



SIXTH FORM SUBJECT GUIDE
for 2012-2013

Dear Pupils

The choices you make for your Sixth Form course of study will have a vital impact on the rest of your education and, in all likelihood, on your future career. This booklet is designed to give you detailed information about the options open to you. These are very important choices and you must think very carefully about the decisions you will make. Read the booklet and discuss your thoughts with your parents and teachers so that you can make an informed choice about what is best for you and your ambitions.

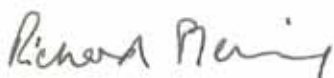
Once you have made your preliminary choices you will have the opportunity to discuss these with your teachers, your Tutor and your Housemaster/Housemistress, as well as the Head of Sixth Form, Mr Ian Williamson, who advises on higher education. Please make good use of this period of consultation.

The following points are offered for guidance:

- If you have a particular career in mind and this requires Sixth Form study in a specific subject, make sure that you include this in your thinking (for example, if you are considering medicine as a career, you have to take Chemistry). Your Housemaster/Housemistress and Mr Williamson will be able to advise you.
- Sixth Form studies give you the chance to develop your interests and skills in those subjects which will be of benefit in your adult life, both at university and beyond. For each subject you study, you will be expected to spend as many hours working independently as you will be in lessons, so it is crucial that you chose subjects you are going to be willing to work extremely hard at.
- It is worth looking at the profile of your subject A level choices overall. You may decide to complement three arts subjects with a science subject, or vice versa. Ideally you will achieve a range which suits your abilities and interests. Your teachers, Housemaster/Housemistress and Tutor will be able to advise you in your subject choices.

We very much hope that you will find the process of Sixth Form course and subject choice both stimulating and encouraging. Please feel free to approach any of us if we can be of any help.

Yours sincerely



Richard Pleming
Headmaster

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INTRODUCTION

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

Pupils 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. Pupils 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 pupil 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 pupil 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 the courses are modular and experience has taught us that pupils 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 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 work 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.

SUBJECT CHOICE

Subject choices in the Sixth Form are arranged in five blocks. Current Fifth Form pupils 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
Art	Biology	Business Studies	Business Studies	Art
Mathematics	Chemistry	Design	Chemistry	Biology
Politics	Economics	English Literature	History	French
Psychology	English	Further Mathematics	ICT	Music
	Geography	Physical Education	Physics	Physical Education
	German	Psychology	Spanish	Physics
		Drama and Theatre Studies		

SUMMARY

AS and A Level examination structure

- all subjects are modular
- four AS subjects in Lower Sixth Form
- many pupils reduce to three A levels in Upper Sixth, but some continue with four
- examinations in January and June
- four modules per subject (six modules in sciences and Mathematics)
two AS modules in Lower Sixth Form (three AS modules in sciences and Mathematics)
two A2 modules in Upper Sixth Form (three A2 modules in sciences and Mathematics)
- 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 and A levels
Other activities - eg Duke of Edinburgh Award, music, drama, sport, responsibilities, attendance at courses relevant to the intended area of study (eg essential for medicine) and work experience.

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.

Our Sixth Form curriculum is constantly reviewed in the light of changes in educational policy and philosophy, but we are committed to offering our pupils a solid and broad academic foundation.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Pupils for whom English is not their first language and who need additional assistance in improving their English language skills can receive lessons from the Learning Support Department, for which an additional termly charge is made. The lessons will be aimed at improving the pupils' ability to use English competently in their academic subjects and to communicate fully in an English-speaking environment. These pupils will also work towards the IELTS qualification, which is a requirement for British university entrance.

LEARNING SUPPORT

When pupils require learning support because of learning difficulties, the school seeks to be supportive across the curriculum. Pupils in particular need of learning support are integrated into ordinary classes where the teacher will be made aware of particular needs as they apply to individual pupils.

Additional provision may also be offered on a one-to-one basis. Lessons such as these are usually timetabled and are taught by staff with qualifications and experience in the area of Learning Support. An additional termly charge is made for these.

