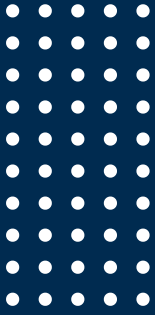




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*Sixth*



**SIXTH FORM**  
**A-LEVEL OPTIONS GUIDE**  
**2024 - 2025**

## A-Level Course

## Our Entry Criteria

(44 points from your best 8 GCSEs, GCSE Grade 5 in maths and English plus the requirements below)

<b>Art, Craft and Design</b>	GCSE Grade 6 in art or textiles
<b>Biology</b>	GCSE Grade 7 in biology OR two GCSE Grade 8s in additional science
<b>Business Studies</b>	GCSE Grade 6 in mathematics and Grade 6 in English language OR Grade 7 in business studies
<b>Chemistry</b>	GCSE Grade 7 in chemistry OR two GCSE Grade 8s in additional science
<b>Classical Civilisation</b>	GCSE Grade 6 in English literature or history
<b>Computer Science</b>	GCSE Grade 7 in computer science OR substantial programming project (any language)
<b>Dance</b>	GCSE Grade 6 dance and dance experience.
<b>Drama and Theatre Studies</b>	GCSE Grade 6 English and drama experience.
<b>Economics</b>	GCSE Grade 6 English language and GCSE Grade 6 maths OR GCSE Grade 7 in English language and GCSE Grade 5 in maths
<b>English Language and Literature</b>	GCSE Grade 6 in English language
<b>English Literature</b>	GCSE Grade 6 English literature and English language
<b>French</b>	GCSE Grade 7 in French
<b>Further Mathematics</b>	GCSE Grade 9 in maths
<b>Geography</b>	GCSE Grade 6 in geography
<b>Graphic Communication</b>	GCSE Grade 6 in graphics or art
<b>History</b>	GCSE Grade 6 history
<b>Latin</b>	GCSE Grade 7 in Latin
<b>Mathematics</b>	GCSE Grade 7 in maths
<b>Media Studies</b>	GCSE Grade 6 in English
<b>Spanish</b>	GCSE Grade 7 in Spanish
<b>Music</b>	GCSE Grade 7 in music and achieved Grade 6 on main instrument Keyboard skills and Grade 5 Theory desirable
<b>Physical Education</b>	GCSE Grade 6 in a science and one main sport OR GCSE Grade 6 in PE and one main sport
<b>Physics</b>	GCSE Grade 7 in physics OR two GCSE Grade 8s in additional science
<b>Politics</b>	GCSE Grade 6 in English
<b>Psychology</b>	GCSE Grade 6 in maths, GCSE Grade 6 in a science and GCSE Grade 6 in English.
<b>Religious Studies</b>	GCSE Grade 6 in English language
<b>Sociology</b>	GCSE Grade 6 in English



# Art, Craft and Design

## Miss Walker –Head of Creative Arts, Maternity Cover (AQA 7201)

*Art, Craft and Design offers students the opportunity to explore a variety of different specialisms, experimenting in a range of materials including drawing, painting, printing, textiles, relief, mixed media and sculpture. In the spring term, we take students to the Victoria and Albert Museum in London.*

### *Course Requirements*

- Students must have a Grade 6 GCSE in Art, Textiles, Graphics, DT or an art related subject.
- Students will be expected to make visits to galleries relevant to the themes they are working on as well as staff organised trips.

### *Course content*

#### **Component 1 – Personal Investigation**

- 60% of the total A-Level: 96 marks (September of Year 12 – January of Year 13)
- This component is a practical investigation into an idea, issue, concept or theme, supported by written material. The investigation must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.
- Within Component 1 students write an essay which must be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.

#### **Component 2 - Externally set Assignment**

- 40% of the total A-Level marks 96 marks (February of Year 13 – May Year 13)
- Students select one of eight starting points set by the exam board. The externally set assignment period is from the start of February until the deadline which usually falls in May. Candidates will produce preparatory work and a finished piece or pieces.
- This should demonstrate the student's ability to produce sustained work from an initial starting point to a realisation, applying the skills acquired during the first part of the course.
- Students will sit an exam comprising of 15 hours of unaided, supervised time. Work produced for this unit, including that produced during the 15 hours, will be marked as a whole.

### *How work is assessed*

The work is assessed internally according to four different assessment objectives and marked out of a total of 96 (24 being the maximum mark for each area):

- Assessment Objective 1 - Developing ideas
- Assessment Objective 2 - Exploring materials, techniques and process
- Assessment Objective 3 - Recording ideas
- Assessment Objective 4 - Presenting a personal response.

All work is set and marked by the school and internally standardised. AQA moderators will then visit the centre.



# Biology

## **Mrs Illingworth-Law and Mrs Cooke – Heads of Biology (OCR H420 Biology A)**

*Studying Biology requires deep and broad thinking skills. During the course, students are required to understand abstract ideas, to explain mechanisms of systems and to make links between multiple areas of the specification. They also learn to focus on detail and to use scientific language appropriately. Students carry out a wide range of practical and mathematical techniques that will equip them for practical studies at university. Biology is broad and fascinating; we encourage students to read widely and immerse themselves in the ideas which we hope results in a true passion for learning more.*

### *Course Requirements*

- Grade 7 in GCSE Biology or two GCSE Grade 8s in Additional Science.
- Students should be competent mathematicians and chemists.
- Students are expected to undertake five hours per week of self-study outside of scheduled lessons.
- Compulsory UK residential field trip in Year 13.

### *Course content*

- Module 1 – The development of practical skills in biology
- Module 2 – Foundations in biology
- Module 3 – Exchange and transport
- Module 4 – Biodiversity, evolution and disease
- Module 5 – Communication, homeostasis and energy
- Module 6 – Genetics, evolution and ecosystems

Module 1 relates to the practical skills learners are expected to gain throughout the course, which are assessed through written examinations and through the Practical Endorsement. The Practical Endorsement is assessed over a range of core competencies and is reported separately to the A-Level grade as a Pass/Fail. An important section of this component is the residential field trip during the autumn of Year 13.

### *How work is assessed*

#### **Biological Processes:**

Content from modules 1, 2, 3 and 5 : 37% of A-Level : 100 marks : 2hrs 15min.

#### **Biological Diversity:**

Content from modules 1, 2, 4 and 5 : 37% of A-Level : 100 marks : 2hrs 15min.

#### **Unified Biology:**

Content from all modules 1 – 6 : 26% of A-Level : 70 marks : 1hr 30min.



