

GUIDE TO COURSES

ADVANCED LEVEL COURSES

PLEASE NOTE: The provision of 'A' Level courses will depend on the number of applicants and staff availability.

ART AND DESIGN

Edexcel Examination Board

The **AS Level** comprises of 2 components:

Component 1: Personal Investigation (coursework) 50%

- Supporting studies
- Practical outcome(s)

Supporting studies and practical work will comprise of a portfolio of development work based on themes and ideas developed from personal starting points. This allows students opportunities to develop ideas, research, record, experiment and refine towards a personal outcome

Component 2: Externally Set Assignment (50%) released January

- Preparatory studies
- Practical outcome(s)

This component consists of a sustained period of 10 hours in which to create a response to the theme, (following a preparatory period) in which students explore the theme in full.

For each component, students are required to address each of the Assessment Objectives:

AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3 Record ideas, observations and insights relevant to intentions.

AO4 Present a personal and meaningful response that realizes intentions and where appropriate, make connections between visual and other elements.

The A2 comprises 2 components:

Component 1: Personal Investigation (coursework) 60%

Part 1 – Practical work:

- Work from personal starting points
 - supporting studies
 - practical outcome(s)

Part 2 – Personal Study (12% of the coursework)

- Students submit a piece of continuous prose of 1-3000 words

Component 2: Externally Set Assignment (40%) released February

- An externally-set broad-based theme as a starting point
- Sustained focus period of 15 hours, (following a preparatory period), in which students create a final response.

Students must submit:

- Preparatory studies
- Practical outcome(s)

For each component, students are required to address each of the Assessment Objectives (as outlined on the previous page).

The syllabus is designed to continue from and compliment the GCSE course and is intended to meet the needs of the following groups of candidates

1. Students who wish to undertake further studies in art, craft and design, usually at Art College and Higher Education.
2. Students who are considering careers for which an art background is relevant. These might include advertising, publishing, architecture, museums, theatre or art gallery work.
3. Students who have an interest in and aptitude for the subject but who do not intend to take the subject beyond AS or A2 Level, but wish to compliment and add breadth to their advanced level education in the Sixth Form.

BIOLOGY

AQA Examination Board

Biology A-level goes into much more detail than you will have covered at GCSE. It will give you the skills to make connections and associations with all living things around you. Biology literally means the study of life and if that's not important, what is? Being such a broad topic, you're bound to find a specific area of interest, plus it opens the door to a fantastic range of interesting degrees such as:

Biology • Psychology • Sport and exercise science • Medicine • Anatomy • Physiology and Pathology Pharmacology • Toxicology and Pharmacy

Core content

AS and first year of A-level (1-4) Second year of A-level (5-8)

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms (A level)
6. Organisms respond to changes in their internal and external environments (A level)
7. Genetics, populations, evolution and ecosystems (A level)
8. The control of gene expression (A level)

Practicals

Biology, like all sciences, is a practical subject. Throughout the course you will carry out practical activities including:

- using microscopes to see cell division
- dissection of animal and plant systems
- aseptic technique to study microbial growth
- investigating activity within cells
- investigating animal behaviours

These practicals you will give you the skills and confidence needed to investigate the way living things behave and work. It will also ensure that if you choose to study a Biology-based subject at University, you'll have the practical skills needed to carry out successful experiments in your degree

Exams

There are three exams at the end of the two years for A-level, all of which are two hours long. At least 15% of the marks for A-level Biology are based on what you learned in your practicals. The AS has two exams at the end of the year. Both are 1 hour 30 minutes long. There is no coursework on this course as your performance during practicals will be assessed in the exams.

Entry Requirements

The minimum requirement for A level Biology is a grade B in Additional Science GCSE or GCSE Biology and a grade B in Maths. Students with a B grade in Additional Science are expected to have achieved an A grade in the Biology component. Students should be aware that Biology is an academically demanding subject and a willingness to work hard is essential for success.

BUSINESS

AQA EXAMINATION BOARD

Business is front-page news and the new course exposes students to a broad range of business scenarios from the outset, enabling you to engage with, explore and understand business behaviour and develop a critical understanding of what business is and does. The course integrates up to date topic areas such as digital technology, e-commerce and international business. Students will develop their analytical and evaluative skills crucial for success at University and the world of work. Most of the assessment material is based on real world scenarios and therefore students will be required to interpret complex case studies. Business is a very marketable A Level which acts as a great foundation for any business related degree.

The course structure is as follows:

Year 1

1. What is business?
2. Managers, leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance

Year 2

7. Analysing the strategic position of a business (A-level only)
8. Choosing strategic direction (A-level only)
9. Strategic methods: how to pursue strategies (A-level only)
10. Managing strategic change (A-level only)

The full A Level course in particular will really broaden the students understanding of the business world which is invaluable for students seeking a career in business. The overall A2 assessment consists of three two hour written exams at the end of the course.

- Paper 1: Multiple-choice questions, short answer and two essays.
- Paper 2: Three compulsory data response questions.
- Paper 3: One compulsory case study consisting of six questions.

For further information of the course structure, please visit:

<http://www.aqa.org.uk/subjects/business-subjects/as-and-a-level/business-7131-7132>

APPLIED BUSINESS Level 3

AQA Examination Board

This qualification offers a practical introduction to business and supports progression to further study or employment. Students develop fundamental business and entrepreneurial knowledge and skills valued in the world of work and higher education. There's a mix of assessment types, including coursework, controlled assessment and external exams so students can apply their knowledge in a practical way. The objective of this qualification is to prepare learners to progress to a qualification in a similar subject area such as management, finance and entrepreneurship. The qualification's synoptic focus is on the four key themes of business education: people, markets, finance and operational delivery. Each of the qualification's units address aspects of these key themes.

In the qualification, the students will cover topics such as:

- The role of finance in planning an enterprise, analysing and making financial decisions
- How business organisations use the human, physical and financial resources at their disposal to achieve their dynamic goals
- The nature of enterprising behaviour and how this can be personally utilised to best exploit entrepreneurial opportunities within specific market conditions.

There a great deal of cross over between this course and the Business A Level but it will suit students who prefer the modular approach and to monitor their progress through coursework and continual assessment. The new course will be marked as a Distinction, Merit or Pass grade with an equal allocation for the UCAS points tariff as the previous Applied A Level course. The outline of the course is as follows:

Year 1

- Unit 1 – Externally assessed exam on Business Finance.
- Unit 2 – Internally assessed project on Business dynamics
- Unit 3 – Entrepreneurial opportunities comprising of two controlled assessment assignments, which draw together key business themes into a practical assessment.

Year 2

- Unit 4 –External exam based on People Management.
- Unit 5 – developing a business proposal
- Unit 5 – Internally assessed coursework with a choice of the following units:
 - e-business implementation
 - Managing an event
 - Marketing communications

CHEMISTRY

AQA EXAMINATION BOARD

Specifications 7404 (AS) and 7405 (A-level).

The course is divided in a traditional manner into physical, inorganic and organic chemistry.

Practical Work

There are 12 compulsory practicals to be carried out during the A-level course (6 for AS) although practical skills are not assessed. However 15% of the marks in the final papers are assigned to assessment of understanding of experimental procedures and use of experimental results.

AS Level

At AS there are 2 papers both of which are 90 minutes long

Paper 1 Physical chemistry and inorganic chemistry

Paper 2 Physical chemistry and organic chemistry

The content is as follows:

Physical chemistry

Atomic structure; Amount of substance; Bonding; Energetics; Equilibria; Oxidation and reduction

Inorganic chemistry;

Periodicity; Group 2; Group 7;

Organic chemistry

Alkanes, halogenalkanes; Alkenes; Alcohols; Organic analysis

A-Level

There are 3 papers, all of which are 2 hours long:

Paper 1 Physical chemistry and inorganic chemistry

Paper 2 Physical chemistry and organic chemistry

Paper 3 All content

The content at A-level is as follows:

All of the above AS content and:

Physical Chemistry

Thermodynamics; Rate equations; Equilibrium constant K_p ; Electrode potentials; Acid and bases;

Inorganic Chemistry

Transition metals; Reactions of ions in aqueous solution;

Organic Chemistry

Optical isomerism; Aldehydes and ketones; Carboxylic acids and their derivatives; Aromatic chemistry; Amines; Polymers; Amino acids, proteins and DNA; Organic synthesis; NMR; Chromatography

DESIGN AND TECHNOLOGY

OCR Product Design

Description of the Specification:

Design and Technology is a modular course which enables students to gain a broad understanding of the role of a designer and involves studying the factors that influence design, such as: materials, manufacturing processes, information technology, production methods, ergonomics, aesthetic awareness, advertising and the design process.

