



# Advanced Level Courses

Dame Alice Owen's School

For September 2017 admissions

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



## ART AND DESIGN

<b>Examination Board:</b>	Edexcel
<b>Entry requirements:</b>	B in GCSE Art
<b>Pre-requisite GCSE:</b>	Yes
<b>Compulsory Trips:</b>	No

### Course outline

Due to the changes of the A level specification the Art A level course comprises of the development of a portfolio of work over a two year period. The first year of the A Level course is split into two components. Component 1 - The Personal Investigation is coursework based and Component 2 - Externally Set Exam (ESA).

For Component 1, students are to generate practical work in response to the theme 'Viewpoints', developing ideas and research from both primary and contextual sources. Students are encouraged to experiment with media, processes and relate their work to that of other artists, whilst developing and refining their work towards a series of outcomes.

Component 2 is a theme-based assignment set by EDEXCEL, in which students have an extended preparatory period to develop ideas through to an outcome produced over 10 hours of studio time.

### A Level

At A level (the completion of the two year cycle) the coursework carries 60% of the grade. This includes a portfolio of work and an illustrative dissertation which carries 18 marks out of 90. The exam is worth 40% of the grade (marked out of 72).

Furthermore, the course must document evidence of at least two skill sets ranging from the following: Fine Art, Graphics, Installation, Fashion, Textiles and Architecture

Marks for both units are awarded for the following:

- Developing ideas through sustained investigations
- Experimenting with resources, media, materials, techniques and processes, reviewing and refining work as it progresses.
- Recording in visual and other forms, ideas, observations and insights relevant to intentions.
- Presenting a personal, informed and meaningful response, demonstrating critical understanding and realising intentions

### Assessment



Work is assessed regularly via the colour coded assessment slips on a fortnightly basis and at the end of the unit. Post-it notes and an online feedback system (Seesaw - The Learning Journal app) are used to provide feedback during 'round-table' critiques. It is essential that your journal is with you for every lesson to document your progress. Failure to present your journal/coursework will result in contact home and with Head of student progress.

### Extra Information

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:

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

There are no compulsory trips although the examiners favourably comment upon gallery visits and our Art Study Tours to Paris, Florence, Madrid and Barcelona. Any work beyond the classroom such as life drawing can also be submitted for assessment.

We recommend at least grade B for A level entry in order to meet the assessment objectives with confidence. The Art studios are open to all A level students at any time where students are free to use the facilities to continue with coursework. As an A level Art student, you are also encouraged to join the Creative Crew which helps to design and decorate the set for the drama productions and to be a young leader by supporting members of the lower school by running the Year 7 Pottery Club or simply providing demonstrations during lower school lessons. This helps to build your confidence when presenting and can be included as responsibilities in your UCAS/Art Foundation Application.



## BIOLOGY

<b>Examination Board:</b>	AQA
<b>Entry requirements:</b>	The minimum requirement for A level Biology is a grade B in Additional Science GCSE or GCSE Biology and a grade 6 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.
<b>Pre-requisite GCSE:</b>	Biology GCSE or Additional Science
<b>Compulsory Trips:</b>	No

### Course outline

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

#### First year of A-level

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms

#### Second year of A-level

- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression



## 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 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.



<b>Examination Board:</b>	AQA
<b>Entry Requirements:</b>	B in GCSE Business Studies
<b>Pre-requisite GCSE:</b>	No
<b>Compulsory Trips:</b>	No

## Course outline

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.

### Year 1

- What is business?
- Managers, leadership and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance
- Decision making to improve financial performance
- Decision making to improve human resource performance

### Year 2

- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods: how to pursue strategies
- Managing strategic change

The A Level course will really broaden the students understanding of the business world which is invaluable for students seeking a career in business.

### Exams

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

<b>Examination Board:</b>	AQA
<b>Entry Requirements:</b>	C in GCSE Business Studies
<b>Pre-requisite GCSE:</b>	No
<b>Compulsory Trips:</b>	No

### Course outline

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

<b>Examination Board:</b>	AQA - Specifications 7404 (AS) and 7405 (A-level).
<b>Entry Requirements:</b>	A grade B in Additional Science GCSE or GCSE Chemistry and a grade 6 in Maths. Students with a B grade in Additional Science are expected to have achieved an A grade in the Chemistry component.
<b>Pre-requisite GCSE:</b>	Chemistry GCSE or Additional Science
<b>Compulsory Trips:</b>	No

### Course outline

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 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.