# Business

## Ms Irvin - Head of Business (Edexcel 9BS0)

*Business A-Level allows students to engage with the business world through the context of current business developments and everyday business situations. Students will learn how management, leadership and decision-making can improve performance in marketing, operations, finance and human resources. They will explore a hands-on and practical course that investigates enterprise and equips them with the skills to start their own business. Students study small, large, UK and internationally focused firms. In Year 13 students attend a Grade Booster Workshop in London.*

### *Course Requirements*

- A Grade 5 in GCSE Maths and a Grade 6 English or a Grade 7 in GCSE Business.
- There is no requirement to have studied GCSE Business.
- Wider reading and research is essential.
- The department is looking for highly committed and hard-working students, willing to undertake independent research and take responsibility for their own learning.

### *Course content*

- Theme 1: Marketing and people
- Theme 2: Managing business activities
- Theme 3: Business decisions and strategy
- Theme 4: Global business.

### *How does Business differ from Economics at A-Level?*

Business studies explores the actions of individual businesses as a whole and revolves mostly around topics such as management, strategy, sales and marketing, product development and finance. Economics explores how the actions of firms, individuals, employees, customers and the government can affect the country's economy. Economics is more academic than business and has many models and theories; business requires more learning and working through a large number of topics and business-related concepts.

### *How work is assessed*

#### **Marketing, People and Global Business:**

Themes 1 and 4 : 35% of A-Level : 2hrs.

#### **Business Activities, Decisions and Strategy:**

Themes 2 and 3 : 35% of A-Level : 2hrs.

#### **Investigating Businesses in a Competitive Environment:**

Pre-released context for students to research : 30% of A-Level : 2hrs.



# Chemistry

## Mrs Bahia - Head of Chemistry (OCR H432)

*Chemistry is an intellectually stimulating subject that develops your research, analytical and problem-solving skills. The A-Level course will deepen your understanding of a variety of concepts ranging from the ozone, techniques to identify unknown compounds and organic synthesis such as producing aspirin. This course will help you understand the world we live in and how it has changed over time.*

### *Course Requirements*

- Grade 7 in GCSE Chemistry or two Grade 8s in Additional Science.
- A-Level Chemistry would suit students that like to be constantly challenged, thoroughly enjoys using mathematics to solve problems, eager to utilise their analytical skills or aspires to join a scientific degree such as biochemistry, dentistry or medicine.

### *Course content*

Content is split into six teaching modules and a practical skills unit which is ongoing throughout the course.

- Module 1 – Development of practical skills in chemistry
- Module 2 – Foundations in chemistry
- Module 3 – Periodic table and energy
- Module 4 – Core organic chemistry
- Module 5 – Physical chemistry and transition elements
- Module 6 – Organic chemistry and analysis

Learners will be required to develop a range of practical skills throughout the course in preparation for the written examinations. These practical skills include implementation, analysis and evaluation skills. The A-Level course is divided into two sections:

**Year 1** - Calculations and basic organic chemistry/fundamental physical chemistry and periodic table.

**Year 2** – Further organic chemistry and instrumental analysis/kinetics and enthalpy and transition metals.

### *How work is assessed*

#### **Periodic Table, Elements and Physical Chemistry:**

Content from modules 1, 2, 3 and 5 : 37% of A-Level : 2hr 15min.

#### **Synthesis and Analytical Techniques:**

Content from modules 1, 2, 4 and 6 : 37% of A-Level : 2hr 15min.

#### **Unified Chemistry:**

Content from all modules : 26% of A-Level : 1hr 30min

#### **Practical Endorsement:**

Practical skills : Reported separately : Internal assessment.



# Classical Civilisation

## Dr Millington - Head of Classics (OCR H408)

*The study of A-Level Classical Civilisation provides an exciting opportunity to explore a range of aspects of the ancient world both through the study of texts in translation, and through the examination of material culture.*

*Encompassing history, philosophy, art, literature, religion, and politics, Classical Civilisation is the most interdisciplinary of all subjects. It encourages students to develop their ability to analyse and evaluate texts and artefacts within their historical, political, social, and cultural contexts, to engage critically with rhetorical, historiographical, and poetic texts, and to develop the ability to understand and appreciate different world-views and ethical systems. We take students on a trip to Italy with the A-Level Latin students.*

### *Course Requirements*

- The entry requirement is a 6 in GCSE English Literature or a 6 in GCSE History.
- A-Level Classical Civilisation will suit anyone with an interest in art, literature, myth, and the ancient world.
- Because A-level Classical Civilisation involves the study of Greek and Roman literature within its historical context, it can synergise powerfully with English and history. A focus on Greek Religion in Year 13 would generate synergies with religious studies. The study of Roman Imperial propaganda also dovetails neatly with the study of government and politics. A-level Classical Civilisation is also a perfect complement to Latin.

### *Course content*

The first year of the course consists of the study of Homer's *Odyssey* and Virgil's *Aeneid* in English translation, and the exploration of the colossally successful propaganda campaign waged by the first Roman Emperor, Augustus. In the second year of the course, students will have the opportunity to choose to carry out an in-depth study of either Greek Religion or Greek and Roman attitudes towards Love and Relationships.

### *How work is assessed*

- The World of the Hero (40%)
- The Imperial Image (30%)
- Greek Religion OR Love and Relationships (30%).

# Computer Science

## Mr Jennings - Head of Computer Science (AQA 7517)

*Computer Science is one of the fastest growing academic disciplines. Part science, part creative and part humanities, it is theoretical, practical and challenging. The A-Level course will extend knowledge and understanding of programming in Python. It takes a deeper dive into how computers work and further develop understanding of the impact computing has had and will have, in the future, and how they influence societies and individuals.*

### *Course Requirements*

- While the A-Level course is a stand-alone course, a Grade 7 or above at GCSE or considerable experience of planning, implementing and testing computer code are highly recommended OR a substantial programming project in a high-level text-based language of your choice.
- A-Level Computer Science would suit students who are considering reading computer science, software engineering, robotics, artificial intelligence or any STEM involving modelling or simulations such as engineering, sciences, medicine. It would also suit students looking at a course that uses computers and technology in a transformational way.

### *Course content*

#### **Paper 1**

- Fundamentals of programming
- Fundamentals of data structures
- Systematic approach to problem solving
- Theory of computation

#### **Paper 2**

- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of communication and networking

#### **Non-Exam Assessment**

- Practical Computing Project
- Independent investigation and program development
- Completely open choice of project

### *How work is assessed*

**Paper 1:** This paper tests the ability to program and theoretical knowledge of computer science.

40% of A-Level : On-Screen Exam (2hrs 30min)

**Paper 2:** This paper tests a student's ability to answer questions from subject content listed above.

40% of A-Level : Written Exam (2hrs 30min)

**Project:** This project assesses a student's ability to solve or investigate a practical programming problem.

20% of A-Level : Project / Investigation (approximately 50 hours).