There is a focus on developing practical skills throughout the course to enable students to produce high quality, professional products and to develop the graphical skills necessary to communicate ideas.

Type and Nature of the Work Involved:

- Student's work is mainly workshop based using a variety of graphic, resistant and compliant materials.
- The knowledge and understanding required for the examination will take the form of detailed studies, essays and reports conducted throughout the course.
- Teaching takes the form of lectures, discussion, videos, visits and workshop projects.

Method of Assessment:

AS Level

Unit 1 - Advanced Innovation Challenge

Two sessions of a three hour exam on the same day, followed by a one hour session at a later date in the exam period

20% of total A-Level mark

Unit 2 - Product Study – Analysis & Development

Product analysis, design proposal and model / 30% of total A-Level mark

A2 Level

Unit 3 - Major Project – Designing, Making & Evaluating

Internally assessed coursework / 30% of total A-Level mark

Unit 4 - Product Design 2

2½ hour exam / 20% of total A-level mark

DESIGN AND TECHNOLOGY- PRODUCT DESIGN: TEXTILES

AQA Examination Board

An outline of the syllabus

'A' Level Textiles consists of four units of work, two for AS level and two for A2. Controlled assessment (coursework) forms 50% of the course grade and the remainder 50% covered with textiles theory. There is a 2 hour written paper at the end of both AS and A2.

A Level Textiles is an exciting, stimulating, and demanding course, which aims to develop:

- knowledge of materials and components, design and market influences, processes and manufacture
- develop creative and technical design skills
- develop knowledge and awareness of fashion history
- further develop knowledge and understanding of design practice and techniques
- offers opportunities to develop your own style, creativity and imagination for your professional portfolio

All Students are encouraged to be creative, in an inspiring, encouraging and support environment.

The AS comprises of 2 units of assessment

Unit 1

Materials, Components & Applications

(2hr written paper 50% of AS 25% of A level) Below is an overview of the theory specification

SECTION A: Materials & Components

Fibre types, Yarns, (spinning, yarn types, blending, mixing) Fabric manufacture (woven, knitted, non-woven, smart materials, fabric finishes, surface decoration) Product components, working properties of fabrics and fibres, manipulating and combining materials.

SECTION B: Design and Market Influences

Development of design (history of design, product evolution and product analysis) Design in practice, communication methods, Design in the human context.

SECTION C: Processes and Manufacture

Industrial and commercial practice. Manufacturing systems, ICT application, pattern drafting, product manufacture, product maintenance, environmental concerns. Health and safety, systems control, quality assurance and quality control.

Unit 2

Controlled Assessment (Coursework unit)
(50 hrs 50% of AS, 25% of 'A' Level)

This coursework unit is formed of 4 mini projects which come together in a portfolio covering core advanced design and make skills. During AS all core design and make skills are taught by your tutors, you are encouraged to be creative and develop your own style. Below is a brief outline of the unit.

PROJECT 1: Design Movements

Project inspired by 20th century design movement: students design and make an accessory of their own choice.

PROJECT 2: Japanese Fashion

Project covering technical and creative pattern adaptation and draping on the stand, innovative design and illustration.

PROJECT 3: Sustainable design

Project explores making garments using recycled fabrics and materials.

PROJECT 4: Fashion Eras

Design and make project which is inspired by a chosen fashion era.

The A2 comprises 2 units of assessment:

Unit 3

Design and Manufacture

(2hr written paper, 25% of 'A' Level) Below is an overview of the theory specification

SECTION A: Materials and Components

Fibre classifications and generic names, commercial names of fibres, fabric construction methods, working properties, manipulating and combining materials.

SECTION B: Design and Market Influences

Development of technologies, Design in practice, design in human context.

SECTION C: Processes and Manufacture

Industrial and commercial practice, global production, product maintenance, health & safety, product manufacturing, systems & controls

Unit 4

Controlled Assessment (Coursework unit)
(60 hours, 25% Of A Level)

MAJOR PROJECT

All students write their own design brief and select a theme and target market of their own choice, designing and making a product they which to develop. The major project work begins when students return from year 12 study leave and completed for March in year 13. Students produce a substantial amount of design, development work to support the project brief. This is a really interesting and exciting unit where students are left to work independently with some teacher support.

Trips & Visits

Visits are arranged to galleries and museums such as the Victoria and Albert museum, Clothes Show Live, The New Designers Show and to relevant trade exhibitions.

Students are also encouraged to visit museums and galleries in their own time for research and inspiration.

Further Education

Most students go on to study the subject at degree level at a range of Arts Colleges such as the London College of Fashion, Ravensbourne and Central St Martins specialising in all areas of Fashion, Textiles and Business Management.

Possible Career Opportunities

Design: Womenswear, Menswear, Childrenswear, Fashion Accessories, Footwear, Interior Designer, Sportswear, Swim-wear, Costume Designer, Pattern cutter, Machinist, Set Designer.

Other: Creative Director, Buying, Sourcing, Merchandising, Styling, Branding, Photography, Fashion Journalism, Imaging, Editorial work, P.R, Business Management, Retail, Trend Forecasting.

Technical Careers: smart & technical textiles, automotive textiles, medical textiles, textiles science. Textiles technologist, fabric technologist, garment technologist.

For further details come and talk to Ms Cerny in the Textiles Department.

DRAMA & THEATRE STUDIES

EDEXCEL EXAMINATION BOARD

An outline of the syllabus:

The aims of the Advanced Subsidiary and Advanced EDEXCEL GCE in Drama and Theatre Studies are to encourage students to:

- develop their interest and enjoyment in drama and theatre both as participants and as informed members of an audience
- foster an enthusiasm for and critical appreciation of the subject
- develop understanding and appreciation of the significance of social, cultural and historical influences on the development of drama and theatre
- experience a range of opportunities to develop a variety of dramatic and theatrical skills, enabling them to grow creatively and imaginatively in both devised and scripted work
- integrate theory and practice through their understanding of critical concepts and the discriminating use of specialist terminology

Our expectations:

- We expect students to have a minimum of a B grade in GCSE Drama. In exceptional cases, we will consider students who have not done GCSE. In this case, they must have had some experience, either at a stage school, working backstage in a theatre and/or have been in school productions. As there is a significant amount of written coursework and one written exam, they must have at least a grade B in English Language and Literature.
- In preparation for the practical units students will be expected to rehearse outside of lessons, at lunchtimes and after school.
- Due to the practical nature of drama and the fact that much of the assessment is done in groups, excellent attendance is essential.

Unit 1: Exploration of Drama and Theatre:

Internally assessed and externally moderated 40% of the AS marks
20% of the total GCE marks

Content summary:

This unit introduces students to the content of plays written for the theatre. They will learn how to analyse plays in a variety of ways so that they become familiar with the way written plays can be interpreted for realisation in performance.

Assessment:

This internally assessed unit requires students to explore two contrasting play texts, chosen by the centre, in a practical and active way. At least one of the plays must be explored in the light of a recognised theatre practitioner. The areas that they explore in practical workshops are:

- Language
- Vocal Skills
- Non-Verbal Communication
- Characterisation
- The Context (Social, Cultural, Historical & Political aspects)

- Visual Aural & Spatial
- Context
- Interpretation

Coursework: Students write up what they do in the practical workshops and use these notes to enable them to write up their coursework which is done under controlled conditions. The coursework is 3000 words in total; 1500 words on each play.

Live Performance Review: The students also write a review of a live performance and this is again completed under controlled conditions and is 1000 words in total.

Unit 2: Theatre text in performance

Externally assessed 60% of the AS marks
30% of the total GCE marks

Content summary:

This unit offers students the chance to 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 a view to delivering a performance to an audience.

There are two performances:

- A performance of a monologue or a duologue (30%)
- A group performance of a section of a professionally published play (30%).

Students may offer either acting or design and must also provide a written concept of the interpretation of their chosen roles or designs (500 words.)

Unit 3 Exploration of Dramatic Performance

Internally assessed, externally moderated 60% of the total A2 marks
30% of the total GCE marks

Content summary:

This unit requires the creation of a unique and original piece of theatre. The knowledge and understanding gained in the AS units can now be applied to a created production. Students will be assessed on both the process of creation and the finished product in the form of a performance to an invited audience.