### A-Level

The content at A-level 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
- *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

### Exams

At the end of the second year 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



## DESIGN AND TECHNOLOGY

<b>Examination Board:</b>	TBC
<b>Entry Requirements:</b>	B in Design and Technology
<b>Pre-requisite GCSE:</b>	No, but students without D&T GCSE must discuss their application with Ms Chan
<b>Compulsory Trips:</b>	No

### Course Outline

Design and Technology is an inspiring, rigorous and practical course. It has been designed to strengthen learners' critical thinking and problem solving skills within a creative environment, enabling them to design and make high quality products that solve real world problems. Pupils will consider their own and others' needs, wants, aspirations and values.

Design and Technology: Product Design A Level will encourage learners to:

- develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients
- be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens
- develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world
- have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors
- develop a strong core theory knowledge and understanding of principles in design and technology enabling them to make informed decisions in broader contexts
- be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including Mathematics and Science, to inform decisions in design and the application or development of technology
- gain an insight into the creative, engineering and/or manufacturing industries
- be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/product

### Course content

- 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.



## Assessment

\*Please note new specifications for D&T have not been finalised by the exam boards.  
A decision as to which board we use will be taken in the spring term.

### A Level

- 'Principles of' Written Paper (Unit 1) 75 Marks 1 hour 30 minutes – 25% of total A Level
- Design written Paper (Unit 2) 75 marks 2 hours 30 minutes – 25% of total A Level
- Iterative Design Project (Units 3 & 4) 150 marks Approx. 45 hours Non-exam assessment – 50% of total A Level

## Extra Information

Visits to the Design Museum and The New Designers Graduate Show are arranged.

As part of the London Design Festival (September), students are encouraged to visit 100% Design, Designers block, Design Junction and Open House in their own time for cultural enrichment.

An A Level in Design and Technology: Product design, together with two other A' levels at a good grade will give you access to both academic and vocational courses in:

Architecture, Interior Design, Interior Decoration, Landscape design, Furniture Design, Exhibition Design, Theatre/Stage/Film Set Design, Special effects, Vehicle Design, Engineering (Structural/mechanical/aerodynamics), Graphic Design, Industrial Design, Product Design, Packaging Design, Ceramics design, Fashion and Textiles Design.



## DESIGN AND TECHNOLOGY: FASHION AND TEXTILES

<b>Examination Board:</b>	AQA
<b>Entry Requirements:</b>	B in GCSE Textiles
<b>Pre-requisite GCSE:</b>	No but will need to demonstrate creative potential
<b>Compulsory Trips:</b>	No

### Course Outline

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers - especially those in the creative industries. Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

This qualification is linear, which means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

### 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 please see Ms Cerny in the Textiles Department.



## DRAMA & THEATRE STUDIES

<b>Examination Board:</b>	Edexcel
<b>Entry Requirements:</b>	A grade B in GCSE Drama and English Language and Literature
<b>Pre-requisite GCSE:</b>	Yes. Students without Drama GCSE but stage school or theatre experience will be considered individually.
<b>Compulsory Trips:</b>	No

### Course Outline

The aims of the Drama and Theatre Studies A Level are to encourage students to:

- develop their interest and enjoyment of drama and theatre both as participants and as informed members of an audience
- foster an enthusiasm for and a critical appreciation of the subject
- develop an understanding and an appreciation of the significance of the 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.

### Assessment

The Drama and Theatre A Level consists of two coursework components and one externally examined paper.