Assessment is initially carried out within the department, and may also include a consultation with an educational psychologist of parents' choice.

CHOOSING YOUR SUBJECTS: FURTHER THOUGHTS

The following factors should all be considered before making a choice of subjects.

INTEREST AND ENJOYMENT

The Sixth Form gives you much more of an opportunity to make choices about what you study than so far in your school career, so there is not much point in choosing to study a subject you do not enjoy. Apart from anything else, you will naturally be prepared to put in the necessary effort for a subject you do enjoy. Remember, however, that there is often a considerable difference between the syllabus content of a subject at GCSE and A level, so make sure you know what the new syllabus will involve.

ABILITY

In addition to the entry requirements for the Sixth Form, you should be predicted and expect to achieve at least a B grade at GCSE in any subject you intend to study. In the case of "new" subjects in the Sixth Form, we ask for at least a B in a related GCSE subject.

COMBINATIONS OF SUBJECTS

At A Level, some subjects naturally support each other. For example, it is sensible for Biologists to study Chemistry, and Physicists would be wise to take a Mathematics course. Others go together in the sense that scientists might choose three science subjects, and linguists two languages, although these patterns are less strong than they once were. With four subjects to study, you should seriously consider making a choice that maintains some breadth to your education – for example, by adding a language to a mainly science combination, or a science or Mathematics to a mainly arts or humanities combination. There is a degree of overlap between some subjects, for example, Business Studies and Economics, and we would discourage you from choosing both subjects in this case.

USEFULNESS

Beware of choosing a subject at A Level just because you think it might be useful in later life, if you have no particular interest or ability in it. Most A level courses are academic rather than practical, and many careers provide their own in-service training in the practical application of subjects and skills which may only have been studied as far as GCSE or not at all. Remember that employers, as well as those making selections for further education, will also be concerned with a number of less measurable qualities, such as initiative, imagination and ability to work independently and in a team, in addition to a good performance at A level. Choose a combination of subjects that will allow you to develop both your academic skills and your personal qualities.

FUTURE CAREER

A good proportion of all graduate-level jobs are open to anyone, but there are in-built prejudices in certain areas. For example, jobs in the media, advertising, marketing, and public relations are more likely to go to arts graduates.

Some careers require specific Sixth Form subject courses as qualifications and in some cases there is very little choice open. This applies particularly to careers such as medicine, veterinary surgery, engineering, and many science-based careers. You need to research your options carefully, and further advice on these and other courses can be obtained from the Head of Sixth Form - Mr Ian Williamson, Housemasters and Housemistresses and Tutors. (Overleaf is a list of some of the university courses which require particular A level subjects.)

	ESSENTIAL ADVANCED LEVEL QUALIFICATIONS	USEFUL ADVANCED LEVEL QUALIFICATIONS
ACCOUNTANCY (also Banking, Finance, Insurance)	Usually none, although one or two universities require Mathematics.	Mathematics, Business Studies (AGCE, National and Diploma), Economics
AERONAUTICAL ENGINEERING	Mathematics and Physics.	Further Mathematics, Design Technology
ARCHITECTURE	Some courses demand an arts/science mix. Some may require Art.	Art, Mathematics, Design Technology and Physics. AGCE or National Art and Design may also be useful at some universities. Do note that a portfolio of drawings and ideas may be requested.
BIOMEDICAL SCIENCES (including Medical Science)	Normally two from Biology, Chemistry, Mathematics and Physics. Chemistry is essential for some courses.	Mathematics, Further Mathematics, Biology, Chemistry, Physics
ECONOMICS	Usually Mathematics.	Economics
ENGINEERING (General)	Mathematics and Physics.	Further Mathematics, Design Technology
ENGLISH	English Literature	History, a foreign language
GEOLOGY/EARTH SCIENCES	Usually two from Mathematics, Physics, Chemistry and Biology.	Geography
LAW	Usually none, although a few universities require English.	History; other facilitating subjects. There really are no essential subjects for Law. Maybe one choice should involve essay/report writing. History gives you good relevant skills for Law but is not essential.
MEDICINE	If you do Chemistry, Biology and one from Mathematics or Physics you will keep all the medical schools open to you. If you do Chemistry and Biology you will keep open the vast majority. If you do Chemistry and one from Mathematics and Physics you will limit your range of choices much more.	Further Mathematics or a contrasting (non-science) subject.
SPORTS SCIENCE	Many courses want to see one from Biology/Chemistry/ Mathematics/Physics (some courses will treat Physical Education as a science equivalent).	Physical Education, Psychology
VETERINARY SCIENCE	You should do Chemistry and Biology and one from Mathematics/Physics so that you keep all universities open to you.	Further Mathematics

