



Sixth Form Curriculum Guide

Wrekin students consistently achieve great results at A Level. But just as important, they are prepared for the real world. A Wrekin education instils strong values and self-confidence, allowing each student to strive happily for what he or she wants out of life.

A great place to study with plenty to do, Wrekin is the perfect place to spend your two Sixth Form years. You'll probably find that, like many of our students, you won't want to leave.

FRIENDLY

We have a well-deserved reputation for making you feel welcome. But don't take our word for it, ask the students and see what they say.

CAMPUS

The campus is one of our main assets. Our grounds cover over one hundred acres of beautiful buildings and gardens. Our Students enjoy excellent facilities; a 220 seat theatre, dedicated art, music and design technology centres not to mention the outstanding sports facilities. The Graham Building our new Sixth Form Centre has recently opened, the modern design includes a coffee bar, games and entertainment room, careers' office, a dance studio as well as some quiet places to study.

CONFIDENT

Whatever your next step, it is essential that you are equipped to take it with confidence. At Wrekin we aim to provide an atmosphere in which you can gain tip-top qualifications, self-discipline and the personal organisational skills you will need in life. The rest is up to you!

CHOICE

Our range of AS and A-levels is extensive and spans the full academic spectrum. Non-academic activities are varied. Students may become involved in societies such as the debating group, jazz and the Duke of Edinburgh Award Scheme. There are also many cultural and theatre trips organised throughout the academic year. Sixth Formers also produce and direct their own plays and musicals and instigate concerts. Whether it is acting, costume, lighting or producing, there is something for everyone if they wish to grasp the opportunity.

SUPPORT

Each student has an academic tutor and weekly meetings ensure that work is kept up-to-date and targets achieved. Good careers' advice is essential today; an experienced Head of Careers guides students through UCAS procedures and requirements, and there is open access to a well-stocked and fully up-dated Careers Library. All Lower Sixth students are also encouraged to embark on Work Experience.

SPORT

Outside the classroom, the extra-curricular activities on offer to the Sixth Form are plentiful and all students are encouraged to participate. Those students wishing to pursue mainstream sports such as rugby, hockey, netball and cricket are invited to join the many representative teams we have. The Sixth Form options programme also includes fitness training, aerobics, basketball, squash, badminton, swimming and fencing.

HOUSE

Wrekin has five Senior Houses; York, Bayley, Tudor for boys and Clarkson and Roslyn for girls. Your House is your home from home whether you are a day pupil or a boarder. You will have your own study or study bedroom and each year group has their own Common Room.

Houses are competitive. Numerous House competitions are held throughout the year including drama, music, singing and sport; the Sixth Form is an integral part of the organisation of these events.

There are two big social occasions each year, the Barn Dance and the Leavers' Summer Ball – not to be missed.

RESPONSIBILITY

As Sixth Formers you are expected to act as leaders, sustaining high standards of dress and behaviour and lead by example. To help, some training is required and a leadership course is run for all students.

A prefect system operates at Wrekin. The prefects have a high profile and students are encouraged to aspire to such a responsible, challenging and rewarding position. There are many opportunities for Sixth Formers to sit on various committees and so have a direct input into the running of the college.

INTRODUCTION

The AS (Advanced Subsidiary) qualification comprises the first half of all A levels. The AS level qualification consists of three modules, which will be completed in the first year of the Sixth Form. Three further A2 modules are taken in the second year of the course and the results of the six modules together combine to give an overall A level grade.

Students will usually study four subjects in the Lower Sixth Form, gaining four AS level grades at the end of that year. They will probably carry on studying three out of the four in the Upper Sixth, gaining three A level grades at the end of that time. Students will then have three A level grades and one AS grade (in the subject they discontinued at the end of the Lower Sixth).

Studying four subjects in the Lower Sixth before reducing down to three in the Upper Sixth has many benefits. The more able can **broaden** their scope of study in the Sixth Form by selecting their three chosen subjects for A level and then choose another (to AS level) which complements or contrasts with those. For example, in the past it has been difficult to combine study of a foreign language with sciences for a student who wishes to study medicine at university. The requirement for study of three sciences or related subjects has excluded a language for all but the most able who can cope with four A levels over two years.

The student who is not sure what course to follow can make choices that **will leave more avenues open** until the end of the Lower Sixth Form. The AS level examination fits between the standards required for GCSE and A level and will be **more accessible** to the candidate who is not sure whether he or she will cope with the full A level courses.