Assessment:

Students will be assessed on the research and development of their work as well as the final performance in front of an identified audience. They are also required to complete a written evaluation on both the process and performance of their work. The written work is completed under controlled conditions, based on the notes that they have made and is 3500 words in total. The questions the students answer are:

- How is the initial material being researched and developed at significant stages during the process of creating drama?
- How effectively are you personally exploring and developing your role(s)?
- How did you and your group explore the possibilities of form, structure and performance style?
- How did the work of established and recognised theatre practitioners, and/or the work of live theatre, influence the way in which your devised response developed?

- How successfully did your final performance communicate your aims and intentions for the piece to your audience?
- How effectively did the social, cultural, historical/political context of the piece communicate to your audience?

Unit 4 Theatre Text in Context

Externally assessed

60% of the total A2 marks

30% of the total GCE marks

Content summary:

This externally examined written unit requires the detailed study of one set play text and one prescribed historical period of theatrical development.

Assessment:

This externally assessed unit takes the form of a 2-hour-and-30-minute written paper in three sections. Sections A and B require students to explore one play, from a choice of three set play texts, from the point of view of a director in both an academic and practical way.

In Section C a selection must be made of one from a choice of three historic periods of theatre history. 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.

Trips & Visits:

We take the students to the theatre on a regular basis and last Half Term Year 12 and 13 have been to see *'The Beaux Stratagem'*, *'Three Days in the Country'* and *'Metamorphosis'*. Next term we have booked to see *'Measure for Measure'* and *'As You Like It'*. These trips are a requirement as they form part of the students' written assessment for Units 1 and 4 and creative inspiration for Unit 3. We also go to Stratford on a regular basis to take part in workshops and watch performances. Last year the students attended a workshop run by Frantic Assembly and this year Scene Productions will be coming in in order to broaden the students' understanding of both current and core Theatre Practitioners. Students are also encouraged to visit the theatre in their own time for research purposes, inspiration and of course enjoyment.

Further Education:

Our students take many different paths post A' Levels, some go to university and some to theatre school. Past students have gone on to study Theatre Studies at Bristol, East Anglia, Exeter and Leeds. Some take single honours in Theatre Studies and others joint honours, often with English. Other students take further their study going into Drama Therapy and there are also a good number of students who study Theatre Design.

Possible Career Opportunities: Actor, Choreographer, Director, Lighting Designer, Sound Designer, Costume Designer, Investigative Journalist, Make-up and Prosthetics Designer, News Presenter, Props Designer, Producer, Radio DJ, Reporter, Set Designer, Stage Manager, Stunt Co-ordinator, TV Presenter

Alumni:

Cameron Biggs graduated with a BA in Theatre Production Arts from Mountview and is currently the Front of House Manager at The Wylllyotts Theatre, works for Stage Electrics and has recently produced *'Rent'*.

Nicole Black graduated from ALRA in 2012 and has just finished working with the Almeida Theatre performing in "Greeks Exposed". She was awarded the Sir John Gielgud Award in 2010 and played *'The Woman in Black'* at the Fortune Theatre in 2014.

Arun Blair-Mangat graduated from The Royal Academy of Dance and is currently performing in *'Kinky Boots'*.

Nari Blair-Mangat graduated from The Royal Central School of Speech and Drama. His recent work includes roles in the films *'Cinderella'* and *'Spectre.'*

Jamie Coles is in his final year at The Royal Central School of Speech and Drama studying for a degree in *'Acting: Collaborative and Devised Theatre.'*

Daniel Garber studied Directing at the Drama Centre London has recently directed a production of *'The Promise'*.

Natasha Kafka is currently in her second year at Mountview, training in a BA in Actor/Musicianship.

Eloise Lally will be completing her MA in Directing at Mountview this year.

Lucie Snow graduated from The Arts University College Bournemouth in a BA in Make up for Media and Performance and is constantly in work on major films.

Phoebe Street graduated with a BA in Musical Theatre from Mountview and has performed in *'The Light Princess'* at The National Theatre and more recently as Katie in *'Calamity Jane'* at The Watermill Theatre.

ECONOMICS

Edexcel Examination Board

Studying Economics will help you to learn about the main economic issues that affect our standard of living. For example:

- what is happening to unemployment in the UK?
- why does the government want to keep inflation low?
- why are most of the poorest countries in the world in Africa?
- what are the advantages and disadvantages of economic growth?
- how can Economists help to reduce pollution?
- are supermarket price wars really in the public interest?
- should the UK join the Euro?
- should the government raise taxes to spend more on education and health care?
- what will the world be like when you retire?

Economists are trained to look closely at the costs and benefits of proposed actions to help policy makers take the right decisions. For example, the decision to join the Euro might have advantages for the UK as well as disadvantages. Studying A-Level Economics will enable you to understand the key issues that affect everyday life in the UK and therefore take an informed part in public debate.

A-Level Economics will enable you to progress to taking a university degree in Economics or a related subject. It is also valued by employers for the knowledge and skills it develops. Economists are employed in a wide range of areas including advising governments and business.

The course followed is that of the Edexcel Examination Board. The new exam is based around 4 themes:

Theme 1 introduces students to markets and market failure

Theme 2 introduces students to performance and policies issues for the UK economy

Theme 3 explores business behaviour and the labour market

Theme 4 explores the global perspective

Assessment for all units involves a mixture of multiple choice, data response and extended answer questions.

An interest in current affairs is useful, as is a willingness to discuss recent economic issues in class. A Grade B in Economics or an A in Business (if studied at GCSE), if not, then a Grade A in a Humanities subject is required but it is important to stress that **you do not need to have studied Economics at GCSE in order to study for 'A' Level.**

AS/A2 ENGLISH LITERATURE

OCR Examination Board

Studying for these qualifications will enable you to develop:

- your interests in and enjoyment of reading and discussing literary texts;
- your knowledge and understanding of a wide range of English literature texts;
- your skills of literary analysis.

This qualification gives you the opportunity to study literature across the genres of prose, poetry and drama, and to read around concepts of literature and literary analysis.

The A Level and AS qualifications cover overlapping content but are separate qualifications.

Why study English?

English Literature combines well with many other subjects. History, Classics and Modern Foreign Languages are particularly suitable, but it can also be a valuable contrast to scientific, technological and economics-based subjects. If you are considering going on to Higher Education, the English Literature qualification provides a wide range of opportunities for degree courses in the Arts, Humanities and Social Sciences. The English Literature qualification is also welcomed for many different careers because it emphasises creativity, disciplined thought and communication, plus an ability to synthesise and contextualise ideas.

The AS and A Level English Literature specifications are designed to build on what students already know from GCSE and:

- Encourage the development of critical awareness and understanding of individual works of literature.
- Develop understanding of relationships between texts and of the significance of cultural and contextual influences on readers and writers.
- Target the core skills every literature student needs to explore and understand a wide range of texts.
- Offer flexibility and freedom for centres by presenting a wide range of topic areas and suggested texts to choose from.
- Give teachers the opportunity to co-teach the AS and A Level by offering a complete crossover of set texts for study.
- Allow students, within the A Level non-examined assessment component, to pursue more detailed study in a field of particular personal interest.
- Develop the valuable transferable skills of sustained research and composition.

A Level Content:

There are two examined components and one coursework component. The two exams are equally weighted and offer opportunities for candidates to provide extended exploratory responses.

The first exam component 'Drama and Poetry Pre-1900' offers students the opportunity to engage in close reading and pay attention to Shakespeare's use of language. The second exam component 'Comparative and Contextual Study' will consist of a close reading (unseen exercise) and a comparative essay. The paper will be split into different topic areas. Chosen topics include: American Literature 1880-1940, The Gothic, Dystopia, Women in Literature and The Immigrant Experience. For the first part of this exam students will approach an unseen prose extract, from within their chosen topic area. The inclusion of this 'supported unseen' helps promote wider reading throughout the course because the more familiar a candidate is with literature from within their topic area, the more confident they will be about approaching the unseen in the examination. The second part of the exam will offer students a choice of three questions of which they must answer one question on the set texts they have studied in their chosen topic area.

The coursework component requires students to study three texts from across the genres of poetry, drama and prose. Task one is a critical piece and Task two is a 'linked texts' essay focusing on connections and comparisons between two texts.

AS English Literature

There are two examined components and no non-examined assessment at AS Level. The first examined component focuses on Shakespeare and Poetry Pre-1900 and the second component explores literature Post-1900, both drama and prose enabling candidates to explore individual works of literature, relationships between texts and significant cultural and contextual influences. The simple structure is easy to navigate and reflects that of the A Level English Literature qualification.