NB: If you intend to pursue a post-graduate career in medicine, dentistry, veterinary science, law or physiotherapy it is important that you undertake as much relevant work experience as possible.

ART AND DESIGN

HEAD OF DEPARTMENT

Mr E Roberts

EXAMINING BODY

AQA

SUBJECT ENTRY CODE

Specification Code 2200

Classification Code 3510, 3690, 3550, 3650, 3670, 3570

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COURSE

We enter candidates for the AQA AS/A level examination as it offers pupils 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 pupils the opportunity to build up the kind of portfolio that will impress art colleges.

Art at AS/A level is coursework-based and pupils are encouraged to experiment and develop their skills in a range of media in both two and three dimensions. Digital photography, film and animation are increasingly popular. Pupils are able to specialise in one area of study, eg Painting and Drawing, or produce projects in different areas and media. They are encouraged to explore, appreciate and understand the art, design 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.

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 pupil'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 art courses base their decisions about candidates on the portfolio submission rather than estimated grades.

Trips

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

ASSESSMENT

AS Level

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

A2 Level

- Personal Investigation of the work of an artist or designer. A practical piece combined with a 1,000 – 3,000 word written element. (25%)
- Research and development for the final 15-hour examination and its practical realisation. (25%)

Pupils display their work in an exhibition at the end of each year. The final assessment takes place at the end of May, with an AQA moderator visiting shortly afterwards.

We hold a private view party for this exhibition to which parents and staff are invited.

BIOLOGY

HEAD OF DEPARTMENT

Mr J Ballard

EXAMINING BODY

OCR

SUBJECT ENTRY CODE

Advanced Subsidiary GCE H021

Advanced H421

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COURSE

The aim of the Biology Department is to challenge pupils 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 pupils' thoughts as to higher education, offering specialist advice about course content and avenues to pursue, for instance in medicine or physiotherapy. To support this we offer a variety of opportunities for pupils to broaden their experience with trips to the Natural History Museum, various universities and topical lectures. 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 pupils to success.

The course has many familiar features, in addition to some exciting fresh topics.

The AS consists of two modules:

Cells, Exchange and Transport: cell structure, the heart and circulation and transport in plants.

Molecules, Biodiversity, Food and Health: biochemistry, diet, food production, infectious diseases and immunity, evolution and conservation.

The A2 consists of two modules:

Communication, Homeostasis and Energy: respiration, photosynthesis, nerves, hormones and excretion.

Control, Genomes and Environment: cellular control, biotechnology, genetic manipulation, ecosystems and how animals and plants respond to their environment.

ASSESSMENT

There are practical skills assessments in both years of the course. These are externally set, but internally marked set of papers, which are sat in controlled conditions in the laboratory. This component accounts for 20% of the candidates final AS or A2 grade.