All of the courses are **modular** and experience has taught us that students are generally happy with that format. They are able to study elements of the course, take an examination or complete a project in them and then get results which show exactly what standard is being achieved. All the subjects have a synoptic module, taken towards the end of the A level course, which brings in all of the elements studied previously.

UNIVERSITY AND COLLEGE ENTRANCE

In addition to purely academic achievements, universities want to see that applicants have a range of interests, have been prepared to take on responsibilities and may have attended relevant courses or gained suitable experience.

ICT

In addition to formal teaching in the subject, all pupils have access to computer facilities at all times and are encouraged to develop ICT literacy through their use. Pupils use ICT extensively in Sixth Form subjects such as Art, Design, English, Business Studies and Geography. Many pupils will find that they need vital skills in ICT that they will go on to use for projects in other subject areas.

SUBJECT CHOICE

Subject choices in the Sixth Form are arranged in five blocks. Current Fifth Form students will be surveyed in March and from their prospective choices the blocks of subjects will be finalised. This will enable many combinations of subjects to be studied, but there will always be some which will not be possible to arrange. The number of sets per subject will depend upon how many opt for each subject.

A scheme might be:

A	B	C	D	E
Biology	Art	Art	Chemistry	Biology
Business Studies	Business	French	Design	Design
History	Studies	Further Maths	English	Mathematics
Physical	English	Geography	German	Physical
Education	Music	ICT	Politics	Education
	Physics			Psychology
	Spanish			

Prospective entrants to the Sixth Form are asked to let the school know what subjects they are intending to study.

SUMMARY

AS & A Level Examination Structure

- all subjects are modular
- 4 AS subjects in Lower Sixth Form
- reduce to 3 A levels in Upper Sixth
- examinations in January and June
- 6 modules per subject
 - 3 AS modules in Lower Sixth Form
 - 3 A2 modules in Upper Sixth Form
- AS papers are set at a level between GCSE and A level standard. This should aid the transition from GCSE to A level.

Assessment:

during the Sixth Form evidence is collected both in A level courses and from extra-curricular activities.

- Universities will want to see a balance between:
 - Academic Studies - GCSE, AS & A levels
 - Other activities - e.g. Duke of Edinburgh Award, music, drama, sport, responsibilities, attendance at courses relevant to the intended area of study (e.g. essential for medicine).

SUBJECT GUIDES

We have produced a short synopsis of the specifications for the subjects offered to AS and A level. Where percentages are given for each module, these relate to the proportion of the full A level course which each element contributes. On this basis, anyone who is studying a subject to AS level only has to take modules whose percentages total 50%. The marks gained for the AS modules contribute towards the overall A level grade.

We are always monitoring and revising the Sixth Form Curriculum.

ART (AQA)

We enter candidates for the AQA AS/A level examination as it offers students the opportunity to concentrate on their strengths and interests and yet it has the written element of the 'Personal Investigation' in the Upper Sixth year to make it acceptable to universities. It also offers specialist students the opportunity to build up the kind of portfolio that will impress Art Colleges.

PORTFOLIO

This should be available for interviews after the AS year. It should contain a selection of thoughtfully presented work that demonstrates the breadth and depth of the student's abilities. It should be thorough, personal, expressive, exciting and well presented and reflect a broad range of activities and experiments.

Many Art Colleges and many other courses base their decisions about candidates on the portfolio submitted rather than estimated grades.

TRIPS

We arrange termly visits to major local galleries or London galleries and we have an annual foreign trip. Recent destinations have been Florence, Venice, Barcelona and New York.

PROGRAMME

AS :

- Coursework Portfolio includes research and development studies. (25%)
- Research and development for "Externally Set Assignment" and examination. (25%)

A2 : To complete the A level in the Upper Sixth they produce:

- "Personal Investigation" of the work of an Artist or Designer. A practical piece combined with a 1000 – 3000 word written element. (25%)
- Research and development of final examination and its practical realisation. (25%)

Art at AS/A level is essentially coursework based and students are encouraged to experiment and develop their skills in a range of media in both 2 and 3 dimensions. Students are able to specialise in one area of study, e.g. Painting and Drawing, or produce projects in different areas and mediums. They are encouraged to explore, appreciate and understand the art and crafts of the past and the work of contemporary artists and designers through practical and written assignments and visits to art galleries and exhibitions in Britain and abroad.