For Component 1, both the Shakespeare and poetry texts set are the same as those set for the A Level English Literature 'Drama and Poetry Pre-1900' Examination, allowing teachers full co-teachability across the two qualifications. For Component 2 Section 1, the drama texts set may be studied by candidates preparing for the coursework component for the A Level English Literature. The Prose texts set for Section 2 of Component 2 are also set as a choice on Exam 2: Comparative and Contextual Study for the A Level English Literature and the topic areas are also the same.

Overview of A Level and AS Level

(Please note that these are separate qualifications. If students sit the AS Level qualification, it does not contribute to their A Level grade. The A Level grade is solely made up from the final A level examinations).

<u>A Level</u>	<u>AS Level</u>
<p>Exam 1</p> <p>Drama and Poetry Pre-1900 2 hours 30 / 60 marks / 40%</p> <ol style="list-style-type: none"> Shakespeare play: One extract question, one longer whole text question. (Coriolanus, Hamlet, Measure for Measure, Richard III, Tempest, Twelfth Night) One drama text, one poetry text – literary question. (Poetry: Chaucer, Milton, Taylor-C, Tennyson, Rossetti. Drama: Marlowe, Webster, Goldsmith, Ibsen, Wilde.) 	<p>Exam 1</p> <p>Shakespeare & Poetry Pre-1900 1 hour 30 / 60 marks / 50%</p> <ol style="list-style-type: none"> One question from choice of two. (Coriolanus, Hamlet, Measure for Measure, Richard III, Tempest, Twelfth Night) One question on poem – printed. Relate to collection. (Poetry: Chaucer, Milton, Taylor-C, Tennyson, Rossetti)
<p>Exam 2</p> <p>Comparative and contextual study 2 hours 30 / 60 marks / 40%</p> <p>Comparative and contextual study (American Lit 1880-1940, The Gothic, Dystopia, Women in Lit and The Immigrant Experience). Core set texts and suggested set texts. (Core texts: The Great Gatsby, The Bloody Chamber, 1984, Mrs Dalloway, Reluctant Fundamentalist).</p> <ol style="list-style-type: none"> Unseen exercise – close reading. Comparative essay based on studied texts. 	<p>Exam 2</p> <p>Literature Post-1900 (Drama and Prose) 1 hour 45 / 60 marks / 50%</p> <ol style="list-style-type: none"> One essay question from choice of two. (Private Lives, Streetcar, Homecoming, History Boys, The Face, Jerusalem) Comparison of studied and unseen prose. (The Great Gatsby, The Bloody Chamber, 1984, Mrs Dalloway, Reluctant Fundamentalist).
<p>Coursework</p> <p>Cross genre. Lit post 1900 / 20%</p> <ol style="list-style-type: none"> Critical piece or re-creative with commentary. <p>Linked texts – connections and comparisons between two.</p>	

Course Requirements:

It is usual to have a GCSE in English or English Literature, at least at Grade B.

FRENCH

The current specification for A-level is as follows:

AQA Examination Board

Studying AS and A level French will help students develop their confidence and communicative skills in the language and build upon the skills acquired at GCSE. The course will also enhance their knowledge and understanding of the culture of the country and also Francophone countries. Our aim is to develop an interest in and enthusiasm for learning French and to encourage students to consider French within a broader context.

Students will have 5 lessons per week, and will become proficient in the use of the language lab. In addition to standard lessons, there will also be a 30 minute weekly lesson with the French assistant.

During the Lower Sixth year there will be a French Exchange to Vannes. In preparation for the oral examination, students will be invited to attend a training conference which will provide practical help and support to consolidate their knowledge for the oral and written exam. A similar conference is also available for A2 students.

The Year 12 AS course is made up of the following four topic areas and related sub-topics:-

Media
Television
Advertising
Communication Technology

Healthy Living/Lifestyle
Sport/Exercise
Health and well-being
Holidays

Popular Culture
Cinema
Music
Fashion/Trends

Family/Relationships
Relationships within the family
Friendships
Marriage/partnerships

The AS examination will include:

A listening, reading and writing examination (Unit 1) (2 hours)

A speaking examination which includes a discussion of a stimulus card based on one of the four topic areas, followed by a conversation which covers the remaining 3 topic areas (Unit 2) (15 minutes)

A2 candidates will study 3 topic areas and **two** of the Cultural Topics listed.

Environment
Pollution
Energy
Protecting the planet

The Multicultural Society
Immigration
Integration
Racism

Contemporary Social Issues
Wealth and poverty
Law and order
Impact of scientific and technological progress.

Cultural Topics

A target-language-speaking region/community

A period of 20th century history from a target language-speaking country/community

The work of an author from a target language-speaking country/community

The work of a dramatist or poet from a target language-speaking country/community

The work of a director, architect, musician or painter from a target-language-speaking country/community

The A2 examination will include:-

A listening, reading and writing examination (Unit 3) (2 ½ hours)

A speaking examination which includes a discussion of a stimulus card followed by a conversation which covers both Cultural Topics. (Unit 4) (15 minutes)

In A2 (as in AS) the oral will be conducted by the teacher and sent to the Examination Board for marking or moderation.

The new specifications for MFL have not been finalised as yet by the exam boards. A decision as to which board we use will be taken in the spring term.

GEOGRAPHY

As of October 2015 the A Level specification for geography is not accredited by OFQUAL. It is envisaged that there will be only minor changes to wording of content, rather than changes to the exam structure.

The 2016 review of geography has been a welcome change by top academics. This is because the fundamental component of coursework has been reintroduced, providing students the opportunity to develop structure to a formal report drawing parallels to a dissertation. This will involve a field study although new appropriate location has yet to be decided.

In the 2015 exam series, A level geography increased by 12.7% nationally, showing the importance this Russell Group facilitating subject is. The raft of changes from the review have really combined and strengthened the core skills required at university. Developing these students will feel at home at any subject they go onto study; that is why geography is a facilitating subject.

We consulted students as to which specification they preferred and we were grateful for their input. Students welcomed the reintroduction of coursework as this gave them a chance to demonstrate their knowledge and understanding in a different way.

There will be a jump from what is learnt at GCSE to the new A Level, but this presents both challenge and opportunities for geographers at Owens. This includes increased statistical mathematics and increased depth of content.

AQA A Level Specification Subject Content – In brief

Physical Geography

Water and carbon cycles
Hot desert environments and their margins
Coastal systems and landscapes
Hazards
Ecosystems under stress
Cold environments

Human Geography

Global systems and global governance
Changing places
Contemporary urban environments
Population and the environment
Resource security

Exam structure

Component 1 = Physical Geography paper – 40% of A Level
Component 2 = Human Geography paper – 40% of A Level
Component 3 = Geographical Investigation (coursework) – 20% of A Level

GERMAN

The current specification for A-level is as follows:

Edexcel Examination Board

The AS and A2 German courses are designed for students of varying abilities. As Europeans, it is vital that those pupils seeking excellent career opportunities and rapid promotion in an increasingly competitive European market should have mastered at least one EU foreign language. The aims of the courses are:

- to develop in students practical skills which will enable them to communicate and understand written and spoken language for leisure purposes and in the world of work;
- to make students aware of the cultural, social, commercial, historical, geographical and political background of the countries where German is spoken;
- to offer enjoyment, challenge and intellectual stimulation;
- to develop study skills which will help students with learning other foreign languages;
- to allow students to complement their other studies by pursuing selected areas of interest in greater depth.
- to encourage maximum use of the foreign language by students.

The Examination - the candidate's ability in all four skill areas (listening, speaking, reading and writing) will be tested in a variety of mixed skill papers.

AS details - students will prepare for the following papers:

Unit 1	(8-10 mins)	Expression and Response
Unit 2	(2 hrs 30 mins)	Understanding and Written Response

- **Topics: AS**

Youth Culture and concerns

Lifestyle: health and fitness

The world around us: travel, tourism, environmental issues

Education and employment

A2 details - students are prepared for the following papers:

Unit 3	(11-13 mins)	Understanding and Spoken Response
Unit 4	(3 hrs)	Research, Understanding and Written Response

- **Topics covered:** social issues, the environment, law and order, politics, technological advances, human interest, news items, literature.

Key Features –

General

- No dictionaries are allowed in externally assessed work.
- Candidates will continue to have the opportunity to study literature and to be assessed in this area if they so wish.

AS

- Orals at AS will continue to be conducted by the teacher.

A2

- The A2 oral exam will be conducted by the teacher.
- The oral at A2 level will contain a written stimulus in the target language. Students will have to discuss wider issues.