- Component 1: Devising - *Coursework - 40% of the qualification (80 marks)*
  - There are two parts to the assessment:
    - A Portfolio (60 marks)
    - The Devised Performance or Design Realisation (20 marks)
- Component 2: Text in Performance – *Coursework- 20% of the qualification (60 marks)*
  - Group performance or design realisation (36 marks)
  - Monologue or Duologue or Design Realisation (24 marks)



- Component 3: Theatre Makers in Practice - *Written examination: 2 hours 30 minutes- 40% of the qualification (80 marks)*
  - Section A: Live Theatre Evaluation ( 20 marks)
  - Section B: Page to Stage: Realising a Performance Text (36 marks)
  - Section C: Interpreting a Performance Text (24 marks)

### Trips & Visits

We take our students to the theatre on a regular basis and in this last Half Term Years 12 and 13 have seen Frantic Assembly's *'Things I know to be true'* and are booked to see Complicité's *'A Pacifist's Guide to the War on Cancer.'* Theatre trips are a requirement as they form part of the students' written exam and creative inspiration for Devising. We also go to Stratford on a regular basis to take part in workshops and watch performances by the RSC. Last year the students attended a workshop run by Scene Productions on the practitioner Steven Berkoff in relation to their study of *'Metamorphosis'* and we will be organising other practitioners to come 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' Level, 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 their study beyond BA (hons) level taking an MA Directing and there are also a good number of students who study the technical side of theatre too, lighting, sound, stage, costume and set 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, Stage Combat Choreographer, Set Designer, Stage Manager, Stunt Co-ordinator & TV Presenter.



## ECONOMICS

<b>Examination Board:</b>	Edexcel
<b>Entry Requirements:</b>	A Grade B in Economics or Business (if studied at GCSE), if not, then a Grade B in a Humanities subject is required. An interest in current affairs is useful, as is a willingness to discuss recent economic issues in class.
<b>Pre-requisite GCSE:</b>	No
<b>Compulsory Trips:</b>	No

### Course Outline

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?
- was the UK right to vote for Brexit?
- 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.

### Assessment

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.



## Extra Information

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.

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 B 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.



## ENGLISH LITERATURE

<b>Examination Board:</b>	OCR
<b>Entry Requirements:</b>	A grade 6 in GCSE English or English Literature
<b>Pre-requisite GCSE:</b>	Yes
<b>Compulsory Trips:</b>	No

### Course Outline

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.

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.

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.

The A Level English Literature specification is 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.
- 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

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.

## A Level Assessment

### Exam 1 - Drama and Poetry Pre-1900

2 hours 30 / 60 marks / 40%

- 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.

### Exam 2 - Comparative and contextual study

2 hours 30 / 60 marks / 40%

- 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).
- Unseen exercise – close reading.
- Comparative essay based on studied texts.

### Coursework

Cross genre. Lit post 1900 / 20%

- Critical piece or re-creative with commentary.
- Linked texts – connections and comparisons between two.



## FRENCH

<b>Examination Board:</b>	AQA
<b>Entry Requirements:</b>	A grade B in GCSE French
<b>Pre-requisite GCSE:</b>	Yes. French national or part French national students who do not have French GCSE but can speak the language well will be considered.
<b>Compulsory Trips:</b>	Exchange trip is not compulsory but extremely advisable

### Course Outline

Studying 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 together with Francophone countries and study the issues and influences which have shaped French-speaking 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 compulsory weekly lesson with the French assistant to provide additional opportunity for students to become more proficient in their speaking. The Department organises a Year 12 exchange with our partner school Lycée St Paul in Vannes, in Brittany.

The A-level course will enable students to see how French speaking society has been shaped, socially and culturally and how it continues to change. In the first year of the course, aspects of the social context are studied, together with aspects of the artistic life of French speaking countries. In the second year further aspects of social backgrounds are covered, focusing in particular on issues such as life for those on the margins of French speaking society, as well as looking at the positive influences that diversity brings. Students also study aspects of the political landscape in a French speaking country looking at immigration from the political perspective. Students will also study texts and film and will have the opportunity to carry out independent research on an area of their choice.

#### Year 1

Aspects of French-speaking society: current trends

- The changing nature of the family
- Cyber society
- Place of voluntary work within society

Political and artistic culture

- A culture proud of its heritage
- Contemporary francophone music
- Cinema



## Year 2

Aspects of French-speaking society: current issues

- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated

Political and artistic culture

- Teenagers, the right to vote and political commitment
- Demonstrations, strikes – who holds the power?
- Politics and immigration

## Assessment

### A2

- Paper 1: Listening, reading and translation skills (French - English and English - French) (2 hours 30 minutes) 50% of A-level
- Paper 2: Writing – 2 essays, one on literary text and one on film (2 hours) 20% of A-level
- Paper 3: Speaking which will include students presenting their findings from their individual research project (21- 23 minutes, including 5 minutes of preparation time) 30% of A-level

The speaking exam will be conducted by the subject teacher.