The Lower Sixth course is a development of the GCSE. It aims to develop a student's personal portfolio of coursework. A selection of coursework will be marked at each stage (AS and A2) - 50% of the final marks.

Parents and staff will be invited to a private view exhibition at the end of each year.

BIOLOGY (OCR)

The aim of the Biology Department is to challenge students and encourage them to ask questions about what goes on around as well as inside them. Indeed, there may well be the need to carry out fieldwork in order to effectively deliver the increased ecological elements of the course. This popular subject will, with the new specifications, have a broadened appeal and support other subjects to a greater extent, most notably Chemistry, Geography and Physical Education. We hope to stimulate students' thoughts as to higher education, offering specialist advice about course content and avenues to pursue, for instance in medicine or physiotherapy. The Department is ready to take A level forward, building on the expertise already amassed and with the added bonus of having experienced examiners to guide students to success.

The new course has many familiar features, in addition to some exciting fresh topics. The AS or first year consists of three compulsory components:

- **Cells, Exchange and Transport** - including: cell structure, the heart and circulation and transport in plants
- **Molecules, Biodiversity, Food and Health** – including: biochemistry, diet, food production, infectious diseases and immunity, evolution and conservation.
- There is also an internal assessment of students' practical skills which contributes 20% towards the final AS grade.

The A2 or second year comprises of three compulsory components:

- **Communication, Homeostasis and Energy** – including: respiration, photosynthesis, nerves, hormones and excretion.
- **Control, Genomes and Environment** – including: cellular control, biotechnology, genetic manipulation, ecosystems and how animals and plants respond to their environment.
- There is again an internal assessment of students' practical skills which, in conjunction with the AS coursework, makes up 20% of the final A level grade.

The **Cells, Exchange and Transport** module examination is likely to be taken in January of the Lower Sixth and **Molecules, Biodiversity, Food and Health** will be examined in the following June.

The **Communication, Homeostasis and Energy** module examination is likely to be taken in January of the Upper Sixth and **Control, Genomes and Environment** will be examined in the following June.

The practical skills assessments will take place during the first two terms of both years. This is an externally set, but internally marked set of papers, which are sat in controlled conditions in the laboratory.

BUSINESS STUDIES

Since converting to the modular format for A level in Business Studies, the subject has grown in both popularity and success. The basic aim of the syllabus is to test the candidates' ability to solve real life business problems. This makes the course interesting, challenging and very practical in terms of real life business issues.

The overall aim of the specification is to encourage candidates to develop a critical understanding of business organisations, the context in which they operate, the markets they serve and the process of adding value.

To gain an AS in this subject, candidates study two modules;

1. An Introduction to Business
2. Business Functions and Business Management (Synoptic Paper)

To complete the full A level candidates must sit one further compulsory module and one other from a wide choice. This is likely to be marketing.

Some examinations are based on a pre-released case study, which is a detailed outline of a fictitious company. The students then have one month to fine-tune their preparation for that examination. Other examinations are based on a short case study which the students see for the first time on the day of the examination.

Examination Structure

Month	Year	Module Title	Pre-released Case Study
January	Lower Sixth	AS An Introduction to Business	No
June	Lower Sixth	AS Business Functions	Yes
January	Upper Sixth	A2 Further Marketing	No
June	Upper Sixth	A2 Strategic Management	Yes

There is no coursework element in A Level Business Studies. We greatly encourage perspective candidates to gain as much work experience as possible. Such first hand knowledge and understanding of the operations of business can be invaluable.

CHEMISTRY

The AS/A level Chemistry course taught at Wrekin College follows OCR specifications. The work is divided into three units of assessment for AS Chemistry, with a further 3 units taken for the full A level. The units studied for AS Chemistry are:

- **Foundation:** In this module you will learn about the structure of the atom, formulae and equations, chemical bonding and structure and the trends and patterns in the Periodic Table. This module is taken in January of the Lower Sixth.
- **Chains and Rings:** In this module you will learn about the chemical ideas that underpin organic chemistry, chemicals from oil, alcohols and the role of chemists in developing fuels and combating pollution.
- **How Far, How Fast?** In this module you will learn about energy changes in chemical reactions, the rate of a chemical reaction and the use of catalysts.