# Dance

## Ms Brown – Dance Teacher (AQA 7237)

*A-Level Dance develops creativity, problem solving skills and project management. It enables students to improve their confidence, technical dance ability and presentation skills, whilst also challenging them to learn to analyse professional dance works and increase their understanding of the history of dance over the past century. Students studying dance progress onto careers as professional dancers, choreographers or dance teachers. In addition, some continue with careers in the arts, including marketing, project management or work within theatres or other live arts venues.*

*Throughout the course we offer trips to live dance events across a range of genres as well as visits to the Move It! Exhibition in March. We also visit open days of further education providers who offer dance, during which students can take part in workshops and discussion groups with university students.*

### *Course Requirements*

- Grade 6 in GCSE Dance and/or it is expected that students should have prior dance experience or independent dance qualifications (ISTD/IDTA/RAD etc) at a Grade 5, or equivalent, in either modern, jazz or ballet.
- The course would suit those students who wish to complement academic subjects with a creative course. It would also be suitable for those students wanting to pursue a profession in the arts (either visual or live).
- Dance would work well with a range of subjects, including English Literature, music, art, drama, history, media studies, sociology, psychology and PE.

### *Course content*

The A-Level Dance specification requires students to develop, demonstrate and articulate practical and theoretical knowledge, understanding and experience of:

- technical and performance skills
- the process and art of choreography
- the interrelationship between the creation, presentation and viewing/appreciation of dance works
- the development of dance placed within an artistic and cultural context
- professional dance works and the significance of these works
- subject specific terminology and its use.

### *How work is assessed*

- **Group Choreography** – Students must choreograph a response to one question, chosen from a selection of three set by AQA (25%).
- **Performance** - Group performance in a Quartet and Solo Performance linked to a practitioner (25%).
- **Critical Engagement** – 2hr 50min written examination, focusing on a specific choreographic area of study and two professional works within that area of study (50%).

# *Drama and Theatre Studies*

## **Mrs Grantham – Head of Drama (Edexcel 9DR0)**

*Studying Drama and Theatre Studies allows you to develop a range of practical performance and workshop skills in the role of performer, director and theatre practitioner. Students take part in a range of practical performance workshops, exploring play texts and theatre practitioners. We run theatre trips to get a sense of the professional world and broaden the knowledge of different performance styles. We also share initiatives offering reduced student tickets to encourage students to see live performances of their own volition.*

### *Course Requirements*

- A Grade 6 in English and drama experience. GCSE Drama is not required to take the A-Level course.
- You will be required to *think on your feet* and use your emotional intelligence to get the best out of people.
- You will have to create a communicated message according to a deadline and a set of criteria.
- Your analytical skills will be stretched as you consider how a text can be brought to life; you need to express your creative ideas in a coherent and convincing manner, drawing on your researched knowledge of influential practitioners.
- You will develop essay writing skills.

### *Course content and how work is assessed*

You will be assessed in three key areas:

#### **1. Creating your own group devised performance and keeping a written portfolio to reflect on the artistic decisions that you have made:**

- This is an internally assessed unit which tests your ability to think creatively, shape your own ideas, work within a team and identify how performance techniques and knowledge of other practitioners have influenced your work. (40%)

#### **2. Taking part in two practical performance exams directed by your teacher:**

- A monologue or duologue from a published play (3 - 5 minutes).
- A group extract from a published play (15 - 20 minutes).
- You will be assessed on your ability to create character through voice and movement and your awareness of communicating to an audience (20%).

#### **3. A written examination which asks you to consider two set play texts from the point of view of an actor, director and designer.**

- You will need to show your ability to structure essays with direct arguments, provide textual evidence and demonstrate your knowledge of established theatre practitioners (40%).
- 30% of your overall grade is based on practical work (20% assessed by an external examiner, 10% internally assessed).
- 70% of your overall grade is based on written work (40% externally assessed, 30% internally assessed as a coursework portfolio).



# Economics

## **Mrs Irvin – Head of Economics (Edexcel 9EC0)**

*Economics is an increasingly popular subject at A-Level, no doubt due to the current economic climate and the subject's high standing with Russell Group Universities. Students will be introduced to both microeconomics and macroeconomics, developing an understanding of how firms compete within the global economy and how governments seek to manage their economies. This subject requires students to learn to think like an economist and develop a high level of critical thinking and analytical skills. In Year 13 students attend a Grade Booster Workshop in London.*

### *Course Requirements*

- Grade 6 in GCSE English and Maths.
- The department is looking for highly committed students, willing to undertake independent research and take responsibility for their own learning. Students must also enjoy debate and challenge.

### *Course content and how work is assessed*

#### **Theme 1: Introduction to markets and market failure**

The nature of economics; supply and demand. How competitive markets work; market failure. Government intervention and government failure.

#### **Theme 2: The UK economy – performance and policies**

Measures of economic performance; aggregate demand and aggregate supply; national income and macroeconomic equilibrium; economic growth. Macroeconomic objectives and policies.

#### **Theme 3: Business behaviour and the labour market**

Business growth; revenues costs, profits and objectives. Market structure. Pricing strategies and contestable markets. The labour market. Government intervention to promote competition.

#### **Theme 4: A global perspective**

Globalisation and trade; trading blocs. The balance of payments and exchange rates. Poverty and inequality; Emerging and developing economies. Strategies influencing growth. The financial sector; The role of the central bank; the role of the state in the macroeconomy. Students will be required to apply their understanding of microeconomics and macroeconomics to a range of data sets and articles.

**Paper 1:** Markets and Business Behaviour: Themes 1 and 3: 2hrs: 35%.

**Paper 2:** The National and Global Economy: Themes 2 and 4: 2hrs: 35%

**Paper 3:** Microeconomics and Macroeconomics: Synoptic: 2 hrs: 30%.

#### **How does Economics differ from Business at A-Level?**

Economics looks at how individuals, firms and nations make economic decisions. Business Studies is a more practical subject which gives students a thorough understanding of the way in which all businesses are run.