AS Level

Unit F211: Cells, Exchange and Transport – assessed in the Summer. 30%* of AS

Unit F212: Molecules, Biodiversity, Food and Health – assessed in the Summer. 50%* of AS level

Unit F213: Practical skills in Biology 1 – assessed in the Autumn/Lent. 20%* of AS level

A2 Level

Unit F214: Communication, Homeostasis and Energy – assessed in January. 30% of A2 level

Unit F215: Control, Genomes and Environment – assessed in the Summer. 50% of AS level

Unit F216: Practical skills in Biology 2 – assessed in the Autumn/Lent. 20% of AS level

* The points score from the AS qualification is added to those gained at A2 to give a final total.

BUSINESS STUDIES

HEAD OF DEPARTMENT

Mr A R Hurd

EXAMINING BODY

AQA

SUBJECT ENTRY CODE

Business Studies OCR H030

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COURSE

The main aim of this course is to develop an enthusiasm for studying business. Within this process the pupil needs to gain a holistic understanding of business.

During the AS year pupils will study:

1. Nature of business
2. Marketing
3. Finance
4. People (Human Resource Management)
5. Current affairs

During the AS year pupils sit two examinations both based on case study material. The main focus of the exams is to test knowledge and then more importantly the pupil's ability to use the knowledge to analyse and solve every day business problems.

In the A2 year, the pupils sit two more modules, one a specialist paper on Operations Management and the other the synoptic paper.

During the course pupils will also become aware of the way economic, ethical, social and political constraints affect the way a business operates.

ASSESSMENT

AS Level

January – Unit F291 – An Introduction to Business

40% of AS marks

Short answers and data response

Answer five questions

June – Unit F292 – Business Functions

60% of AS marks.

Section A: One six mark question. Section B: Four questions based on pre-released case study material.

A2 Level

January – Unit F296 – Business Production

20% of A2 marks

Answer six questions based on case study material

Unit is partly synoptic and based on an unseen case study

June – Unit F297 – Strategic Management

30% of A2 marks based on pre-released case study

This now includes a thirteen mark calculation question, but all questions are based on the pre-released material. Candidates are expected to demonstrate an analytical and evaluative approach to the content.

CHEMISTRY

HEAD OF DEPARTMENT

Mr A J Ware

EXAMINING BODY

OCR

SUBJECT ENTRY CODE

Chemistry H434

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COURSE

The AS/A level course is divided into three units of assessment for AS, with a further three units taken for the full A level. The three units studied for AS Chemistry are:

Unit 1: Atoms, Bonds and Groups

Introduces some essential principles of Chemistry: what things are made of (elements); how these combine (chemical bonding); how we measure the amount of things and the trends and patterns in the periodic table.

Unit 2: Chains, Energy and Resources

Looks at the chemistry of one very special element – carbon. Explores how the chemist can use carbon compounds to make new ones, which is the basis of the petrochemical and pharmaceutical industries. The nature of heat exchange during chemical changes and green (environmentally sensitive) chemistry is also studied. 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.

Unit 3: Practical Skills in Chemistry – assessment carried out in lessons.

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

Unit 4: Rings, Polymers and Analysis

This module continues to build on the ideas started in AS. It also looks at methods for analysing substances, chromatography, infrared, mass spectrometry and nuclear magnetic resonance.

Unit 5: Equilibria, Energetics and Elements

AS work relating to the reaction rates and energy changes is developed further. Transition metal chemistry is introduced.

Unit 6: Assessment carried out in lessons by controlled tasks.

ASSESSMENT

AS Level

Unit 1: Atoms, Bonds and Groups: 1 hour exam; 30% of AS, 15% of A level taken in January.

Unit 2: Chains, Energy and Resources: 1 hour 45 minute exam; 50% of AS, 25% of A level taken in June.

Unit 3: Practical Skills in Chemistry – assessment carried out in lessons; 20% of AS, 10% of A level.

A2 Level

Unit 4: Rings, polymers and Analysis: 1 hour 15 minute exam; 15% of A level taken in January.

Unit 5: Equilibria, Energetics and Elements: 2 hour exam; 25% of A level taken in June.

Unit 6: Assessment carried out in lessons by controlled tasks; 20% of AS, 10% of A level.