The A2 units of work will be studied in the Upper Sixth. The units studied for A2 Chemistry are:

- **Chains, Rings and Spectroscopy.** In this module you will learn about how chemists use organic compounds to manufacture useful materials.
- **Trends and Patterns.** This unit looks at the trends in the Periodic Table in period 3 and in the transition metals. This module has two parts and the second part involves various optional topics.
- **Unifying Concepts.** In this module some additional work is covered on physical chemistry although the synoptic examination covers the whole course.

Students will also carry out coursework and this involves planning, carrying out experiments and writing conclusions.

Students learn in a variety of ways and there is plenty of practical work for them to do. Students are regularly assessed and they can monitor their progress and set targets where appropriate.

The aim of the Chemistry department is to provide students with exciting lessons that promote high standards, take account of all students' needs and make them want to succeed and continue with Chemistry.

DESIGN AND TECHNOLOGY: PRODUCT DESIGN (OCR)

This Specification encourages students to take a broad view of Design and Technology to develop their capacity to design and produce modern products. The students learn to appreciate the complex relationships between Design, Manufacturing, Marketing and the wider impact of modern mass production on society and the environment. Knowledge and understanding of these issues will be tested in a written exam at A2 level.

The course is intended to reflect the considerations and wide-ranging activities of a professional product designer. Graphics and Computer Aided Design are an integral part and a broad range of skills and materials to work with will be covered during a Product Study at AS and a major design and the making project at A2.

It is important that students develop their abilities to communicate their thinking clearly, in oral, written and graphic form. This skill is tested during the first academic year during a practical design task under exam conditions (40% of the AS).

The structure of the Specification starting 2008/09 is as follows:

AS

Unit 1. Product Study (Portfolio and Modelling Project - 30%)
Unit 2. Advanced Innovation Challenge (Practical Design Exam - 20%)

A2

Unit 3. Design, Make and Evaluate (Major Making Project - 30%)
Unit 4. Product Design (Theory Exam - 20%)

DRAMA AND THEATRE STUDIES

This course offers students the opportunity to pursue their interests and develop their skills in a range of practical drama elements such as acting and directing. Students have the freedom to choose both the content and the form of their practical presentations at both A/S and A2 Level. However, the requirements of the course, with its 60% written paper weighting, also enable students to gain an entry qualification for courses in higher education either in Drama or other subjects. It is **not** an essential requirement of the course that students should have studied GCSE Drama.

AS Level

Unit 1 is worth 60% of the total A/S and is assessed via examination.

In Section A, students will write about various aspects of the live theatre they have seen during the course. This should include a range of different styles of theatre. They will have access to notes for this section of the examination.

In Section B, students will write about a set play they have studied in class. They will focus on interpretation of the play from a performance perspective and will have access to annotated texts in the examination room. The set play might include one of the following: Oh What a Lovely War by Joan Littlewood, A Doll's House by Ibsen or The Taming of the Shrew by Shakespeare.

Unit 2 is worth 40% of the total A/S and is assessed via performance. Students will perform an extract from a play in groups. The choice of text is open but it must represent a different period and genre from the set play studied in Unit 1.

A2 Level

Unit 3 is worth 60% of the total A2 and is assessed via examination. Students will write about two set plays; one pre-20th century and one 20th century or contemporary text. Once again, they will focus on interpretations of the play from a performance perspective and will have access to annotated texts in the examination room. Set plays might include the following: Lady Windermere's Fan by Wilde, The Seagull by Chekhov and A View From the Bridge by Miller or Our Country's Good by Wertebaker.

Unit 4 is worth 40% of the total A2 and is assessed via performance. Students will be working in groups to develop and present a piece of devised drama, performed in a theatrical style of the student's choice.

ENGLISH LITERATURE (AQA)

English at A level is based entirely upon the study of literary texts ranging from Shakespeare's era to contemporary writers. The essential qualities necessary for this subject are an enthusiasm for reading, an inquisitive mind, independence of thought and the ability to express ideas coherently both orally and in written form. Pupil participation is vital in the exploration and discussion of texts, so those who wish to absorb 'facts' passively are ill-advised to consider English as an option at A level.

We follow the AQA specifications and the assessment comprises of six modules.

In the first year of the course three units and four texts are studied; three of these are ultimately assessed by terminal examination whilst the other is used as a part of a 2000-word coursework submission. Coursework is completed during the Lent Term of the first year; the two written papers are sat during the Summer Term.