# English Literature and Language

## Ms Lewis – Head of English (Edexcel 9EL0)

*A-Level English Literature and Language is taught by a team of very experienced teachers who have developed an interesting and engaging course with excellent resources. The course develops GCSE Language and Literature work and will appeal to all students who enjoy reading and those who enjoy expressing their opinions and justifying their comments on texts. Students must be able to analyse what they have read and to communicate their ideas clearly and effectively in writing.*

### *Course Requirements*

- Students require a Grade 6 in GCSE English.
- The course develops analytical thinking, understanding the wider world, application of linguistic and literary frameworks. The study skills used in this subject can be applied to any professional job.
- The course suits students who enjoy reading a wide range of texts written for a range of purposes, linguistic and literary analysis and creative writing.

### *Course content and how work is assessed*

Students study six set texts (two used as a stimulus for writing the coursework) plus additional extracts. These are studied over three units.

#### **Unit 1: Voices in Speech and Writing – 40%**

Work with an anthology of non-fiction writing provided by the exam board and the study of a play, *A Streetcar Named Desire* by T Williams.

#### **Unit 2: Unseen textual analysis – 40%**

Comparative study of two selected text on a specified theme.

#### **Unit 3: Investigating texts – 20%**

Creative writing coursework. Two pieces of original writing based on stimulus texts plus one commentary.

#### **The course is assessed as follows:**

1. Two examinations of 2hr 30min each.
2. One non-examined assessment/NEA (creative writing and commentary).

The examinations are worth 40% each and the NEA is worth 20%.

#### **What is the difference between this course and the English Literature course?**

Essentially, the number of literature texts studied, the absence of a Shakespeare play and a pre-1900 novel. Also, the fact the coursework is creative rather than focused on analysing the set literature texts. The exam is open book.



# English Literature

## Ms Lewis – Head of English (OCR H472)

*A-Level English Literature is taught by a team of very experienced teachers who have developed an interesting and engaging course with excellent resources. The course develops GCSE Literature work and will appeal to all students who enjoy reading and those who enjoy expressing their opinions and justifying their comments on texts. Students should be able to analyse what they have read and to communicate their ideas clearly and effectively in writing. The course has an interesting focus on alternative readings of the texts and students study a range of plays in performance and critical readings of the text. English Literature is a popular qualification for a wide range of courses in higher education or for future careers, including those in the cultural sector, both public and private.*

### *Course Requirements*

- Grade 6 GCSE English Language and GCSE English Literature.
- The course develops analytical thinking, an understanding of the wider world, and the application of linguistic and literary frameworks.
- The course suits students who want to develop analytical skills, who are interested in reading not only their set texts, but reading around their subject, and those interested in cultural and artistic development over time.

### *Course content and how work is assessed*

#### **Component 1: Drama and poetry pre-1900 – 40%**

- Closed text exam, 2hr 30min.
- A Shakespeare play, Webster: The Duchess of Malfi and Chaucer: The Merchant's Tale

#### **Component 2: Comparative and contextual study – The Gothic – 40%**

- Closed text exam, 2hr 30min.
- The Gothic - Angela Carter: The Bloody Chamber and Mary Shelley: Frankenstein. Selected unseen prose.

#### **Component 3: Coursework/NEA. Total folder 3000 words - 20%**

Comparative essay and a choice of close analysis or creative writing and commentary. Sample texts include Carol Ann Duffy: The World's Wife, Tennessee Williams: A Streetcar Named Desire, Ian McEwan: Atonement and Shaw: Pygmalion.

#### **The course is assessed as follows:**

1. Two examinations of 2hrs 30mins each.
2. One non-examined assessment/NEA.

The examinations are worth 40% each and the NEA is worth 20%.



# French

## **Mrs Manley and Ms Valenzuela – Joint Heads of Languages (AQA 7652)**

*The study of languages opens up a wide range of careers requiring general academic qualifications as well as those requiring specific linguistic knowledge. Learning a language also greatly benefits study in higher education. Furthermore, an A2 Level in languages is useful for careers in the civil service, law, charities and NGOs, politics, journalism, PR and marketing, teaching, the police force and HM Customs, translation and interpreting, personnel management, social work, the media and education. The French Department includes a native French speaker which allows us to offer small group and one-to-one sessions. In the summer term, Year 12 students immerse themselves in French culture with a trip to France.*

### *Course Requirements*

- A Grade 7 in GCSE French.
- This course suits those who have enjoyed learning the language and culture at KS4, who love to communicate with a wide range of people, and who enjoy exploring the linguistic patterns and the cultural background of the language.
- French combines well with all subjects; universities recognise that French demonstrates students have good communication skills and personable skills, skills which are highly desirable for any university course.

### *Course content and how work is assessed*

- We study various topics throughout the two years which cover aspects of French-speaking society, the current trends in Francophone countries, aspects of French-speaking society, artistic culture in the French-speaking world and aspects of political life in the French-speaking world.
- We focus on grammar throughout the two years. We also focus on literary texts; we usually select one book and one film from the specification that we study together.

### **Paper 1: Listening, reading and writing: 50%**

In this paper you are tested on all the modules from the year

### **Paper 2: Speaking : 30%**

Student must prepare an Individual Research Project for this exam and be prepared to talk in depth about one of the topics covered in the year.

### **Paper 3: Writing : 20%**

In the exam, students write two essays on a literary text and/or a film. These texts and films are from a prescribed list.

# Further Maths

## Mr Phillips – Head of Maths (Edexcel 9FM0)

*A-Level Further Maths is an excellent foundation for both further study and employment. It is an impressive qualification that demonstrates core intelligence, a logical mind and excellent problem-solving skills. Further Maths not only provides the best foundation for those wanting to continue studying maths, but also delivers superb support for economics, computing, engineering and sciences. The challenge provided is excellent preparation for studying at a greater depth in most other subjects.*

### Course Requirements

- A Grade 9 in GCSE Maths OR a Grade 8 in GCSE Maths and Grade 9 in Further Maths.
- Further Maths can only be taken as a 4<sup>th</sup> A-Level.
- Students who really enjoy mathematics and solving complex problems will flourish on this course but will require a high degree of both fluency and competency in algebra.
- Although Additional Further Maths is not a requirement, it is a beneficial qualification.
- Someone wanting to study maths as a degree would be well advised to take Further Maths. It is a requirement for many universities. It is also very useful for those wanting to study economics, actuarial studies, or any mathematics-based subject.