Resources

The department has a German Assistant every year and between October and May, all students, in pairs or individually, will have one conversation lesson a week with him/her. In addition, there is a wide range of textbooks, reference books, worksheets, language tapes and video recordings available to students. There are also German resources in the school library for extra reading and research. The language laboratory is available for class use, and guided research can be done on the Internet or through the school's Intranet to keep up to date with events taking place in Germany.

Exchanges

Students are expected to take part in a work experience exchange during Year 12, which is organised by the German department and enables pupils to gain linguistic confidence for their oral exam (worth 30% of the marks).

Higher Education

All British universities offer courses in German, either by itself, combined with another foreign language, or as part of a composite European Studies course. German can also be studied in a variety of more broadly based combinations such as German with Business, History, Philosophy, Law or Engineering.

Careers using German

Teaching, translating, and interpreting can all require specialist knowledge of German. There are many other careers, however, in which a knowledge of German to a higher level is becoming increasingly useful and indeed, sometimes a necessary qualification: export marketing and sales, banking, insurance, chartered accountancy, law, travel, advertising, civil service, the BBC, librarianship, secretarial work, journalism and computing.

The new specifications for MFL have not been finalised as yet by the exam boards. A decision as to which board we use will be taken in the spring term.

GOVERNMENT AND POLITICAL STUDIES

Edexcel Examination Board

This new A level course will appeal to those students who already have, or want to acquire, an interest in contemporary British politics. You will be curious to know and understand how the political system works and the ideologies behind it. The subject is relevant, the approach is topical and lively and the style discursive. This subject also helps in the development of discussion and debating skills. It will probably become your favourite subject!

Are you interested in discussing and answering these questions?

- The Blair and Brown legacies
- Will the Coalition Government survive?
- Can Britain afford the Welfare State?
- Should the electoral system be changed??
- Why have anti-terrorism measures been criticised?
- Blair: Thatcher with a human face?
- Is the notion of national identity disappearing?
- Gender oppression: will men and women ever be equal?

Students are expected to follow current political developments routinely through the media: quality newspapers, the internet, television and radio programmes. We visit Parliament and students are encouraged to see both Houses in action by hearing MPs and peers speak in debates. We take advantage of our proximity to the 'corridors of power' to attend lectures, invite visiting speakers and students are encouraged to become politically active through joining a political party or a single issue pressure group. Politics students learn and use a variety of transferable skills in great demand by universities and employers eg. to collect, analyse and question information and to communicate orally and on paper. Studying Politics is addictive; the majority of students go on to read Politics or a related discipline at the 'top' universities, then embark on careers in law, media, civil service, business or politics!

Assessment consists of 4 units, 2 at AS in Yr12 and 2 at A2 in Yr13.

Questions include short answers, stimulus response, extended writing and essays. There is no coursework.

Unit 1 People and Politics : democracy, elections, parties and pressure groups.

Unit 2 Governing the UK: Constitution, Parliament, PM and Cabinet, Judges and civil liberties.

Unit 3 Introducing Political Ideologies: Liberalism, Conservatism, Socialism, Anarchism

Unit 4 Other Ideological Traditions: Nationalism, Feminism, Multiculturalism, Ecologism

HISTORY

Edexcel Examination Board

What is the aim of History in the Sixth Form?

The aim of A and A/S Level History is to create people who are questioning and critical but not cynical. The study of History is bound up with the study of evidence and what that evidence can say to historians about the past. In this sense, it builds upon ideas encountered at GCSE.

History is, however, also about communicating ideas and findings. This means that Sixth Form students will write essays, as essays are the main way by which historians tell each other what they think. History thus develops the skills of logical and clear argument and writing. It is for these reasons that A Level History is well thought of by employers and higher education.

What topics will the course cover?

The AS and A2 Level courses will focus on two hundred years of British and European History. The aim is that students will study topics that are interesting and relevant, which give them many opportunities to develop the historical skills mentioned above.

The two modules of the AS course examined at the end of Year 12 will cover:

Unit 1: Britain c1785-c1870: democracy, protest and reform

This study in breadth looks at the process of change in Britain and the extent to which popular pressure, protest and cooperation were responsible for political economic and social change. We look at the growth of democracy, industrialisation and protest the growth of unions and changing attitudes towards poverty and pauperism. A key focus is on the abolition of the slave trade.

50% AS

Unit 2: The Unification of Italy c1830-1870

The option comprises a study in depth of the Italian states from the 1830 revolutions to the creation and consolidation of the kingdom of Italy 1861-70. It looks at the political ideas of the Risorgimento, the revolutions of 1830 and 48, Austrian and French intervention, the Roman Republic, the rise of Piedmont, great individuals such as Mazzini, Cavour and the charismatic Garibaldi, the impact of diplomacy with Britain, France and Austria and finally the unification and emergence of the new Italian state.

50% AS

The AS exam is now a distinct exam from A2 and the AS modules will be re-examined at the end of A2 under different criteria.

The four modules of the A2 course to be examined at the end of year 13 will cover

Unit 1: Britain c1785-c1870 democracy, protest and reform

See above for content

25% A2

Unit 2: The Unification of Italy c1830-1870

See above for content

25% A2

Unit 3: Germany 1871-1990: united, divided and reunited

This option combines a breadth and depth study. The breadth topics look at social and economic changes in Germany through the whole period. The depth study focuses on areas such as Bismarck and the Second Reich, Weimar Germany, Hitler and the creation of a totalitarian state as well as a focus on West Germany after World War 2 and the eventual reunification of Germany 1989-90

30% A2

Unit 4: Historical Enquiry

Coursework is compulsory for A Level History and the focus of this enquiry is open to negotiation with students.

20% A2

MATHEMATICS

Edexcel Examination Board

A Level Mathematics currently consists of four Core Modules (each involving only Pure Mathematics) together with two Applications Modules (mechanics, statistics or decision maths).

Pure Mathematics is essentially Algebra and Trigonometry developing from GCSE but there is no further Geometry or Arithmetic. The subject content becomes more abstract and demanding, the teaching more academic and students will need to be able to apply the concepts to fresh contexts and to produce well explained solutions involving a series of logical processes.

There are a large number of module combinations resulting in the award of an A Level in Mathematics and we shall be offering combinations similar to those of the past few years, including "Double Mathematics" (Mathematics and Further Mathematics). **It is essential that pupils indicate which combination they wish to follow (possibly with a second choice).** A Level consists of 4 Core (Pure) Modules and 2 Applications; Double Mathematics consists of 4 Core, 3 Further Pure and 5 Applications. In brief, the content of the modules is:

Core 1, 2, 3 and 4: Proof; algebra; trigonometry; co-ordinate geometry; sequences and series; differentiation; integration; functions; exponentials and logarithms; numerical methods; vectors.

Statistics S1: Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution.

Statistics S2: The Binomial and Poisson distributions; continuous random variables; continuous distributions; samples; hypothesis tests.

Statistics S3: Combinations of normal random variables; sampling; confidence intervals; hypothesis testing; Central Limit Theorem; Spearman's rank correlation.

Decision Mathematics D1: algorithms; algorithms on graphs; the route inspection problem; linear programming; matchings.

Mechanics M1: Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line or plane; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.

Mechanics M2: Kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.

Mechanics M3: Further kinematics; elastic strings and springs; further dynamics; circular motion; statics of rigid bodies.

Mechanics M4: Relative motion; elastic collisions in two dimensions; further motion of particles in one dimension; stability of equilibrium.

Further Pure Mathematics FP1: Series; complex numbers; numerical solutions of equations; co-ordinate systems; matrix algebra; proof.

Further Pure Mathematics FP2: Inequalities; series; first order differential equations; second order differential equations; further complex numbers; Maclaurin and Taylor series.

Further Pure Mathematics FP3: Further matrix algebra; vectors; hyperbolic functions; advanced differentiation and integration.

The combinations we are offering (**subject to suitable take-up**) are:

V A-Level Mathematics

Year 12 Modules: C1, C2, S1. Year 13 Modules: C3, C4, D1

This combination is probably the least demanding and would be appropriate for those not so interested in or comfortable with Physics. Statistics and Decision have links with Biology, Geography, Economics, Business Studies and Psychology.

X A-Level Mathematics

Year 12 Modules: C1, C2, S1. Year 13 Modules: C3, C4, S2

This combination has a more concentrated study of just the single application, Statistics. However, it will be more demanding than a mixture of two applications to a relatively superficial level. This combination is useful for those studying Geography, Economics, Psychology and Biology.