In the second year, a further three units and four texts are taught plus considerable time is given over to careful preparation of a chosen Topic Area which attempts to draw the various elements of the course together. Coursework in the second year is completed during the Lent Term and involves the comparison of two texts.

The English Department is well-resourced and pupils are actively encouraged to read around their set texts so that they may take an active part in their learning and development. Two staff members share a set, taking individual responsibility for specific areas of the course and considerable emphasis is placed upon seminar, discussion and group work rather than lessons being led solely by the teacher. This is because a pupil's own opinion is of fundamental importance; it forms the basis of essays and so learning in this way fosters the skill of arguing through a text as well as developing and supporting ideas with pertinent reference and analysis. Theatre visits and lectures form an integral part of the course and Wrekin is fortunately placed for venues such as Stratford, Birmingham, Manchester and Worcester as well as numerous local arenas. In addition, participation in related activities such as school drama, play readings, film screenings and debating is strongly urged.

GEOGRAPHY (AQA)

The Geography Department at Wrekin College has recently embarked on an exciting new A-Level. Those who opt to study Geography will be challenged to consider some of the biggest issues that face us as citizens of the UK and as members of the wider global community. The first year of study comprises two primary units; 'Rivers, Floods and Management' and 'Global Population Change'. 'Coasts' and 'Global Food Issues' will also be studied. Practical fieldwork skills will be developed over the course with visits to a variety of environments where the Geography being studied in class can be applied to case studies.

In A2 the broad range of topics balances classic Geography with contemporary issues in the units; 'Weather and Climate', 'Plate Tectonics', 'World Cities – evolution or revolution', and 'Globalisation and Development'.

In each area of study candidates will consider the values and attitudes of decision makers, consider their own values and attitudes to the issues being studied and support their learning of ideas through the study of specific case studies. Candidates will also develop a variety of geographical skills, which will broaden and deepen existing knowledge and be employed with a greater degree of independence.

This broad course will equip students with an invaluable understanding of the major challenges facing the earth today.

GOVERNMENT AND POLITICS (Edexcel)

Politics is a highly thought of A Level subject. It involves knowledge and understanding of the modern world and enables students to express themselves confidently on important issues in adult company. Those attracted to the subject will enjoy the freshness of the material and the live nature of the subject. This is one of the few subjects that is happening as you study it. Those who take a keen interest in current affairs will thrive. The subject demands an open mind and an ability to handle and assimilate political arguments and concepts. Those students attracted to the course will be encouraged to read a good quality newspaper, discover the wavelength of Radio Four and follow television coverage of national and international events. The end product of such a course should be a well-balanced, well-informed individual with a secure appreciation of the modern world.

The AS course involves the study of **British Politics**. Unit One covers topics such as Democracy, Political Parties, Elections and Pressure Groups, whilst Unit Two focuses on the UK constitution, Parliament, Prime Minister and the Judiciary. This provides students with a good grounding in basic political concepts and institutions. The end product should be a good understanding of the political life of the nation.

In the Upper Sixth the A2 course offers the opportunity to study **International Politics**. The Route D course is about Global Issues and deals with the major IGO's such as the UN, NATO, IMF, World Bank, WTO and the EU and issues in the world today. Topics such as climate change and international terrorism are examined alongside the huge disparities in wealth and power of individual nation states and current concerns of Human Rights and Democracy. Students will study the major political events, such as the end of the Cold War, 9/11, Iraq and Afghanistan that have helped to shape the current political landscape.

Overall the course is both interesting and challenging. Students with an A Level in Government and Politics have access to a wide range of possible career and higher education opportunities. They will learn and use a variety of transferable skills which are in great demand by employers and academic institutions. The subject combines well with business studies, history, geography, English and modern languages and leads to university courses in law, business, economics, media, philosophy, politics and international relations.

HISTORY (OCR)

The new history specifications allow those opting to study the subject a variety of periods of English and European history. Some courses offer an outline study of a country over a period of time and others offer a more detailed enquiry. The skills content of the course divides into traditional essay writing and source interpretation and evaluation. The AS units will help to bridge the gap between GCSE and the full demands of A Level.