## GEOGRAPHY

<b>Examination Board:</b>	AQA
<b>Entry Requirements:</b>	B grade at GCSE
<b>Pre-requisite GCSE:</b>	Yes. Must have GCSE Geography.
<b>Compulsory Trips:</b>	Yes. One in year 12 and one in year 13.

### Course Outline

A level geography is important in the world we live in today, encompassing all subjects to some extent, just ask the current Prime Minister Theresa May!

The importance of this subject is demonstrated by the Russell Group acknowledging this as one of the top facilitating subjects. The raft of changes from the review have really combined and strengthened the core skills required for geography and the cores skills required for university life such as:

- Report Writing
- Independent research Skills
- Analytical Skills
- Mathematical Skills
- Communication skills
- Team work

Developing these core skills amongst others is what makes Geography a top facilitating subject.

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 an undergraduate dissertation.

### Topics

#### Physical Geography

- Water and carbon cycles
- Hazards
- Cold environments

#### Human Geography

- Global systems and global governance
- Changing places
- Resource security

### Highlights of the course

- Fieldwork over a series of days currently to Snowdonia.
- Overseas trips exclusively for geographers.



## Assessment

- 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
  - Choice – either (Human), (Physical), or (Human and Physical).



## GERMAN

<b>Examination Board:</b>	AQA
<b>Entry Requirements:</b>	A grade B in GCSE German
<b>Pre-requisite GCSE:</b>	Yes, though German national or part German national students who do not have German GCSE but can speak the language well will be considered.
<b>Compulsory Trips:</b>	Exchange trip is not compulsory but extremely advisable

### Course Outline

Studying A-level German 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 together with German-speaking countries and study the issues and influences which have shaped their cultural identities. Our aim is to develop an interest in and enthusiasm for learning German and to encourage students to consider German 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 compulsory weekly lesson with the German assistant to provide additional opportunity for students to become more proficient in their speaking. The Department organises a Year 12 exchange with our partner school Albertus Magnus Gymnasium in Viernheim, near Frankfurt.

The A-level course will enable students to see how German speaking society has been shaped, socially and culturally and how it continues to change. In the first year of the course, aspects of the social context are studied, together with aspects of the artistic life of German speaking countries. In the second year further aspects of social backgrounds are covered, focusing in particular on issues such as life for those on the margins of German speaking society, as well as looking at the positive influences that diversity brings. Students also study aspects of the political landscape in a German speaking country looking at immigration from the political perspective. Students will also study texts and film and will have the opportunity to carry out independent research on an area of their choice.

### Year 1

Aspects of German-speaking society: current trends

- The changing nature of the family
- The digital world
- Youth culture, fashion, music and TV

Artistic culture

- Festivals and traditions
- Art and architecture
- The cultural life of Berlin- past and present



## Year 2

### Aspects of German-speaking society: current issues

- Multiculturalism in the German Speaking countries
- Immigration
- Integration
- Racism

### Artistic Culture

- Aspects of the political life in Germany
- Germany within the EU
- Youth politics
- The German re-unification its consequences

## Assessment

- Paper 1: Listening, reading and translation skills (German - English and English - German) (2 hours 30 minutes) 50% of A-level
- Paper 2: Writing – 2 essays, one on literary text and one on film (2 hours) 20% of A-level
- Paper 3: Speaking which will include students presenting their findings from their individual research project (21- 23 minutes, including 5 minutes of preparation time) 30% of A-level

The speaking exam will be conducted by the subject teacher.



## GOVERNMENT AND POLITICAL STUDIES

<b>Examination Board:</b>	Edexcel
<b>Entry Requirements:</b>	Grade B in History (if taken) and a Grade 6 in English.
<b>Pre-requisite GCSE:</b>	No
<b>Compulsory Trips:</b>	No

### Course Outline

This new A Level course will appeal to those students who already have, or want to acquire, an interest in contemporary British politics, Political theory and Global politics. You will be curious to know and understand how the political system works and the ideologies behind it, as well as the theories that shape foreign policy both nationally and internationally.