### Course content and how work is assessed

- Students studying A-Level Further Maths obtain two Advanced Levels over the two years, one in Maths and one in Further Maths.
- Over the two years you will study equally weighted modules (core pure mathematics, further statistics, and further mechanics).
- Regular testing occurs at the end of modules, plus a termly assessment which enables students to reflect on their progress and understanding.
- Students take four x 90-minute examinations at the end of the course and each examination is equally weighted.:

**Paper 1:** Core Pure Maths - 1hr 30mins

**Paper 2:** Core Pure Maths - 1hr 30mins

**Paper 3:** Further Stats - 1hr 30mins

**Paper 4:** Further Mechanics - 1hr 30mins



# Geography

## Mr Gough – Head of Geography (AQA 7037)

*The Geography Department is staffed by specialists who have many years of experience delivering A-Level courses. The course will stretch and challenge, and it will equip students with the transferable skills necessary for success in both higher education and the world of work. Geography bridges the gap between the arts and Sciences in a way that no other subject can. It combines very well with almost all A-Level subjects which makes it an excellent qualification for literally hundreds of careers. In the spring of Year 12, we take students on a five-day fieldwork course in Swanage, Dorset which includes visits to Lulworth Cove, Durdle Door, Chesil Beach and Studland Beach.*

### *Course Requirements*

- A Grade 6 in GCSE Geography.
- Geography welcomes students who are keen to understand how they interact with the world in which they live.
- They will really enjoy learning more independently, and will meet the needs of this highly rewarding course in many ways including through group work, discussion, independent study, presentations and residential field work.
- The course would suit any student who has an interest in understanding the world they live in and who wants to play a part in shaping its future.

### *Course content and how work is assessed*

- **Unit 1: Water and carbon cycles:** focus is on major stores of water and carbon at or near the Earth's surface and the relationships associated with them.
- **Unit 2: Coastal systems and landscapes:** a chance to build on existing GCSE knowledge of coasts.
- **Unit 3 Natural hazards:** a combination of the tectonic hazards that were studied in Year 9 and the weather hazards of GCSE.
- **Unit 4 Contemporary urban environments:** a chance to build on your GCSE knowledge of urban areas.
- **Unit 5 Changing places:** a new topic with a focus on how people engage with places, their experience of them and the qualities they ascribe to them.
- **Unit 6 Global systems and global governance:** focus is on globalisation and the changes associated with it that have been a key feature of global economy and society in recent decades.

**Exams:** At the end of the course, students sit two exams, both worth 40% of the A-Level. A physical paper covers units 1-3 and a human paper covers units 4-6.

**Coursework:** Individual Investigation worth 20% of the A-Level. Students will extend the fieldwork and other geographical skills that they developed at GCSE.



# Graphic Communication

## Ms Walker – Head of Graphic Communication (AQA 7203)

*This course offers students the opportunity to produce personal creative work and develop an understanding of graphic design, whilst developing knowledge of materials and techniques, and the skills needed to communicate ideas and information visually. Experimentation using a range of media, techniques and processes, including digital and non-digital elements enables development of creativity and independent thought, and problem-solving skills.*

### *Course Requirements*

- Students must have a Grade 6 GCSE in Graphics, DT, Art, Textiles or an art related subject.
- Students will be expected to make visits to galleries relevant to the themes they are working on as well as staff organised trips.

### *Course content and how work is assessed*

#### **Component 1 – Personal Investigation**

- 60% of the total A-Level (September of Year 12 – January of Year 13)
- This component is a practical investigation into an idea, issue, concept or theme, supported by written material. The investigation must lead to a finished outcome or a series of related finished outcomes.
- Within Component 1 students will also be expected to write an essay. The essay must be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.

#### **Component 2 - Externally Set Assignment**

- 40% of the total A-Level (February of Year 13 – May Year 13)
- Students select one of eight starting points set by the exam board. The externally set assignment period will last from the beginning of February until the deadline which usually falls in May.
- This should demonstrate the student's ability to produce sustained work from an initial starting point to a realisation and apply the skills acquired during the first part of the course.

Students will sit an exam comprising of 15 hours of unaided, supervised time.

The work is assessed internally according to four different assessment objectives and marked out of a total of 96 (24 being the maximum mark for each area):

**Assessment Objective 1** - Developing ideas

**Assessment Objective 2** - Exploring materials, techniques and process

**Assessment Objective 3** - Recording ideas

**Assessment Objective 4** - Presenting a personal response.

All work is set and marked by the school and internally standardised. AQA moderators will then visit the centre.



# History

## **Mrs Mackerras – Head of History (Edexcel 9HI0)**

*The History Department is a dedicated, vibrant and innovative department with staff who are very experienced in teaching History A-Level, and very passionate about it too! The course we teach allows our students to engage with a wide variety of historical events, people and developments. It is designed to enthuse and foster a love of learning, in turn allowing our students to achieve the very best results they can. The course titles do not do justice to the breadth of knowledge students will encounter, the represent a diverse range of cultures, attitudes and experiences. We also believe that the History A-Level provides an invaluable opportunity to develop lifelong skills in communication, especially in the construction of effective written argument.*

*In Year 12, students are given the opportunity to apply for the Holocaust Educational Trust's Lessons from Auschwitz programme. One successful applicant from History and one from Religious Studies, will then become an Ambassador and will have the opportunity to visit Auschwitz-Birkenau.*

### *Course Requirements*

- A Grade 6 in GCSE History.
- This course would suit any student who enjoys discovering more about the stories, experiences, events and attitudes of the past.
- It is a course which rewards students who take time to read, research and discover, and who are willing to discuss, debate and ask questions of the material they encounter.
- We welcome students who enjoy honing their craft and building reflectively upon feedback.

### *Course content and how work is assessed*

This course looks at some of the formative developments in British, European and world History, and the way these affected the lives of people living through them.

#### **Paper 1: Britain Transformed: 1918 – 97: 30%**

Breadth study, essays and interpretations. Exam.

#### **Paper 2: The USA 1955 – 92: Conformity and Challenge: 20%**

Depth study, essay and sources. Exam.

#### **Paper 3: Ireland and the Union: 1774 – 1923: 30%**

Breadth (100 years) and depth, essays and sources. Exam

#### **Paper 4: Coursework: Choice of topic (based on Paper 1 content): 20%**

Historical enquiry, historical interpretations, centre designed – free choice of topic.