Y A-Level Mathematics

Year 12 Modules: C1, C2, M1. Year 13 Modules: C3, C4, M2

This concentrated study of Mechanics would be most useful for students with Physics as a main area of study and for future engineers.

Z1 Mathematics and Further Mathematics (Mechanics)

Modules C1, C2, C3, C4, FP1, FP2, FP3, M1, M2, M3, M4, S1

Z2 Mathematics and Further Mathematics (Statistics)

Modules C1, C2, C3, C4, FP1, FP2, FP3, M1, M2, S1, S2, S3

We continue to offer this very intensive diet for our most able students who will enjoy the fast pace, the depth of study and the challenge.

Studying Further Mathematics (either of the Z1 or Z2 options) enables students to gain 2 separate A Levels. The twelve modules are taught in eight lessons per week rather than the ten lessons normally allocated to two separate A Levels. This course is recommended for students considering a degree in Mathematics or a subject involving substantial mathematics.

A minimum grade A pass at GCSE is necessary to study A level Mathematics and an A* for Further Maths, although many A* students would not have the aptitude for Further Maths.

In Year 13 the department offers extra preparation for the additional papers required of Oxbridge candidates. Similarly, pupils are prepared for AEA papers.

MUSIC

WJEC AS and A Level

Music A Level is a challenging course and students taking this option enjoy participating in and occasionally leading the extra-curricular activities of the department. Students will be given many opportunities to use their musical talents to the full and the course will certainly help them to prepare for entry to Music College or university. However it may also be studied purely for interest and, to this end, serves as one of the pre-requisite academic subjects for any university degree. Students considering this option should be actively involved in making music as performing forms an important part of the A Level course.

SUMMARY OF ASSESSMENT

Advanced Subsidiary

Component 1	Performing	30%
<p>Total duration of performances: 6-8 minutes Non-exam assessment: externally assessed by a visiting examiner</p> <p>A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.</p> <p>Mr Thompson, Mr Hunt and Ms Pinto are available to provide accompaniments at a rate of £36.90 per hour.</p>		
Component 2	Composing	30%
<p>Total duration of compositions: 4½-7 minutes Non-exam assessment: externally assessed by WJEC</p> <p>Two compositions one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four briefs released during the first week of September in the academic year in which the assessment is to be taken.</p> <p>The second composition is a free composition.</p>		
Component 3	Appraising	40%
<p>Written listening examination: 1 hour 30 minutes Two areas of study:</p> <p>Area of study A: The Western Classical Tradition (The Development of the Symphony 1750-1830) including a choice of one set work from:</p> <p>Either: <i>Symphony No. 104 in D major, 'London', movements 1 and 2</i>: Haydn Or: <i>Symphony No. 4 in A major, 'Italian', movements 1 and 2</i>: Mendelssohn</p> <p>A choice of one area of study from:</p>		

Area of study B: **Rock and Pop**
Area of study C: **Musical Theatre**
Area of study D: **Jazz**

Questions:

1. Set work analysis with a score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score
4. Comparison questions

Advanced

For this specification learners must choose **either** Option A in both Components 1 and 2 **or** Option B in both Components 1 and 2. All learners must study Component 3.

Component 1	Performing
<p>Option A: Total duration of performances: 10-12 minutes (35% of qualification) Option B: Total duration of performances: 6-8 minutes (25% of qualification) Non-exam assessment: externally assessed by a visiting examiner</p> <p>Option A (35%) A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.</p> <p>Option B (25%) A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.</p> <p>Mr Thompson, Mr Hunt and Ms Pinto are available to provide accompaniments at a rate of £36.90 per hour.</p>	
Component 2	Composing
<p>Option A: Total duration of compositions: 4-6 minutes (25% of qualification) Option B: Total duration of compositions: 8-10 minutes (35% of qualification) Non-exam assessment: externally assessed by WJEC</p> <p>Option A (25%) Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken.</p> <p>The second composition is a free composition.</p> <p>Option B (35%) Three compositions, one of which must reflect the musical techniques and conventions</p>	

associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of **four** set briefs, released during the first week of September in the academic year in which the assessment is to be taken.

The **second** composition must reflect the musical characteristics of **one different** area of study (i.e. not the Western Classical Tradition) while the **third** composition is a free composition.

Component 3 Appraising

40% of qualification

Written listening examination: 2 hours 15 minutes

Three areas of study:

Area of study A: **The Western Classical Tradition** (The Development of the Symphony 1750-1900) which includes two set works. Choose **one** set work for detailed analysis and the other for general study.

- *Symphony No. 104 in D major, 'London'*: Haydn
- *Symphony No. 4 in A major, 'Italian'*: Mendelssohn

A choice of **one** area of study from:

Area of study B: **Rock and Pop**

Area of study C: **Musical Theatre**

Area of study D: **Jazz**

A choice of **one** area of study from:

Area of study E: **Into the Twentieth Century** including **two** set works:

- *Trio for Oboe, Bassoon and Piano, Movement II*: Poulenc
- *Three Nocturnes, Number 1, Nuages*: Debussy

Area of study F: **Into the Twenty-first Century** including **two** set works:

- *Asyla, Movement 3, Ecstasio*: Thomas Adès
- *String Quartet No. 2 (Opus California) Movements 1 (Boardwalk) and 4 (Natural Bridges)*: Sally Beamish

Questions:

1. Set work analysis with a score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score
4. Comparison questions

MUSIC TECHNOLOGY

Edexcel Examination Board

The Edexcel GCE Music Technology course is challenging and exciting; designed to give students a 'hands-on' insight into working in the music technology industry. Over the two years pupils will develop practical skills in recording, mixing and sequencing, as well as creating their own compositions and arrangements using technology. In addition, the course requires students to listen analytically to a range of 20th and 21st century styles and genres, understanding the vital role technology plays within the music industry. Therefore, it is a prerequisite that students should have an interest in, and willingness to learn about, many contrasting styles of music, as well as wanting to create music using technology.

SUMMARY OF ASSESSMENT:

Advanced Subsidiary (AS)

Unit 1: Music Technology Portfolio 70%

1A: Sequenced realised performance

1B: Multi-track recording*

1C: Creative sequenced arrangement

Unit 2: Listening and Analysing (Exam) 30% Section A: Aural perception and technological aspects Section B: Special focus styles

Advanced (A2)

Unit 3: Music Technology Portfolio 60%

3A: Sequenced integrated performance

3B: Multi-track recording*

3C: Composing using Music Technology

Unit 4: Listening and Analysing (Exam) 40% Section A: Musical understanding, analysing and manipulating MIDI Section B: Producing a balanced stereo mix.

*At DAOS we support students in their 1B and 3B tasks by using the services of professional musicians in order to complete the multi-track recording. This has resulted in students not only getting an excellent platform for mixing and editing, but the end result is something that students are proud of and want to keep. As a consequence, we would ask that students make a contribution of £80 towards covering the costs of hiring the musicians and student supervision in the studio.

PHYSICAL EDUCATION

OCR Examination Board

AS UNITS

Unit G451 – An Introduction to Physical Education

Anatomy and Physiology (Section A)

The skeletal and muscular systems

Motion and movement

The cardiovascular and respiratory systems in relation to the performance of physical activity

Acquiring Movement Skills (Section B)

Classification of motor skills and abilities

The development of motor skills

Information processing

Motor control of skills in physical activity

Learning skills in physical activity

Socio-Cultural Studies relating to participation in physical activity (Section C)

Physical activity

Sport and culture

Contemporary sporting issues

60% of the total AS GCE marks – 2 hour written paper

Unit G452: Acquiring, developing and evaluating practical skills in Physical Education

Performance

Evaluating and planning for the improvement of performance

*40% of the total AS GCE marks – Candidates are assessed in **two** chosen activities from **two** different activity profiles and in a response to a live performance.*

A2 UNITS

Unit G453 - Principles and concepts across different areas of Physical Education

Section A: Socio-Cultural Options

Historical Studies

Popular recreation in pre-industrial Britain

Rational recreation in post-industrial Britain

19th-century public schools and their impact on the development of physical activities and young people

The developmental stages of athleticism in 19th-century public schools

Drill, physical training and Physical Education in state schools

Comparative Studies

The United Kingdom (UK)

The United States of America (USA)

Australia

Section B: Scientific Options

Sports Psychology

Individual aspects of performance

Group dynamics of performance and audience effects

Mental preparation for physical activity

Exercise and Sport Physiology

Energy

Health components of physical fitness

Application of the principles of training

Performance enhancement

35% of the total Advanced GCE marks – 2.5 hour written paper

Unit G454: The Improvement of effective performance and the critical evaluation of practical activities in Physical Education

Performance

Evaluation, appreciation and the improvement of performance

15% of the total Advanced GCE marks - Candidates are assessed in **one** chosen activity and in a response to a live performance.