The subject is relevant, the approach is topical and lively and the style discursive.

This qualification reflects the demands of a truly modern and evolving political environment in the UK and around the world, allowing those who study it to apply themselves, giving them the skills they need to succeed. This subject also helps in the development of discussion and debating skills.

Students can expect to take part in the following debates and more:

- Should we have an electoral reform?
- Do we have a democratic deficit in the UK?
- Are women truly represented in Parliament?
- Is Conservatism the ideology of the rich?
- Is the Labour Party over or has it just begun?
- Should we abolish the House of Lords or reform it?
- Jeremy Corbyn: the man of the people?
- What is more important: happiness or freedom?
- Can we live in an anarchist state?
- Are human beings naturally good or are they selfish?
- Why have anti- terrorism measures been criticised?
- Gender and politics: 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

Assessment consists of 3 components, all to be completed at the end of Year 2, and it is all exam based.

- Component 1: UK Politics - 33.3% of the examination
- Content overview:
  - Political participation: democracy and participation, political parties, role of the media, electoral systems, voting behaviour
  - Core political ideas: socialism, liberalism and conservatism
- Component 2: UK Government - 33.3% of the examination
- Content overview:
  - UK Government: the constitution, parliament, the prime minister and the cabinet
  - Optional political ideas; one idea from the following: anarchism, nationalism, feminism, multiculturalism and ecologism
- Component 3: Comparative politics - 33.3% of the examination
- Content overview:
  - Global politics: theories of global politics, sovereignty and globalisation, global governance: human rights and environmental, power and developments, regionalism and the European Union

As a department, we encourage not only our Politics students but the whole school to become more educated politically as we strongly believe that our subject is one of the most important subjects for young students as it allows them to form their own opinions and arguments. We therefore encourage our politics students to lead various debates, to contact external speakers to take part in debates and to educate the younger years politically through debating club. Moreover, we organise a trip to parliament for our politics students every year so that they can see 'politics in action'; this is a trip that they thoroughly enjoy and value.



## HISTORY

<b>Examination Board:</b>	Edexcel
<b>Entry Requirements:</b>	Grade B at GCSE
<b>Pre-requisite GCSE:</b>	No, but need a Grade 6 in GCSE English
<b>Compulsory Trips:</b>	No

### Course Outline

The aim of A Level History is to nurture people who are questioning and critical but with an open mind to new ideas and different opinions. 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 the top universities.

### Topics

The A 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 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
  - 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.
- 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.
- 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.

- Unit 4: Historical Enquiry
  - Coursework is compulsory for A Level History and the focus of this enquiry is open to negotiation with students. Areas of study could encompass Ancient Civilisations, Medieval Women, Tudor Society, Mao's China, the Vietnam War, Imperialism or even local archaeology. Basically anything which lends itself open to historical interpretation can be the focus of the enquiry. We encourage you to follow your interests with this and, where possible, to establish links with universities and research institutes.

So overall we hope to excite students with new and different material to their previous studies and we enjoy teaching students at A level who are thoughtful and enjoy an atmosphere of tolerance and discussion.



# MATHEMATICS

<b>Examination Board:</b>	Edexcel
<b>Entry Requirements:</b>	7, 8 or 9 grade in GCSE Maths for A Level Maths 8 or 9 grade in GCSE Maths for Further Maths
<b>Pre-requisite GCSE:</b>	Yes
<b>Compulsory Trips:</b>	No

## Course Outline

### Mathematics A Level

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.

The Application aspect of the course now contains a Statistics and a Mechanics element. There is no choice in which papers you can take at A Level single subject.

### Assessment

A Level Mathematics will consist of three exams, two of which are Pure Mathematics and one is an Application paper, each are 2 hours long.

### Further Mathematics A Level

Further Mathematics A Level consists of four exams, three of which are Further Pure and one will be either a Further Mechanics or a Further Statistics, students will need to choose the appropriate option, each of the four papers are 1 hour 30 minutes long.