DESIGN AND TECHNOLOGY: PRODUCT DESIGN

HEAD OF DEPARTMENT
Ms C Thust

EXAMINING BODY
OCR

SUBJECT ENTRY CODE
Design and Technology AS H053
Design and Technology A2 H0453

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COURSE

This course is intended to reflect the considerations and wide-ranging activities of a professional product designer. Drawing, Computer Aided Design (CAD) and three-dimensional (3D) modelling in the workshop are all design skills that will be covered during a product study at AS level and again employed during the major design and making project at A2.

It is important that pupils develop their ability to communicate their thinking clearly, in oral, written and graphic form. This skill is tested during the AS year in a whole-day practical design challenge under exam conditions.

This specification encourages pupils to take a broad view of design and technology to develop their capacity to design and produce modern products. The pupils 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 has to be shown throughout the major project portfolio at A2 and will be tested in a written exam at the end of the course.

ASSESSMENT

AS Level

Unit 1: Product Study	Coursework project; 60% at AS, (30% of A2)
Unit 2: Advanced Innovation Challenge	Practical design exam; 40%, of AS, (20% at A2)

A2 Level

Unit 3: Design, Make and Evaluate	Major coursework project; 30% of A2
Unit 4: Product Design	Written paper; 20% of A2

DRAMA AND THEATRE STUDIES

HEAD OF DEPARTMENT

Mrs G T Whitehead

EXAMINING BODY

AQA

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Drama and Theatre Studies 1241/2241

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COURSE

AS Level

Activities include practical development of advanced drama skills, group discussion and analysis of performance, making presentations of research into a play or character. They also include group devising and developing written skills through notes, progression diaries and essays. Pupils will study the performance aspects of a set play, study the history and facets of the theatre (including significant movements and practitioners) as well as create devised and improvised pieces for performance.

Assessment takes place in May each year for the practical element of the course, while the written exam takes place in June.

The AS specification has two units:

- Unit 1: Live Theatre Production Seen and Prescribed Play
Candidates' personal response to live theatre
Interpretation of a set play from a performance perspective
- Unit 2: Presentation of an Extract from a Play
Candidates' personal response to live theatre
Interpretation of a set play from a performance perspective

A2 Level

A2 provides candidates with the opportunity to develop and extend skills gained at AS level. Candidates will demonstrate a more advanced level of performance and production skills, think independently, make judgements and refine their work in the light of research. They will also analyse the ways in which different performance and production elements are brought together to create theatre.

- Unit 3: Further Prescribed Plays including Pre-Twentieth Century
Study of a set pre-twentieth century play
Study of a set twentieth century play
- Unit 4: Presentation of Devised Drama
Pupils work in groups to develop and present a devised drama in a theatrical style of their choice. Pupils research into a theatrical style chosen by the group for their practical work

ASSESSMENT

AS Level

Written Paper: 1 hour 30 minutes; 60% of total AS marks/30% of total A level marks

Practical: 40% of total AS marks/20% of total A level marks. Performance by a group of an extract from a published play. The assessment also includes candidates' preparatory and development work.

A2 Level

Written Paper: 2 hours; 30% of total A level marks

Practical: 20% of total A level marks. Performance by a group of devised drama. The assessment also includes candidates' preparation work and supporting notes.

ECONOMICS

HEAD OF DEPARTMENT

Mr A R Hurd

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OCR

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Economics OCR H06 I

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COURSE

AS Level

Module F581: Markets in Action

This unit provides an introduction to why economic choices have to be made, the market model, how markets can be efficient and also how they can fail. This module gives the pupil the basic economic theory they will need throughout the course. All questions are compulsory.

Module F582: The National and International Economy

This module provides an introduction to how the level of macroeconomic activity is determined and to key macroeconomic indicators, problems and policies. This module requires the pupil to gain a comprehensive knowledge of current economic events (causes, problems and solutions). The pupils need to be well versed and up-to-date. All questions are compulsory.