# Latin

## Dr Millington – Head of Latin (OCR H443)

*The study of Latin involves formal analysis of language that develops the student's understanding both of linguistic terminology, and of how languages tend to function. This greatly facilitates independent study of other languages later in life. The study of Latin literature requires the student to engage critically with rhetorical, historiographical, and poetic texts. This develops the student's ability to analyse and evaluate texts within their historical, political, social, and cultural contexts: a necessary skill within modern society. Engaging with Roman authors in the original language also helps to develop a sense of cultural relativity and imaginative empathy. The study of Roman literature, and in particular of Roman poetry, has given lifelong pleasure to generations of students. We offer a trip to Italy with the A-Level Classics students and day trips to the British Museum and the Ashmolean in Oxford.*

### *Course Requirements*

- A Grade 7 in GCSE Latin.
- A-Level Latin suits students with an interest in linguistics, poetry, and the ancient world. Because A-level Latin involves the study of Latin literature within its historical context, it can synergise powerfully with English and history. The study of Latin can facilitate understanding of the many ways in which English literature and Early Modern culture were influenced by Roman literature.
- The mytho-religious dimension which lies at the heart of many Latin poems can also generate synergies with religious studies.
- On the other hand, many students who focus on maths and the sciences also enjoy and excel at detailed linguistic analysis. For these students, the fact that Latin also involves the study of history and literature enables them to develop a range of humanities skills alongside the sciences.

### *Course content and how work is assessed*

The course consists of the study of the Latin language (both its grammar, and the technique of reading continuous prose and verse), and of Latin literature. All students must study both prose and verse literature but can choose the precise texts they want to study from the shortlist provided by OCR, which changes every two years.

The course is assessed by the following exams:

- 33% - Unseen Translation
- 17% - Prose Composition (translation English into Latin) OR Comprehension
- 25% - Prose Literature
- 25% - Verse Literature.

# Mathematics

## Mr Phillips – Head of Maths (Edexcel 9MA0)

*A-Level Mathematics is an excellent foundation for both further study and employment. It remains a particularly impressive qualification that demonstrates core intelligence, a logical mind and excellent problem-solving skills.*

*This course will deepen your understanding of quadratics, geometry, trigonometry, algebra, equations, vectors and more! It develops students' knowledge of mathematical principles enabling them to analyse problems logically and effectively. Mathematics A-Level can lead to any number of educational and career opportunities. Learning maths is so valuable because it forms the basis of so many systems and processes. Many occupational fields require advanced study of maths, making the A-Level Mathematics course one of the most versatile you can study.*

### *Course Requirements*

- A Grade 7 in GCSE Mathematics.
- The majority of the concepts in the A-Level Mathematics course rely significantly upon algebra and your teachers will assume that your subject knowledge gained at GCSE is both strong and sound.
- Early in September your Algebra skills will be evaluated and students who are unable to demonstrate fluency and competency will be directed to additional sources of support.

### *Course content and how work is assessed*

- Students studying maths will study pure mathematics, mechanics and statistics
- Regular testing occurs at the end of modules, plus a termly assessment which enables students to reflect on their progress and understanding.
- Students take three exams of 2hrs each, all equally weighted.

#### **Paper 1 and Paper 2: Pure**

Exam content: Proof, algebra and functions, coordinate geometry in the (x, y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods and vectors.

Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content.

#### **Paper 3: Applied - Statistics and Mechanics**

- **Statistics** – Exam content: Statistical sampling, data presentation and interpretation, probability, statistical distributions and statistical hypothesis testing.
- **Mechanics** – Exam content: Quantities and units in mechanics, kinematics, forces and newton's laws and moments.



# Media Studies

## Mrs Farrugia – Head of Media Studies (AQA 7572)

*The media is the most dynamic, innovative and influential method of mass communication of modern times. It has been reported that adults in Great Britain are consuming media for almost eight hours a day! That's eight hours a day watching films and television, reading newspapers, and sifting through online media.*

*Media Studies is a vital tool necessary to understanding the media's significance and its power. Trips include NFTS (National Film and Television School) in Beaconsfield, Pinewood Studios in Iver, The Guardian in London, Film festivals and the Disneyland Paris Media Conference.*

### *Course Requirements*

- A Grade 6 in GCSE English.
- No prior knowledge is needed, just a curiosity to understand how we respond to representations within the media and how these can affect our perceptions of people, places and society, politics and culture, ourselves and our place in the world.
- This course would suit students looking for a mixture of the academic and the practical – a key feature of the course is analysis of specific media texts (Close Study Products) and the key concepts behind them; all of which is complemented by a practical coursework element.

### *Course content and how work is assessed*

In class we study key media concepts such as genre, audience, identity, narrative and then apply this to the main media forms such as television, radio, film industry, print and the internet. Students analyse a range of Close Study Products as specified by the exam board with approximately a third of lesson time spent on the practical element, which involves students producing a detailed media product chosen from a list of options provided by AQA.

#### **Media One: Media Concepts – 2hrs – 35%**

- Section A will focus on media language and media representations.
- Section B will focus on media industries and media audiences
- Questions will relate to an unseen source and Close Study Products (chosen and updated annually by AQA), plus two essay questions.

#### **Media Two: Media Forms – 2hrs - 35%**

Questions will focus on the in-depth media forms of television, magazines and online, social and participatory media/video games.

Questions consist of medium length unseen analysis and essay-style responses.

#### **Non-Exam Assessment: Creating a cross-media production – assessed by teachers, moderated by AQA - 30%**

Students choose from one of six annually changing briefs, set by AQA, to produce a statement of intent and a cross-media production made for an intended audience.



# Music

## Mrs Bowden – Head of Music (Edexcel 9MU0)

*A-Level Music is an exciting and challenging subject. Students are encouraged to explore a variety of genres, from classical, theatre and contemporary to jazz, pop and film. It is an incredibly diverse course, encompassing a variety of practical and academic approaches to the study of music. The varied nature of the course enables students to develop highly-desirable skills in areas such as self-management, teamwork, problem-solving, and communication; all of which makes them an attractive prospective for potential universities as well as future employers. Students are encouraged to take part in the biannual BHS Music Tour and the termly concerts and performances.*

### *Course Requirements*

- Students must have achieved a Grade 7 or above in GCSE Music.
- The course suits students with a passion for music, who enjoy not only performing on their instrument, but analysing and composing music. Music complements a range of A-Level subjects including sciences, languages and English.
- In order to achieve the highest grades at Music A-Level, we ask that by the beginning of Year 12 students have successfully passed Grade 6 on their main instrument and have completed ABRSM Grade 5 theory.
- Piano skills would be beneficial for this course.

### *Course content and how work is assessed*

- Students have eight lessons per fortnight with homework set on a regular basis.
- We expect students to have weekly instrumental lessons and to liaise with their instrumental teacher in Year 13 to put together a recital which accounts for 30% of their final A-Level mark.
- Students' academic lessons are split into the following: two composition lessons per fortnight, two Bach Chorale lessons per fortnight and four Listening and Appraising lessons per fortnight. Each lesson is one hour in length.

#### **Module 1: Performing Music: 30%**

- A public performance of one or more pieces, performed as a recital.
- Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology.

#### **Module 2: Composing: 30%**

- Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief.