In brief, the content of the papers are:

- Pure Mathematics 1 and Pure Mathematics 2 (Two papers)  
Proof; Algebra; Trigonometry; Co-ordinate geometry; Sequences and series; Differentiation; Integration; Exponentials and logarithms; Vectors.
- Statistics and Mechanics:  
Statistical sampling; Data presentation; Probability; Statistical Distribution; Statistical Hypothesis testing; Kinematics; Forces and Newton's laws; Moments.
- Further Pure Mathematics 1:



Proof; Complex numbers; Matrices; Further Algebra and Functions; Further Calculus; Further Vectors.

- Further Pure Mathematics 2:  
Complex numbers; Further algebra and Functions; Further calculus; Polar coordinates; Hyperbolic functions; Differential Equations.
- Further Pure Mathematics 3:  
Further calculus; Further differential equations; Coordinate systems; Further vectors; Further numerical methods; Inequalities.
- EITHER:
  - Further Statistics 1: Linear regression; Statistical distributions (discrete); Statistical distributions (continuous); Correlation; Hypothesis testing; Chi-Squared tests
  - Further Mechanics 1: Momentum and Impulse; Collisions; Centres of mass; Work and Energy; Elastic strings and springs.

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 whole course content (single and further maths) will be 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.

## Extra Information

A minimum grade 7 pass at GCSE is necessary to study A level Mathematics and an 8 for Further Maths, although many level 8 students might 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

<b>Examination Board:</b>	WJEC
<b>Entry Requirements:</b>	B grade at GCSE and students must receive instrumental or vocal tuition whilst undertaking the AS/A Level course.
<b>Pre-requisite GCSE:</b>	Not compulsory, but advisable.
<b>Compulsory Trips:</b>	No

### Course Outline

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.

### Assessment

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

Non-exam assessment: externally assessed by a visiting examiner

- Option A: Performing - Total duration of performances: 10-12 minutes - 35% of qualification
  - 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.
- Option B: Performing - Total duration of performances: 6-8 minutes - 25% of qualification
  - 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.

Mr Thompson, Mr Hunt and Ms Pinto are available to provide accompaniments at a rate of £36.90 per hour.



## Component 2 - Composing

Non-exam assessment: externally assessed by WJEC

- Option A: Composing - Total duration of compositions: 4-6 minutes - 25% of qualification
  - 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.
  - The second composition is a free composition.
- Option B: Total duration of compositions: 8-10 minutes - 35% of qualification
  - Three 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.
  - 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%

Written 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:

- Set work analysis with a score
- Extended responses on wider context
- Unprepared extracts of music with and without a score
- Comparison questions
- 

This component includes a listening examination.



## MUSIC TECHNOLOGY

<b>Examination Board:</b>	Edexcel
<b>Entry Requirements:</b>	A Grade B in GCSE Music
<b>Pre-requisite GCSE:</b>	Not compulsory, but advisable. Students without Music GCSE would be considered on an individual basis.
<b>Compulsory Trips:</b>	No. There is an £80 contribution towards the recording coursework.

### Course Outline

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.

### Assessment

#### Year 1

- 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

#### Year 2

- 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

<b>Examination Board:</b>	OCR
<b>Entry Requirements:</b>	B grade at GCSE
<b>Pre-requisite GCSE:</b>	No. Students without PE GCSE must consult Mr Gamester.
<b>Compulsory Trips:</b>	No

### Course Outline

The new specification (from September 2016) now focuses on Sports Science topics which make up 70% of the course. These units are full of variation and allow students to explore Physiological, Psychological and Social factors in sport. Students are expected to perform OR coach an activity to a high standard for the practical assessment which makes up the final 30%. The course content is outlined below:

### Topics and Assessment

#### Physiological factors affecting performance

- 2 hour written paper (90 marks) – 30%
  - Applied anatomy and physiology
  - Exercise physiology
  - Biomechanics

#### Psychological factors affecting performance

- 1 hour written paper (60 marks) – 20%
  - Skill acquisition
  - Sports psychology

#### Socio-cultural issues in physical activity and sport

- 1 hour written paper (60 marks) – 20%
  - Sport and society
  - Contemporary issues in physical activity and sport

#### Performance in physical education

- Non-exam assessment (60 marks) – 30%

Whilst some of our students go on to study Sport related courses at university, many have also chosen to take a different route. In the past we have had students study History, Biology, Medicine, Philosophy, Politics and Economics. Some of our past students have also played sport at a high level. Jodie Williams represented Great Britain in the 200m at the Rio Olympic Games and Andy Symons currently plays professional rugby for Gloucester RFC.