A2 Level

Module F584: Transport Economics

This module applies all that the pupils studied in the Lower Sixth to the world of transport (all types public and private). Section A: pupils are required to answer one mandatory data response type question. Section B: pupils are required to answer one structured question from a choice of three.

Module F585: The Global Economy

Candidates are required to answer questions based on pre-released stimulus material. Some questions may involve data interpretation. Most questions will require an essay style answer. As the title suggests this module is all about what is going on in the global economy.

The main skills required for this course are those of analysis and evaluation. A solid working knowledge of current economic events is also required.

ASSESSMENT

AS Level

Units F581 and F582: Each module accounts for 50% of AS level and 25% of A2 level. Candidates are required to answer questions based on a particular theme or case study including short answers and some data-interpretation. There is also one extended written prose answer required.

A2 Level

Units F284 and F585: Each module accounts for 25% of A2 level.

ENGLISH LITERATURE

HEAD OF DEPARTMENT

Mrs G T Whitehead

EXAMINING BODY

AQA

SUBJECT ENTRY CODE

English Literature 2740

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COURSE

English at A level is based entirely upon the study of literary texts ranging from Chaucer 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.

The English Department is well-resourced and pupils are actively encouraged to read around their set texts so that they 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.

ASSESSMENT

Assessment comprises of four modules.

AS Level

At AS level two units are studied; Unit 1 Texts in Context is focused on the topic of The Struggle for Identity in Modern Literature and is assessed by examination. Unit 2 coursework includes the study of a novel and two plays. Coursework is completed during the Lent term and the written paper is sat during the Summer term.

Unit 1: Texts in Context - 60% of total AS marks

Unit 2: Coursework – 40% of total AS marks

A2 Level

At A2 a further two units are studied. Unit 3 focuses on the topic of Love Through The Ages and is assessed by examination. Unit 4 coursework involves the comparative study of three texts including a Shakespeare play. Coursework is completed during the Lent term and the written paper is sat during the Summer term.

Unit 3: Love through the ages – 60% of total A2 marks

Unit 4: Coursework – 40% of total A2 marks

GEOGRAPHY

HEAD OF DEPARTMENT

Mr S Cale

EXAMINING BODY

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Geography 2301

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COURSE

Those who opt to study Geography will be challenged to consider some of the biggest issues that face us as citizens of the United Kingdom 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 our classroom studies can be applied to the real world. The Clwydian Hills Area of Outstanding Natural Beauty and Liverpool serve as the backdrop for our residential trip.

In A2 the broad range of topics balances more traditional geographic enquiry 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 pupils with an invaluable understanding of the major challenges facing the world today.

ASSESSMENT

AS Level

Paper GEOG1 (Physical & Human Geography)	2 hours; 70% of AS, 35% of A2 level
Paper GEOG2 (Geographical Skills)	1 hour; 30% of AS, 15% of A2 level

A2 Level

Paper GEOG3 (Contemporary Geographical Issues)	2 hours 30 minutes; 30% of A2 level
Paper GEOG4B (Issue Evaluation – Pre-release)	1 hour 30 minutes; 20% of A2 level

GOVERNMENT AND POLITICS

HEAD OF DEPARTMENT

Mr D McLagan

EXAMINING BODY

Edexcel

SUBJECT ENTRY CODE

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COURSE

The AS course offers the pupil a chance to study British Politics. Unit One covers topics such as democracy, political parties, elections and pressure groups, whilst Unit Two focuses on the UK constitution, parliament, the Prime Minister and the judiciary. The aim is to provide pupils with a firm understanding of the concepts and processes that underpin British politics.