Candidates will be entered for the OCR History A (H106/H506) specifications. In the lower sixth year they will study a British Outline Period Study. The topic favoured is (F961) The Early Stuarts and the Origins of the Civil War, 1603-1642. Candidates here will study the reign of James I and then Charles I in the context of the coming conflict between Crown and Parliament. This will be examined in the form of an essay paper. The other unit that comprises the AS course will be (F964) an Enquiry Paper on Germany, 1933 to 1963. This is a source-based paper which looks in depth at aspects of Nazi Germany and Post-War Germany. The course starts with the appointment of Hitler as Chancellor and ends with the division of Germany and the construction of the Berlin Wall.

In the upper sixth two further units are followed. Unit F965 Historical Interpretations and Investigations involves two 2,000 word essays. One will be on Philip II of Spain and the other will be chosen by the candidates themselves. This allows the candidates to pursue an area of personal interest. The other Unit F966 is likely to be Rebellion and Disorder Under the Tudors 1485-1603.

The Department likes to encourage students to study different periods of history in order to broaden the range of their experience. Universities at the moment are particularly keen to attract students with some knowledge beyond the twentieth century. This course will satisfy that requirement. History as an academic discipline is highly regarded by employers and universities. History graduates are represented in the world of business and commerce as well as the usual areas of law and journalism. The subject demands an open mind and exposes students to different interpretations and political views. The subject demands the acquisition of skills that enable a student to formulate, develop and communicate an effective historical argument. This is a highly valued skill and is the hallmark of the trained historian.

INFORMATION AND COMMUNICATION TECHNOLOGY (OCR)

In today's world, where ICT is constantly changing, individuals will increasingly need technological and information literacy skills that include the ability to gather process and manipulate data. These skills are now as essential as the traditional skills of numeracy and literacy.

The impact of ICT on society is enormous and as the percentage of businesses and households connected to communication networks such as the internet grows, so does the need for individuals who can master and manipulate these new technologies. As well as the rapid development of new technologies that gather, organise and share information, familiar technologies like television, telephone and computers are evolving and being expanded by digitised information, causing a convergence of technologies.

GCE ICT encourages students to become discerning users of ICT. It allows them to develop a broad range of ICT skills, knowledge and understanding. This could form a basis for progression into further learning, including progression from AS to A2, and/or employment.

The Two-Unit AS

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MATHEMATICS (Edexcel)

Pupils follow the Edexcel modular course, a prerequisite for which is a Higher level GCSE qualification. It should be noted that a pupil who has not achieved at least an A grade at GCSE will find these courses very difficult. In some circumstances a high B grade may be acceptable.

Each A level consists of six modules. Four of these are the Core modules (C1 to C4) which are Pure Mathematics. The remaining two modules are either Mechanics 1 and Mechanics 2 or Mechanics 1 and Statistics 1 depending on the group or individual.

It is possible for pupils to sit an AS level Mathematics (three modules - C1, C2 and M1) as opposed to a full A level.

The more able pupils may also sit modules for Further Mathematics to either AS or A level which involves two compulsory Further Pure modules and four optional modules (a combination of Mechanics, Statistics and Pure).

The teaching in the Sixth Form is organised in two sets. Pupils in set 1 work towards two A levels which consists of twelve modules in total (C1 - C3, M1 and M2 in the Lower Sixth and the remaining modules in the Upper Sixth). The pace will be quicker than in set two. The students in this group will have completed a full A level by the January of the Upper Sixth. We also have some candidates who take the Advanced Extension Award.

Pupils in set two work towards a single A level which means taking C1, C2 and M1 in the Lower Sixth (to obtain the AS qualification) and the three remaining modules in the Upper Sixth. The exact timing of the examination sittings will depend on when the students are ready and the option of Mechanics 2 or Statistics 1 will be decided according to the relative strength of the candidates.

In the event of a disappointing performance any module can be retaken. A candidate who fails to gain a satisfactory result at AS level will be unlikely to be able to cope with the A level but may retake the AS qualification.

* In the Lower Sixth, the 'Further Maths' option means that extra periods of Maths are attended to enable the more able Mathematicians either to complete the A level in Maths by January of the Upper Sixth year, or to study additional modules in the Upper Sixth Year.

MODERN LANGUAGES FRENCH, GERMAN AND SPANISH (AQA)

The introduction of AS gives an ideal opportunity for students to follow a language beyond GCSE level. In the modern world of business and communication, there can be few skills which will be more useful.

A modern language can:

- be pursued in its own right
- support Arts subjects, e.g. for further study at university
- complement and give variety to a scientific portfolio of subjects.

The Internet and satellite television also give a marvellous opportunity for the linguist. They give access to European newspapers and television programmes.