#### **Module 3: Listening and Appraising: 40% (externally appraised)**

- Knowledge and understanding of musical elements, contexts and language.
- Application of knowledge through the context of six areas of study, each with two set works.
- Application of knowledge to unfamiliar works.



# Physical Education

## Mrs Embery – Head of PE (AQA 7582)

*The A-Level PE course develops students' understanding of health, wellbeing and the human body whilst incorporating taking part in sport at a high level. The course includes elements of biology, physics, psychology and sociology and their links to sport. For example, how our body functions in relation to sport and physical activity. This gives students a real understanding of how and why their body does what it does in everyday life. A-Level PE is widely regarded as a science by most universities. We encourage our A-Level students to join us on the biennial BHS Sports Tour.*

### *Course Requirements*

- Students must have achieved a Grade 6 in GCSE Physical Education and one main sport OR a Grade 6 in a science and one main sport.
- A-Level PE suits students who have a genuine interest in sport and physical activity because they are able to relate what they learn to their sport.

### *Course content and how work is assessed*

Theoretical Assessments comprised of two written exam papers:

#### **Paper 1 : Factors affecting participation in physical activity and sport: written Exam 2hrs: 35%**

- Section A : Applied anatomy and physiology
- Section B : Skill acquisition
- Section C : Sport and society

#### **Paper 2 : Factors affecting optimal performance in physical activity and sport: written exam: 2hrs: 35%**

- Section A : Exercise physiology and biomechanics
- Section B : Sport psychology
- Section C : Sport and society and technology in sport

Practical Assessments:

#### **Practical performance in physical activity and sport either as a player or coach: Internal assessment, external moderation: 30%**

- Students are required to either perform as a player or a coach in a fully competitive performance setting.
- Students are also required to submit a written or verbal analysis of their performance.
- Students assessed as a performer or coach in the full sided version of one activity plus: written/verbal analysis of performance.



# Physics

## Dr Gawne – Head of Physics (OCR A H556)

*Physics is an exciting and engaging subject that provides the answers to many of the fundamental questions about the world around us: from the evolution of the Universe; to the existence of sub-atomic particles; to understanding how we can build circuits which react to external changes and so much more. Perhaps more importantly, students will develop skills that can be transferred to just about any other area of work, from setting up a business to saving the planet. Even if you don't go on to become a physicist, learning to think like one will help you get to the root of any problem and draw connections that aren't obvious to others. Physics won't give you all the answers, but it will teach you how to ask the right questions.*

### *Course Requirements*

- Grade 7 in GCSE Physics OR two GCSE Grade 8s in Additional Science.
- A-Level Physics would suit students who have a real passion for physics and maths. Students must be able to link the key concepts and think outside the box.
- Students need an enquiring mind and the ability to problem solve.
- Physics is best combined with maths as some of the key concepts and skills link overlap. If you wish to study physics and engineering at university, you must have studied maths.

### *Course content and how work is assessed*

Physics is a practical subject, and the development and acquisition of practical skills is fundamental. Practical skills are embedded throughout the content of this course and provide learners with the opportunity to develop experimental methods and techniques for analysing empirical data. Learners will be required to develop a range of practical skills in preparation for the written examinations, in the broad areas of planning, implementation, analysis and evaluation.

The specification is split into six teaching modules, each covering a diverse range of concepts:

**Module 1** – Development of practical skills in physics

**Module 2** – Foundations in physics

**Module 3** – Forces and motion

**Module 4** – Electrons, waves and photons

**Module 5** – Newtonian world and astrophysics

**Module 6** – Particles and medical physics

1. **Modelling Physics: 2hrs 15mins: 37%** - content from modules 1, 2, 3 and 5
2. **Exploring Physics: 2hrs 15mins: 37%** - content from modules 1, 2, 4 and 6
3. **Unified Physics: 1hr 30mins: 26%** - content from all modules
4. **Practical endorsement: Internal assessment, reported separately** - practical skills





# Politics

## Mrs Williams – Head of Politics (Edexcel 9PL0)

*Politics is a vibrant and fascinating subject. Students will learn to understand the current debates and issues facing our politicians. They'll be encouraged to engage with these debates and to understand the cut and thrust of political life and how people are politically empowered. Through their studies they will achieve a clear understanding of two political systems (UK and US) as well as the political ideologies that underpin them. We also study feminism as a political idea. We love our subject and really look forward to sharing it with those of you who choose to take up this option! In previous years, students have broadened their studies beyond the classroom through directly questioning academics - Members of Parliament, the House of Lords, and the US Congress - participating in politics events and conferences, and by visiting the House of Parliament, the Supreme Court and US Embassy.*

### *Course Requirements*

- A Grade 6 in GCSE English.
- We do not expect any prior knowledge of politics for students starting the course – all we ask for is a keen interest and a willingness to engage fully with the subject.
- Politics is the choice for any student who is keen to understand the changing political world. It is a challenging subject that demands that you follow contemporary politics. In lessons, we encourage active learning to ensure that you are confident in your understanding and so you can structure a clear line of argument. Just like Parliament, our debates can be quite animated - so you need to ensure your argument can face the scrutiny of the opposition!

### *Course content and how work is assessed*

- In Papers 1 and 2, candidates complete three essays from a choice of six questions.
- In Paper 3, candidates complete a range of both short answers and essays.

#### **Paper 1: UK Politics: 2hrs: 33%**

- Political Participation, students will study: democracy and participation, political parties, electoral systems, voting behaviour and the media.
- Core Political Ideas, students will study: Conservatism, Liberalism, Socialism.

#### **Paper 2: UK Government: 2hrs: 33%**

- UK Government, students will study: The constitution, parliament, the Prime Minister and executive, relationships between the branches.
- Optional Political Ideas, students will study: Feminism.

#### **Paper 3: Comparative Politics: 2hrs: 33%**

- USA Government and Politics: The US Constitution and federalism, US congress, US presidency, US Supreme Court, democracy and participation, civil rights. Candidates will reflect on how the US political system compares to that of the UK and the impact of the US in global politics.

# Psychology

## Mr Wickham – Head of Psychology (AQA 7182)

*Psychology is defined as the scientific study of the mind and behaviour. Psychologists study how people feel, act and think. Studying Psychology A-Level will develop skills in the analysis and interpretation of a wide variety of research evidence. All universities accept A-Level Psychology, with most counting it as a science A-Level. It has a wide variety of applications including clinical psychology, educational psychology, counselling, human resource management, medicine, nursing, physiotherapy, teaching, sports studies, occupational psychology, criminology, careers in the police force and armed services.*

### *Course Requirements*

- A Grade 6 in GCSE Maths, a Grade 6 in GCSE English and a Grade 6 in a science.
- Psychology suits students who are curious about behaviour and enjoy studying a scientific subject that has lots of relevant applications to life.
- Psychology fits well with any other subject you might choose to study at A-Level, because it has elements in common with the humanities, scientific and technical subjects.
- Psychology will discuss what can sometimes be sensitive and disturbing topics such as mental health, suicide, and crime. These topics are a compulsory part of the specification, so students should be prepared to learn about them in lessons and through written assessments.