PHYSICS

Physics A-Level opens the door to a wide range of possible careers in areas such as medical imaging, meteorology, finance, engineering and astronomy. It is a suitable choice for anyone who has enjoyed Physics at GCSE and wishes to expand their knowledge further as well as those who wish to study science or engineering at university.

AQA A-Level Physics 7408 and AS Physics 7407

In common with other subjects which had new specifications in September 2015. The AS and A-Level Physics courses are separate qualifications which have separate exam structures. However, the first half of the A-Level content is the same as the AS content and therefore the two are taught together during year 12.

The physics department will be offering AQA A-Level and AS Physics. The courses involve a range of classical physics topics such as motion and gravity as well as modern physics including particle physics and special relativity. The courses include a series of practical experiments which all students will undertake which include standing waves on strings and measuring the acceleration due to gravity. In common with all science courses the practical work does not directly contribute to the final grade. However, some exam questions will be based around the required practical experiments.

There is an extensive range of electronic support resources available to through the school Virtual Learning Environment (Life) which students can access from home. In recent years we have run a visit to CERN in Geneva during year 13 to learn about the latest developments in Particle Physics.

AS and A2 Topics (Year 12)

1. Measurements and their errors
2. Particles and radiation (Particle Physics and Quantum Mechanics)
3. Waves
4. Mechanics and materials (Motion and properties of solids)
5. Electricity

A2 Topics (Year 13)

6. Further mechanics and thermal physics (Circular motion and oscillations)
7. Fields and their consequences (Gravity, electric fields and electromagnetism)
8. Nuclear physics
9. Turning points in physics (including special relativity)

Entry Requirements

The minimum requirement for AS Physics is a grade B in Additional Science GCSE or GCSE Physics, and a grade B in Maths. Students with a B grade in Additional Science are expected to have achieved an A grade in the physics component. Students should be aware that Physics is an academically demanding subject and a willingness to work hard is essential for success.

Studying Maths alongside Physics is not a requirement but it is useful. The mechanics Maths courses work very well in combination with Physics. Those considering studying Physics or Engineering at University should note that most Physics and Engineering degrees require A-Level Maths as well as Physics.

AS Exam Structure

Paper 1 (50%) – 1 hour 30 minutes:

All topics covered with short and long answer questions

Paper 2 (50%) – 1 hour 30 minutes

All topics covered as well as questions on practical skills and data analysis.

Multiple choice, short answer and long answer questions

A2 Exam Structure

Paper 1 (34%) – 2 hours:

Topics 1 to 5 and the further mechanics part of topic 6

Multiple choice, short answer and long answer questions

Paper 2 (34%) – 2 hours

All topics covered but with main focus on the thermal physics part of topic 6, topic 7 and topic 8.

Multiple choice, short answer and long answer questions

Paper 3 (32%) – 2 hours

Practical skills and data analysis (with assumed knowledge of all topics)

Turning Points in Physics

Short answer and long answer questions

PSYCHOLOGY

AQA Examination Board

What exactly is psychology?

The mind is something intangible that exists within our brain. An unseen process of enzymes, chemicals and electric current moving within the structure of our neural networks dictates why we feel, think and behave the way we do.

But why is it that some people suffer from stress and mental illness? Why does addiction happen? What happens if we destroy certain parts of our brain? How does memory work? What happens in the brain when we hallucinate? Why is it that if people are told to push a button even if it may kill someone- they push it anyway? How is it that some cultures actually have 3 genders but we have just male and female? How do visual illusions work?

Psychology looks at questions like these in the scientific study of the human mind and behaviour. It is a science with cutting edge research that has real world applications to issues in everyday life, ranging from artificial intelligence to social change.

Psychologists observe and measure behaviour and their therapies are based **on scientific study**. Psychology has links with many disciplines including biological, computer and forensic science as well as humanities such as sociology, philosophy, anthropology and literature. It involves the study of theory, empirical evidence and practical applications. This mix of disciplines helps to make psychology such a fascinating subject.

How does it compare to subjects that I know?

Psychology bridges the gap between arts and sciences as it uses scientific research as well as essay-based examination answers. Psychology is grounded in the same scientific principles as its traditional counterparts taught at GCSE however is often incorrectly regarded as a soft option at A-level due to a lack of understanding of the subject. **Psychology is comparable to other sciences in terms of the demands it places on candidates and students need to be aware of this before embarking on this course.** As the subject matter is actually ourselves, there is an inherent interest in the subject which may explain why it is the **fourth most popular A-level in the UK** with 50,000 students opting for it each year.

What will I learn?

Students will have the opportunity to dispel various myths about behaviour and gain an in-depth understanding of specific human behaviours (see below for course content).

Students will learn how psychology places emphasis on the **need for evidence** in the process of knowledge construction and develop research, analytical and communication skills through **studying a broad range of psychological theory and research methods**. As part of the latter, students

develop data-handling skills, learning how to use statistical tests in order to assess if results within their own experiments are significant or due to chance.

How is the course set up?

This course of study comprises two written units at AS and three at A-level, with no coursework. This subject is one of the first to be reformed which means that you are no longer able to use an AS level as half of an A level, but each stands separately.

The emphasis is on applying knowledge and understanding, thereby developing students' transferable skills of analysis, evaluation and critical thinking.

It is an essay-based subject however incorporates How Science Works principles throughout. For this reason, it is important that students who wish to study the subject have a **thorough understanding of science to enable success in this subject.**

On your marks ...

If you choose to study only the AS option, after one year you will sit two papers. Each lasts for 90 minutes and accounts for 50% of your marks. If you choose to sit the entire A level, you will only sit exams at the end of the two years. This will comprise of 3 papers, each paper accounting for 33.3% of your marks for the year. The exams will include multiple-choice, short answer and extended writing.

Where will success take me?

Psychology can help your career either directly or indirectly. Of course, if you wish to become a psychologist, therapist or mental health worker, this A Level is of direct value. In terms of further study, students may go on to study a **BSc** at University in the subject itself or use its good reputation as a rigorous course for access to other destinations.

How will it be useful?

Possible career options: marketing, business development, accountancy, human resources, forensics, occupational therapy, clinical psychology, neuroscience, nursing, teaching. It is such a varied A level it opens many doors for further study and careers.

What will I need to study psychology?

The whole course is taught from first principles as it is assumed that no student has studied psychology before. The ability to express yourself both in writing and verbally will help you and there is some data analysis required which uses basic statistics. Students who take Psychology need a combination of curiosity and scepticism and need to enjoy research.

Students must obtain **at least grade B in Biology, English and Maths** (B preferred in all three GCSE Sciences) or two As if taking Double award). Psychology students often also study Biology at A level, although this is not a requirement.

Overall, **at least 10% of the marks** in assessments for Psychology will require the use of mathematical skills. These skills will be applied in the context of Psychology and will be at least the standard of higher tier GCSE mathematics.

Course content: Specification AQA A

AS UNIT 1: Introductory topics in psychology

- Ψ Social psychology includes the study of social influence, conformity and obedience, what leads to resisting authorities
- Ψ Memory includes case studies of brain injury, forgetting, research into eyewitness testimony and how our memory works.
- Ψ Attachment includes the study of bonding between parents and their children, how psychologists measure this bond, what happens when a caregiver is not present anymore and how early life influences us as adults.

AS UNIT 2: Psychology in context

- Ψ Origins of psychology: the emergence of psychology as a science
- Ψ The 3 main schools of thought in psychology: cognitive: internal mental processes; behavioural: conditioning and social learning and biological explanations of behaviour: genes, neurochemistry, genotypes, phenotypes and evolution.
- Ψ Biopsychology: nervous and endocrine system, fight or flight response
- Ψ Psychopathology: abnormality, its definition, biological and psychological models of abnormality as well as treating abnormality includes OCD, depression and phobias.
- Ψ Research Methods: how do psychologists study behaviour using scientific method, the features of different types of study: observations, experiments, samples
- Ψ Data handling and analysis

A level includes Unit 1 and 2 above and in addition:

Approaches in Psychology: Psychodynamic approach to understanding behaviour, Humanistic psychology- freewill, self-actualisation, counselling psychology

Biopsychology: what parts of the brain do which functions, split brain research, plasticity and functional recovery of brain after trauma, ways of scanning the brain, biological rhythms

Research methods: which tests to use and when

Unit 3: Issues and debates in psychology – gender and culture bias, freewill and determinism, nature-nurture, holism and reductionism, ethics

And 1 of each of the following topics:

- 1) **Relationships**
Gender
Cognition and development
- 2) **Schizophrenia**
Stress
Eating behaviour
- 3) **Aggression**
Forensic psychology
Addiction

RELIGIOUS STUDIES (PHILOSOPHY & ETHICS)

“Religious Studies is an academic subject approached with critical thinking, logical argument and a sense of its significance. Some find that it assists belief, others that it changes belief, many that they just enjoy it. Openness to questions of truth and meaning is important.”