The AS and A level specifications are the same for French, German and Spanish.

The Lower Sixth year will be devoted to the teaching of the AS level, which can serve as a stand alone qualification.

The two modules tested are:

- Listening, Reading and Writing 35%
- Speaking 15%

In the Upper Sixth year, two further modules will be taught, leading to the full A level.

- Listening, Reading and Writing 35%
- Speaking and Reading 15%

The two AS modules will be taken in June of the Lower Sixth year and the two A2 modules in June of the Upper Sixth.

The topics studied are:

AS: Family and Relationships

Culture

Healthy Living

Media

A2: Environment

Immigration and Multiculturalism

Contemporary Social Issues

Two Cultural Topics (Students' Choice)

MUSIC (Edexcel)

Unit 1: Performing Music

This unit gives students the opportunities to perform as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a five-six minute assessed performance. Notated and/or improvised performances may be submitted.

Assessment:

The music performed is chosen and assessed by the centre and moderated by Edexcel.

AS Unit 2: Composing

This unit encourages students to develop their composition skills leading to the creation of a three-minute piece in response to a chosen brief. Students also write a CD sleeve note to describe aspects of their final composition and explain how other pieces of music have influenced it.

Assessment:

In September of each year Edexcel will publish on its website (www.edexcel.org.uk) a document entitled *Unit 2: Composing*. Section A will contain four composition briefs from which students will select one as the basis for a three minute composition. In Section B students will answer three questions to provide information that could be used for a CD sleeve note to accompany their composition. Both sections of the examination must be completed under controlled conditions.

AS Unit 3: Developing Musical Understanding

This unit focuses on listening to familiar music and understanding how it works. Set works from the anthology provide the focus for the first two sections, through listening and studying scores. It is recommended that students familiarise themselves with each work as a whole, before learning how to identify important musical features and social and historical context. In the third section, students use a score to identify harmonic and tonal features and then apply this knowledge in the completion of a short and simple passage for SATB.

Assessment:

Assessment is through a 2-hour examination paper set and marked by Edexcel. There are three sections: Section A: Listening; Section B: Investigating musical styles, and Section C: Understanding Chords and lines.

In the second Year

A2 Unit 4: Extended Performance

This unit gives students with opportunities to extend their performance skills as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a 12-15

minute assessed performance of a balanced programme of music. Notated and/or improvised performances may be submitted.

Assessment:

The music performed is chosen and assessed by the centre and moderated by Edexcel.

A2 Unit 5: Composition and Technical Study I A2

This unit has two sections: composition and technical study. The composition section further develops students' composition skills, leading to the creation of a final three minute piece in response to a chosen brief. The technical study section builds on the knowledge and awareness of harmony gained in Unit 3 section C through the medium of pastiche studies. Students must complete two tasks in this unit choosing from *either* one composition and one technical study *or* two compositions *or* two technical studies.

Assessment:

In September of each year Edexcel will publish on its website the *Unit 5: Composition and Technical Study* document. Section A contains four composition briefs from which students will select one as the basis for a three-minute composition. Section B will contain the opening bars of four pieces of music. Students will complete these openings in a specified style. Both sections of the examination must be completed under controlled conditions. The composition and technical study will be externally assessed.

A2 Unit 6: Further Musical Understanding

This unit focuses on listening to music, familiar and unfamiliar, and understanding how it works. Set works from the anthology provide the focus for much of the unit. It is recommended that students familiarise themselves with each work as a whole, before concentrating on important musical features, context and/or elements of continuity and change. Between works students should also listen to a wide range of unfamiliar music which relates to the two compulsory areas of study. They should learn how to compare and contrast pairs of excerpts, contextualise music and identify harmonic and tonal features.

Assessment:

Assessment is through a 2 hour examination paper set and marked by Edexcel. There are three sections: Section A: Aural analysis, Section B: Music in context and Section C: Continuity and change in instrumental music.

PHYSICAL EDUCATION (OCR)

The course takes a multi-disciplinary approach based on the interaction between the theory and practice of Physical Education, with the focal point being the performer and the performance. An advanced level qualification in the subject is rapidly becoming an essential pre-requisite for specialist study in Physical Education and Sport Studies in higher education. The course provides an excellent foundation for candidates intending to pursue careers in teaching and coaching, sports development, the leisure industry, recreational management, the health and fitness industry and professional sport.