In the Upper Sixth the A2 affords the opportunity to study International politics. The course concerns global issues and deals with the major IGOs such as the UN, NATO, the IMF, the World Bank, the WTO and the EU. Topics such as climate change and international terrorism are examined along with the huge disparities in wealth and power of different nation states and current concerns of human rights, democracy and sovereignty. Pupils will focus on the major political events that have shaped the modern political landscape such as the collapse of Communism and 9/11 and examine current issues such as the conflicts in Iraq, Afghanistan, North Africa and the Middle East.

The course is both interesting and challenging. Pupils with an A Level in Government and Politics have access to a wide range of possible career and higher education opportunities. They will learn to use a variety of transferable skills which are in great demand by employers and academic institutions. The subjects combines well with economics, business studies, history, geography, English and Modern Languages and leads to university courses in Law, Business, Economics, Media, Philosophy, History, Politics and International Relations.

Politics is a highly thought of A Level subject. It involves knowledge and understanding of the modern world and enables pupils to express themselves confidently on important issues. Those attracted to the subject will enjoy the freshness of the material and the live nature of the topics. It is one of the few subjects that is alive and happening as you study it. The subject demands an open mind and a willingness to argue, pupils are encouraged to read a good newspaper and follow current affairs. The end product should be a well-balanced individual with a secure appreciation of the modern world.

ASSESSMENT

Pupils are required to sit, in total, four modular examinations of no more than an hour and a half in length. All units carry an equal weighting (25%). Assessment is carried out in the form of short and longer essays. The standard A2 essay is forty-five minutes.

HISTORY

HEAD OF DEPARTMENT

Mr D McLagan

EXAMINING BODY

OCR

SUBJECT ENTRY CODE

History A H106/H506

EMAIL

history@wrekincollege.com



COURSE

At AS level candidates will study an outline course and a historical enquiry. The outline course will be a study of Britain from 1918-1951. This involves the decline of the Liberal Party and the rise of the Labour Party following the First World War. The main focus is on domestic issues such as the General Strike and the Great Depression. The course finishes with the post-war changes enacted by the labour government of Clement Attlee and Churchill's return. At the same time pupils will also study an enquiry paper. This is a source based paper which charts the rise of dictatorship and democracy in Germany during the period 1933-1963. This involves a close study of Nazi Germany and the subsequent division of Germany into East and West following the Second World War. In essence it begins with the rise of Hitler and ends with the building of the Berlin Wall. These two courses work well together and offer a coherent programme of study.

At A2 level two further units are followed. Both topics are chosen from the sixteenth century. The first is a paper entitled Interpretations and Investigations. This is a coursework exercise which asks pupils to produce two 2,000 word essays. The chosen topic for interpretations is Philip II of Spain. This is an OCR set question. The investigation can be a topic of the pupil's choice or a further essay on Philip II. The final unit is a synoptic paper involving the study of a theme. This is an examination-based paper. The chosen topic is that of Rebellion and Disorder under the Tudors.

Therefore the final course combines a study of twentieth century Britain and Europe alongside a study of sixteenth century Britain and Europe. This is a deliberate policy designed to give pupils a wider range of experience than just the twentieth century.

ASSESSMENT

AS Level

Unit F961: Britain 1918-1951. Examined unit (two essays) - 25%

Unit F964: Germany 1933-1963. Examined unit (source paper) – 25%

A2 Level

Unit F965: Interpretations and investigation

- Coursework: two essays of 2,000 words each - 20%

Unit F966: Themes in history (Tudor rebellions). Examined Unit – two essays - 30%

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

HEAD OF DEPARTMENT

Mr E John

EXAMINING BODY

OCR

SUBJECT ENTRY CODE

ICT AS Unit H117

ICT A2 Unit H517

EMAIL

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COURSE

AS Level

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.

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

A2 Level

Unit G063: ICT systems, applications and implications covers communications between computers and interactions between humans and computers. A range of other information and communications technologies is also covered. The convergence of communications technology and information technology and their impact on society, commerce and industry is an integral part of the module. Candidates are expected to acquire a more in-depth knowledge of the range of application areas covered at AS level, and demonstrate knowledge of the growing range of applications resulting from advances in ICT. The A2 level provides candidates with a more detailed understanding of the nature of both information technology and communications technology and the importance and potential of both for a wide range of applications. Candidates are expected to explore the need for communication between computer-based information systems, and between human users and computer-based information systems.