(University of Cambridge Admissions)

Why Religious Studies?

Religious Studies is a popular subject at A Level at Owen’s and an academic course of study. Students can expect to consider a variety of philosophical, ethical, theological and religious issues assessing both their value and limitations. The ability to think through an issue and argue critically is a key skill developed in this subject and is sought by higher education and employers.

Religious Studies at both AS and A Level encompasses many areas of life and will appeal particularly to students who are considering a career or degree course in History, Maths, Medicine, Business, Law, Geography, English, Journalism, Science, Social work, Politics, Psychology, Sociology, Teaching, Education, Administration and the Media etc. However, anyone who is prepared to consider those wider questions that have focussed both theistic and atheistic minds alike (e.g. Socrates, Plato, Nietzsche, Freud, Hume, Aquinas, Bertrand Russell, Richard Dawkins etc) will both enjoy and benefit from this subject.

Finally, Religious Studies is clearly a thought provoking subject and the contemporary themes we cover inspire engaging class room discussion.

Students need NOT have covered Religious Studies at GCSE or have a personal faith or belief in God. However, students should be open-minded and have achieved at least a GCSE B grade in English.

What can I expect to study?

At the time of writing (November 2015) the major Exam Boards have yet to publish their final Religious Studies syllabuses for starting in September 2016. However, as a guide students can expect to follow the AQA 7062 Religious Studies ‘A’ Level Specification a summary of which is as follows:

Paper 1: Philosophy & Religion

- An exploration of differing Christian beliefs about God, the relationship between God and the world, and their value today.
- An exploration of differing Christian ideas about the self, death and afterlife, and their value today.

- The philosophical nature of death, the soul, physical resurrection, judgement, heaven and hell.
- Philosophical arguments for the existence of God including the design argument, miracles, ontological argument, cosmological argument, religious experience argument etc.
- Philosophical problems of evil and suffering including responses e.g. John Hick's soul making theodicy, the free will defence argument and process theodicy as presented by David Griffin.
- Philosophical problems of religious language. Can the religious believer meaningfully talk about God when He is beyond verification or proof?
- Are these traditional philosophical and religious beliefs outdated in the 21st Century?

Paper 2: Ethics, Religion & Society

- Normative ethical theories including deontological, natural moral law and the principle of double effect, teleological, situation ethics and virtue ethics with reference to Aristotle.
- The differing approaches taken to moral decision making by these ethical theories and their application to the issues of theft and lying.
- The strengths and weaknesses of ways of making moral decisions and their value for religion.
- Issues of animal life and death including religious and non-religious understandings of the status and rights of animals, use of animals as food; intensive farming, use of animals in scientific procedures; cloning, blood sports and animals as a source of organs for transplants.
- Religion & sexual identity, free will, moral responsibility and conscience.
- The relationship between religion and morality.
- Ethical theories including utilitarianism applied to contemporary issues including some of the above e.g. abortion, embryology, euthanasia, death penalty, war, homosexuality, religious pluralism etc.

Assessment

- For students who decide to complete the AS course only, assessment will take the form of two 1 hour 45 minute exams covering Paper 1 (Philosophy) and Paper 2 (Ethics). These exams will take place at the end of Year 12.
- For students who choose to complete the full A Level no public exams will take place in Year 12. Instead, assessment will take the form of two 3 hour exams covering Paper 1 (Philosophy) and Paper 2 (Ethics) at the end of Year 13.
- Examination questions will take the form of a wide range of short structured and extended responses. Student responses will be marked out of 10, 15, and 25.

Finally

Religious Studies has a history of excellent exam results but students who choose this course should be open minded, motivated, disciplined and able to work independently. Whether students decide to go onto university or into employment after leaving Owen's the skills employed by Religious Studies are recognised as being invaluable by academic institutions and employees alike.

SOCIOLOGY

AQA Examination Board

WHAT IS SOCIOLOGY?

From around 1700, society began to change very rapidly, with the Industrial Revolution seeing the growth of cities and advancing technology affecting the way people lived. Social thinkers at the time decided that society had to be studied in depth to help us understand its problems – and so the subject of 'Sociology' was born.

The need to understand our global world is now even more urgent. Change is so rapid that Orville Wright (the first person to fly an engine-powered aircraft for a few metres – 1903) was *still alive* when Neil Armstrong (the first human to walk on the Moon – 1969) was in his teens. However, while such great achievements have been made, the fact is that in developing countries 18 children die every minute due to a lack of food or clean water.

Sociology not only studies how and why society is successful in satisfying its members, but also how and why it is often unsuccessful, leading to social problems such as Educational Underachievement, Crime and so on.

SOCIOLOGY'S REPUTATION Sociology is studied at all the top universities and is seen as a valid course for those applying for other subjects. Leavers whose A-levels included Sociology have gone on to universities including Oxford, Cambridge, Leeds and Birmingham.

SOCIOLOGY SHOULD OBVIOUSLY APPEAL TO STUDENTS INTERESTED IN SOCIAL ISSUES It is also a strong subject for those wishing to support university applications in areas as varied as English Literature, History, Law, Psychology, Medicine and Teaching.

A VARIETY OF TEACHING METHODS ARE USED IN SOCIOLOGY LESSONS Student interest is the priority and preparation for exams (e.g. helping with essay technique) is very specific and student-friendly.

THE COURSE WILL BEGIN WITH A FOCUS ON:

- **Education** (for example, educational achievement and why it varies according to social class, ethnicity and gender), **Changes in Family Life** and also **Research Methods**.

THOSE WHO STUDY THE WHOLE A-LEVEL WILL ALSO CONSIDER:

- Further **Sociological Theories** about society, **World Sociology** (which explores reasons for inequality between the First World and the Third World) and also the causes of **Crime**.

Should you have any queries please contact Mr Dodd in school or by e-mail: doddp@damealiceowens.herts.sch.uk

SPANISH

The current specification for A-level is as follows:

AQA Examination Board

Spanish is the second most widely spoken language with 350 million speakers worldwide. As the world is becoming smaller, speaking Spanish can open many career opportunities in business, industry and education, and can be a valuable asset in such career fields as computing, accountancy, banking, tourism, media, import, exports and marketing.

Spanish can be read later as a single subject at university or in combination with a wide variety of other subjects.

The department organises a study visit to Salamanca during the February half-term. This exposes students to the benefits of total language immersion in the foreign country. Students stay with Spanish families; in the morning they attend four hours of lessons and in the afternoons they go on interesting cultural visits.

In Year 12, the emphasis will be placed on building up confidence, on reinforcing and extending the grammar structures learnt for GCSE, and on developing the whole range of language skills. Our aim is to ensure that there is a smooth and gradual transition from GCSE to AS and later on to A2 work.

At AS, candidates will study a series of relevant and interesting contemporary topics like diet and fitness, sports and leisure, including bullfighting, travel and ecotourism, family life and intergenerational conflict, the arts, advertising and the media.

For the examination, the candidate's ability in all four skills (listening, speaking, reading and writing) will be tested in two exams. You will study Media, Popular Culture, Healthy Living and Family / Relationships.

Unit 1 – Listening, Reading and Writing: 2 hrs

Unit 2 – Speaking: 15 minutes

A2

At A2, the topics studied will be issues to do with the environment, multiculturalism, contemporary social issues and culture.

The students are prepared for the following papers:

Unit 3 – Listening, Reading and Writing: 2hrs 30 mins

Unit 4 – Speaking: 15 mins

A Level Spanish is a demanding but rewarding subject. Students will be expected to use Spanish extensively in lessons to express opinions and to take part in discussions and give short prepared talks in class or to record them in the language laboratory.

Students will have to keep up with current issues affecting Spanish-speaking countries, read newspapers, watch TV news, and download articles and statistics from the Internet using the department's latest audio visual and computerised aids. At A2 students will also be introduced to Spanish literature and cinema.

The new specifications for MFL have not been finalised as yet by the exam boards. A decision as to which board we use will be taken in the spring term.