## PHYSICS

<b>Examination Board:</b>	AQA
<b>Entry Requirements:</b>	A grade B in Additional Science GCSE or GCSE Physics and a grade 6 in Maths. Students with a B grade in Additional Science are expected to have achieved an A grade in the Physics component.
<b>Pre-requisite GCSE:</b>	Yes
<b>Compulsory Trips:</b>	No

### Course Outline

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.

The A Level course involves 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 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.

### Entry Requirements

The minimum requirement for A level 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.

### Topics

#### Year 1

- Measurements and their errors



- Particles and radiation (Particle Physics and Quantum Mechanics)
- Waves
- Mechanics and materials (Motion and properties of solids)
- Electricity

## Year 2

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

## Assessment

### 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

<b>Examination Board:</b>	AQA
<b>Entry Requirements:</b>	A grade B in Biology and a grade 6 in English and Maths GCSE. A grade B is preferred in all three GCSE Sciences or two B grades if taking Additional Science. Psychology students often also study Biology at A level, although this is not a requirement.
<b>Pre-requisite GCSE:</b>	No
<b>Compulsory Trips:</b>	No

### Course Outline

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 three written units, with no coursework.

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 ...

You will only sit exams at the end of the two years. This will comprise 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.

## Topics

### Year 1

- UNIT 1: Introductory topics in psychology
  - Social psychology includes the study of social influence, conformity and obedience, what leads to resisting authorities
  - Memory includes case studies of brain injury, forgetting, research into eyewitness testimony and how our memory works.
  - 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.
- UNIT 2: Psychology in context
  - Origins of psychology: the emergence of psychology as a science
  - 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.
  - Biopsychology: nervous and endocrine system, fight or flight response
  - Psychopathology: abnormality, its definition, biological and psychological models of abnormality as well as treating abnormality includes OCD, depression and phobias.
  - Research Methods: how do psychologists study behaviour using scientific method, the features of different types of study: observations, experiments, samples
  - Data handling and analysis

### Year 2

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)

<b>Examination Board:</b>	AQA
<b>Entry Requirements:</b>	A grade B in RS and a Grade 6 in English GCSE
<b>Pre-requisite GCSE:</b>	No but need a grade 6 in English or a B in another essay subject e.g. History
<b>Compulsory Trips:</b>	No

### Course outline

“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)

Religious Studies is a popular subject at A Level at Owen's and an academic course of study (see final section). 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 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.

### Topics

#### Paper 1 - Philosophy of religion & ethics

- Philosophical problems and arguments for the existence of God including the design argument; miracles; ontological argument; cosmological argument; religious experience; philosophical problems of evil & suffering etc. and the relationship between faith and belief etc.
- Can belief in God be rationally justified in the 21<sup>st</sup> Century or is it just about faith? Is atheism the better option?
- Religion & sexual identity; free will; moral responsibility and conscience.
- The relationship between religion and morality.
- Ethical theories including utilitarianism applied to contemporary issues including abortion, embryology, homosexuality & religious pluralism etc.



- Ethical theories including deontological, natural moral law and the principle of double effect, teleological, situation ethics and virtue ethics.

#### Paper 2 - Study of religion

- Christian beliefs about the nature of God (Personal, Trinity, Creator etc.) including problems of anthropomorphism.
- Christian beliefs about stewardship and the environment including the rights of animals.
- The importance of good moral conduct in Christianity.
- Christian interpretations of life after death including resurrection of the body, judgement, heaven and hell etc

#### Assessment

- Assessment will take the form of one x 3 hour exam covering Paper 1 and one x 3 hour exam covering Paper 2. These two exams will take place at the end of Year 13 (May/June 2019).
- Examination questions will take the form of a wide range of essay style questions and marked out of 30. Part A (15 marks) and Part B (15 marks).