For an AS level, students study:

- Unit One: 20% Applied Anatomy and Physiology
 Acquiring, Performing and Teaching Movement Skills.
- Unit Two: 15% Contemporary Studies in PE and Sport.
- Unit Three:
 Practical 15% Candidates are assessed in two activities.
 The assessment is divided and weighted as follows:
 Demonstration of specified techniques. 10%
 Personal portfolio. 5%

Unit 2 will be examined in January and Units 1 and 3 in June.

To complete the A level, students in the Upper Sixth study:

- Unit Four: 15% Historical Studies;
 Psychology of Sport Performance;
- Unit Five: 20% Exercise Physiology (and synoptic assessment);
- Unit Six:
 Practical 15% Candidates are assessed in two activities.
 The assessment is divided and weighted as follows:
 Effective performance. 10%
 Understanding performance. Oral critical evaluation.
 5%

All three A2 modules will be examined in June of the Upper Sixth year.

PHYSICS (OCR)

We follow the OCR Physics A (H558) course that is the natural successor to the course that we have used for a number of years. It is split into AS and A2 courses both of which contain two theoretical modules and a practical component. The theory modules are assessed with externally marked exams and the practical component is assessed by three internally marked, but externally set assignments. In the L6th year we will look at Mechanics (G481) and Electrons, Waves and Photons (G482). G481 will be examined in January, and G482 will be examined in June. These units look at the core ideas in Physics such as Newton's Laws, Energy, Electricity, Wave properties and Quantum Physics. They are designed to build on the knowledge that students have from GCSE science courses. The practical component looks at the skills that are necessary to collect and use data with minimal errors and to evaluate its validity.

In the U6th we develop these ideas further with consideration of Momentum, Circular Motion, Thermal Physics and a quite detailed look at Nuclear Physics, Medical Imaging and Cosmology. A second, more challenging practical component is completed. The pattern of taking one theory unit in January and one in June will be repeated.

PSYCHOLOGY (AQA)

Psychology is a fast growing AS and A Level subject that looks at human thought and behaviour. Working through a number of topics you will explore the different ways in which behaviour can be interpreted and understood. The subject matter is of high interest as it is you and the people around you that we are discussing.

A Level Psychology may not address and answer personal problems but it does add a new dimension to understanding social behaviour around you.

Who does it suit?

It is desirable for students to have achieved grades A- C GCSE in English and Mathematics. It best suits students who want to understand things that may be taken for granted like why we become anxious before exams, the effect this might have on our bodies and performance and what we can do to reduce these effects. Success will mean thinking about topics in a flexible way, researching on the internet and in book as well as a willingness to discuss your ideas in a group.

The AS specification aims to develop a broad understanding of the core areas of psychology through a range of topics, chosen for their accessibility and popularity.

Unit 1 – AS – (50% of total AS marks, 1 hour 30 mins exam)

Developmental Psychology, including early social development, attachment and the effects of day care

Research methods, in the context of the topic areas

Cognitive Psychology, including memory and eyewitness testimony

Unit 2 – AS – (50% of total AS marks, 1 hour 30 mins exam)

Social psychology, including majority and minority influence, obedience and independent behaviour.

Individual Differences, including definitions of abnormality, approaches and therapies

Biological Psychology, including stress, factors affecting stress, coping with stress and managing stress

The A2 specification offers a range of topic-based options which bring together explanations from different psychological approaches and engage students in issues and debates in psychology.

Unit 3 – A2 - (50% of total A2 marks, 1 hour 30 mins exam)

Three topics will be chosen from:

Biological rhythms and sleep

Perception

Relationships

Aggression

Eating behaviour

Gender

Intelligence and learning

Cognition and development

Unit 4 will cover:- (50% of total A2 marks, 2 hours)

Psychopathology – knowledge and understanding of models, classification, diagnosis and therapies in relation to a disorder chosen from schizophrenia, depression or anxiety disorder

Psychology in action – one contemporary issue chosen from media psychology, the psychology of addictive behaviour or anomalous psychology

Psychological research and scientific method

Psychology is a very well regarded A Level and one of the most popular University subjects. With a focus on human behaviour and thought it is attractive to all employment involving human resources. The subject also instils skills in research, analysis, communication and organisation that go well beyond the value of the material covered. Psychology graduates enter the whole range of employment with only a minority carrying on a career in psychology.

