysics.
6. **Particles and Medical Physics:** Capacitors, Electric fields, Electromagnetism, Nuclear and particle physics, Medical imaging.

The course is rigorous, but interesting and satisfying. It will help you to develop a wide range of transferable skills including problem solving, investigative and analytical skills and the ability to communicate a logical argument. To succeed, you will need to be able to use mathematics competently; at least 40% of the marks will be for the use of mathematics.

Examination Board: OCR		
Examination papers	Time	% of total marks
Modelling physics Modules 1, 2, 3, and 5	2 hours 15 mins	37%
Exploring physics Modules 1, 2, 4, and 6	2 hours 15 mins	37%
Unified physics Modules 1 to 6	1 hour 30 mins	26%

In addition to the examined content, a **Practical endorsement** will be assessed separately in school.

PSYCHOLOGY

Examining Board: AQA

Assessment

Each paper is assessed through a 2-hour written examination. Each paper has equal weighting. There is no coursework or controlled assessment component for the course.

Paper 1: Introductory Topics in Psychology: Social Influence

Research into conformity and obedience. Why do people follow others? decide to resist the influence of others? How can a minority change the views of the majority? Memory: Short- and long-term memory. Why do we forget? Attachment: The development of bonds between a primary caregiver and a child, and the effects of deprivation. Psychopathology: What is abnormality, what causes it and how can we treat it? The disorders discussed are phobias, depression and OCD.

Paper 2: Psychology in Context: Approaches in Psychology

There are 5 main approaches to investigating behaviour; Behaviourism, Cognitive, Biological, Psychodynamic and Humanist. Biopsychology: The nervous system, in particular how the brain works. Research Methods: The methods used by psychologists to design research, collect and analyse data.

Paper 3: Issues and Options in Psychology: Options in Psychology: Relationships, Forensic Psychology and Stress.

Issues and Debates: The key debates include the discussion of Ethics, Nature vs Nurture, Reductionism and Determinism.

Course

The course is taught through a combination of presentations, projects, debates, discussions and practical activities. You will need to develop sophisticated skills of critical thinking and to be able to analyse the value of the research using the skills of a scientist. Psychologists use a number of objective methods to carry out their research and analyse their data which is reflected in the course.

Careers

Psychology is the third most popular A Level choice in the country. A very challenging and stimulating subject, Psychology A Level is a highly respected qualification and is accepted for a wide variety of further education courses. The transferable skills developed in the study of Psychology mean that graduates can enter a wide range of professions, including accountancy, banking, finance, IT, law, management, marketing, PR and research, for example.

SPANISH

Spanish is a very popular language and its usefulness extends far beyond Europe. Spanish is the official language in 24 countries around the world.

There are 350 million native speakers of Spanish; more than any other language except Chinese. Throughout the world there are over 420 million people who speak Spanish. Spain is one of the most visited countries in the world. In the United States today there are more than 37 million speakers; Spanish is the most commonly spoken non-English language in America and it is also one of the fastest-growing.

A Level Spanish offers an enjoyable and exciting adventure. Teachers in the Spanish Department are all native speakers, with a passion for the subject with many years' experience teaching A Level courses.

You will be expected to have studied the grammatical system and structures of the language; knowledge of the grammar and structures specified for GCSE is assumed.

You must study both the text by Federico García Lorca, *La casa de Bernarda Alba*, and the film *Volver*, directed by Pedro Almodóvar (2006).

Examination Board: AQA

Topics:

Year 1: Aspects of Hispanic Society	Year 2: Aspects of political life in the Hispanic World
<ul style="list-style-type: none"> • Modern and Traditional Values • Cyberspace • Equal Rights 	<ul style="list-style-type: none"> • Today's youth, tomorrow's citizens • Monarchies, republics and dictatorships • Popular movements
Year 1: Artistic culture in the Hispanic World	Year 2: Multiculturalism in Hispanic Society
<ul style="list-style-type: none"> • Modern day idols • Spanish regional identity • Cultural heritage or cultural landscape 	<ul style="list-style-type: none"> • Immigration • Racism • Integration

Paper 1	A Level Skills	Additional Guidance
2 hours 30 minutes 100 marks 50%	Listening and responding to spoken passages.	Listening and responding – questions in the language of study. 30 marks
	Reading and responding to a variety of texts.	Reading and responding – questions in the language of study. 50 marks
	Translation into English	10 marks
	Translation into Spanish	10 marks
Paper 2	A Level Skills	Additional Guidance
Written Exam 2 hours 80 marks 20%	One book and one film.	All set text/set film questions will require a critical appreciation in Spanish of the concepts and issues covered and critical and analytical responses are expected.
Paper 3	A Level Skills	Additional Guidance
Speaking test 21-23 minutes including 5 minutes' preparation time before the test. 60 marks 30%	Discussion of one of the sub-themes	Discussion of a sub-theme (5-6 minutes, 25 marks).
	Presentation and discussion of individual research project.	Presentation (2 minutes, 5 marks) followed by discussion of individual research project (9-10 minutes, 30 marks)

ST TERESA'S EFFINGHAM

St Teresa's, Effingham, Surrey RH5 6ST
Telephone 01372 452037 • info@st-teresas.com
www.st-teresas.com