#### Extra Information

Entry requirements: B in GCSE RS. Students do not need to have studied RS at GCSE, but where they have not, they must have a B grade in English or a humanities subject.

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.

In August 2016 'A' Level Religious Studies was listed as a "facilitating subject" by the Russell Group of top universities (Bristol, Cambridge, Durham, Manchester, Newcastle, Oxford etc.). Moreover, 21 per cent of those admitted to study English at the University of Oxford last year had an RS A level, as did one in ten students admitted to Oxford's PPE (Philosophy, Politics, and Economics) and History courses.



## SOCIOLOGY

<b>Examination Board:</b>	AQA
<b>Entry Requirements:</b>	A B grade in a Humanities GCSE
<b>Pre-requisite GCSE:</b>	No
<b>Compulsory Trips:</b>	No

### Course Outline

From around 1700, society began to change rapidly; people's lives being affected dramatically by the Industrial Revolution with its growth of cities and advancing technology. Social thinkers at the time decided that society needed to be studied in detail to help us understand its problems: 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 in 1903) was still alive when Neil Armstrong (the first human to walk on the Moon in 1969) was in his teens.

However, while such great achievements have been made, the fact is that 21 children around the world die every minute from preventable causes.

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 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 appeal to students interested in social issues but 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. help with essay technique is very specific and student-friendly).

### Year 1

- Education
  - educational achievement and why it varies according to social class, ethnicity and gender
- Family Life and how it has changed
- Research Methods.

These are the topics required for the A/S exam



## Year 2

- Further Sociological Theories about society
- the role and effect of the Media
- Crime and its causes

## Extra Information

Mr Dodd's article on Sociology: see page 11

<http://damealiceowens.herts.sch.uk/publication/view/spring-term-second-half-2016/>

The AQA specification

<http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192>

Should you have any queries please contact Mr Dodd in school or by e-mail:  
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## SPANISH

<b>Examination Board:</b>	AQA
<b>Entry Requirements:</b>	A grade B in GCSE Spanish
<b>Pre-requisite GCSE:</b>	Yes. Spanish national or part Spanish national students who do not have Spanish GCSE but can speak the language well will be considered.
<b>Compulsory Trips:</b>	Exchange trip is not compulsory but extremely advisable

### Course Outline

The 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. The content is suitable for students who wish to progress to employment or to further study, including a modern languages degree.

The course focusses on how Spanish-speaking society has been shaped socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of Spanish-speaking countries. In the second year further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. Students also study aspects of the political landscape including the future of political life in the Hispanic world by focusing on young people and their political engagement.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills. They will do this by using authentic spoken and written sources in Spanish.

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 compulsory weekly lesson with the Spanish Assistant to provide additional opportunity for students to become more proficient in their speaking. The Department will also organise a study trip to take place in Year 13.

### Course Content

- Social issues and trends
- Political and artistic culture:
  - Modern day idols
  - Spanish regional identity
  - Cultural heritage
  - Today's youth, tomorrow's citizens
  - Monarchies and dictatorships
  - Popular movements



- Grammar

## Assessment

- Paper 1: Listening Reading and Writing  
2 hours 30 – 100 marks – 50% of A-Level
  - Resources in Spanish taken from authentic sources
  - Translation to English (100 words) – 10 marks
  - Translation to Spanish (100) words – 10 marks
- Paper 2: Writing  
One text and one film – 80 marks – 20% - 2 hours
  - Answer 2 questions – 300 words each (no word limit)
    - The film to be studied will be *El Laberinto del Fauno* (Pan's Labrynth) by *Guillermo del Toro*.
    - The chosen text is *Crónica de una muerte anunciada* (Chronicle of a Death Foretold) by *Gabriel García Márquez*.
- Paper 3: Speaking  
Total exam 21-23 minutes (including 5 minutes of preparation time) – 60 marks – 30%
  - Individual research project – 2 minute presentation and further discussion (9-10 minutes) – 35 marks. Cannot be based on book or film studied.
  - One of four sub-themes of Hispanic society or Artistic culture – stimulus card (5-6 minutes) – 25 marks.