### *Course content and how work is assessed*

#### **Compulsory Topics:**

Social Influence, memory, attachment, psychopathology, approaches in psychology, biopsychology, research methods, issues and debates in psychology.

#### **Optional Topics: The options are chosen by staff and the current option choices are underlined:**

- Option 1: One from: Relationships, gender and cognition and development .
- Option 2: One from: Schizophrenia, eating behaviour and stress.
- Option 3: One from: Aggression, forensic psychology and addiction.

#### **Paper One: Introductory Topics in Psychology: 2hrs: 33%**

Content covered: Social Influence, Memory, Attachment and Psychopathology.

#### **Paper Two: Psychology in Context: 2hrs: 33%**

Content covered: Approaches, biopsychology and research methods.

#### **Paper Three: Issues and Options in Psychology: 2hrs: 33%**

Content covered: Three of the optional subjects above with one taken from each group, issues and debates in psychology.



# Religious Studies

## **Mrs Morrison – Head of Religious Studies (OCR 573)**

*Religious Studies develops intellectual abilities important for life as a whole. It enhances analytical, critical, and interpretive capacities that are applicable to any subject matter and in any human context. Students are challenged with a rigorous curriculum aimed at academic growth and intellectual creativity. As Rene Descartes said: “It is not enough to have a good mind. The main thing is to use it well.” The skills you can develop through the study of philosophy and religious studies are those that employers are looking for. In terms of trips, students go to Guildford to watch ‘The Life of Christ’ passion play in the summer.*

### *Course Requirements*

- Grade 6 in GCSE English.
- The department is looking for engaged and committed students who are willing to critically reflect and discuss.
- Students should be able to communicate clearly and substantiate their argument with logical reasoning.

### *Course content and how work is assessed*

Students take three components, and each component will be assessed by three out of four essay questions:

#### **Philosophy of Religion: 33%**

For example, arguments about the existence or non-existence of God, the nature and impact of religious experience.

#### **Religion and Ethics: 33%**

For example, debates surrounding the significant idea of conscience, sexual ethics and the influence on ethical thought of developments in religious beliefs.

#### **Development in Religious Thought (Christianity): 33%**

For example, significant social and historical developments in theology and religious thought, key themes related to the relationship between religion and society.



# Sociology

## Mrs Allen – Head of Sociology (AQA 7192)

*A-Level Sociology explores how the world around us works, it exercises critical thinking and explores ideas from different viewpoints. Studying A-Level Sociology will develop a wide range of transferable skills: conducting and evaluating research, in depth analysis of current issues and problems, theorising and problem solving and excellent communication skills. Students also attend the annual London Anthropology Day Conference in Year 12, which covers some of the core themes in the course.*

### *Course Requirements*

- A Grade 6 in GCSE English.
- Sociology students should be prepared to think about and discuss what can sometimes be sensitive and disturbing topics such as domestic violence and suicide. These topics are a compulsory part of the specification, so students should be prepared to learn about them in lessons and through written assessments.

### *Course content and how work is assessed*

There are five course modules, and the course is assessed via three x 2hrs exams:

#### **1. Education with Theory and Methods :**

- the role and functions of the education system
- differential educational achievement of social groups by social class, gender and ethnicity
- relationships and processes within schools.

#### **2. Crime and Deviance**

- crime, deviance, social order and social control
- the social distribution of crime and deviance by ethnicity, gender and social class
- globalisation and crime; the media and crime; green crime; human rights and state crimes.

#### **3. Theory and Methods:**

- in-depth study of the methods used by sociologists, their relationship to sociological theories; analysis and evaluation of application and usefulness.

#### **4. Families and Households:**

- the relationship of the family to the social structure and social change.
- changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course
- gender roles, domestic labour and power relationships within the family, the nature of childhood.

#### **5. Beliefs in Society:**

- ideology, science and religion, including both Christian and non-Christian religious traditions
- the relationship between social change and social stability, and religious beliefs, and organisations
- religious organisations, including cults, sects, denominations, churches and New Age movements.



# Spanish

## **Mrs Manley and Ms Valenzuela – Joint Heads of Languages (AQA 7692)**

*Spanish A-Level develops linguistic skills alongside an understanding of the culture and society of the countries where Spanish is spoken. Students study technological and social change, they look at the multicultural nature of Hispanic society and highlights of Hispanic artistic culture, including Spanish regional identity and the cultural heritage of past civilisations. Students will learn about aspects of the diverse political landscape of the Hispanic world, exploring the influence of the past on present-day Hispanic communities. Texts and films will be studied, and students have the opportunity to carry out independent research on an area of their choice. The Spanish Department includes a native Spanish speaker which allows us to offer small group and one-to-one sessions. In the summer term, Year 12 students immerse themselves in Spanish culture with a trip to Spain.*

### *Course Requirements*

- Grade 7 in GCSE Spanish.
- This course is suited to those who enjoyed GCSE Spanish and who want to develop their language skills further.
- It combines well with any subject because it is a life skill, but it is often combined with French or English Literature.

### *Course content and how work is assessed*

#### **Paper 1: Listening, Reading and Writing: 2hrs 30: 50%**

- Listening and responding to spoken passages from a range of contexts:
  - Aspects of Hispanic society
  - Artistic culture in the Hispanic world
  - Multiculturalism in Hispanic society
  - Aspects of political life in Hispanic society
- Students will have individual control of the recording
- Reading and responding to a variety of texts written for different purposes
- All questions are in Spanish, to be answered with non-verbal responses or in Spanish
- Translation into English; a passage of minimum 100 words.
- Translation into Spanish; a passage of minimum 100 words.

#### **Paper 2: Writing: 2hrs: 20%**

Two essays on one text and one film or two texts from the list set in the specification.

#### **Paper 3: Oral exam: 21–23 minutes (including 5 minutes preparation time): 30%**

- Discussion of one sub-topic and an individual research project.
- One of four sub-themes for example, aspects of Hispanic society, artistic culture in the Hispanic world, multiculturalism in Hispanic society or aspects of political life in Hispanic society.