They are introduced to the design and selection of ICT solutions for a range of problems, and are expected to have knowledge of a range of application areas. Candidates should be able to demonstrate knowledge of information and communications technologies and their applications and capabilities, both in general and within a prescribed context.

Unit G064: The ICT project allows candidates to develop their knowledge and understanding of ICT and the skills described in Assessment Objective 2. The project is a substantial piece of work requiring analysis and design over an extended period of time, which is organised, evaluated and presented in a report.

Collaborative Working

Candidates choose, in conjunction with a designated client, a well-defined client-driven problem that enables them to demonstrate their skills to:

- analyse a problem
- design a solution to the problem
- develop the software solution
- test the solution against the requirements specification
- document the solution
- evaluate the solution
- work with another person/people to successfully complete the above steps

ASSESSMENT

AS Level

The AS is made up of two mandatory units.

Unit G061: Externally assessed. 60% of AS, 30% of A2 level

Unit G062: Coursework – internally assessed. 40% of AS, 20% of A2 level

A2 Level

Unit G063: ICT systems, applications and implications – 60% of A2 level

Unit G064: ICT project – 40% of A2 level

MATHEMATICS

HEAD OF DEPARTMENT

Mrs J Cliffe

EXAMINING BODY

Edexcel

SUBJECT ENTRY CODE

AS Mathematics 8371 / AS Further Mathematics 8372

A Level Mathematics 9371 / A Level Further Mathematics 9372

EMAIL

mathematics@wrekincollege.com



COURSE

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. Proficiency at algebra is crucial to be able to cope with the demands of AS and A2 Mathematics.

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 core modules contain a lot of algebra, trigonometry and calculus.

Mechanics and Statistics are classed as Applied Mathematics and knowledge of the core topics is assumed. Mechanics links with Physics considering forces and motion, while Statistics is an extension of the data handling that is done at GCSE.

More able mathematicians 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 or three sets. Pupils in set 1 work towards two A levels which consists of twelve modules in total (C1 - C3, M1 and S1 in the Lower Sixth and the remaining modules in the Upper Sixth). The pace will be quicker than in sets two and three. The pupils in this group will have completed a full A level by the January of the Upper Sixth.

Pupils in sets two and three work towards a single A level which means taking C1, C2 and M1 or S1 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 pupils are ready. 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.

ASSESSMENT

Three module examinations for AS Mathematics (C1, C2 and M1 or S1)

Three further modules for A level Mathematics (C3, C4 and one applied module)

Six further modules for A level Further Mathematics (FP1, FP2, M2, M3, S2 and a choice of FP3, S3 or M4).

All modules have equal weighting. $\frac{1}{3}$ rd of AS level, $\frac{1}{6}$ th of A2 level.

There is no coursework element.

MODERN LANGUAGES

(FRENCH, GERMAN AND SPANISH)

HEAD OF DEPARTMENT

Mrs P Willmott

EXAMINING BODY

AQA

SUBJECT ENTRY CODE

AS French 1651; AS German 1661; AS Spanish 1696

A2 French 2651; A2 German 2661; A2 Spanish 2696

EMAIL

languages@wrekincollege.com



COURSE

The introduction of AS gives an ideal opportunity for pupils to follow a language beyond GCSE level: in the modern world, there can be few skills which are more useful.

A modern language can:

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

The AS and A2 level specifications are the same for French, German and Spanish.

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

The topics studied are:

AS: Family and Relationships

Culture

Healthy Living

Media

A2: Environment

Immigration and Multiculturalism

Contemporary Social Issues

Two Cultural Topics (own choice)

ASSESSMENT

The two modules are as follows:

- | | |
|----------------------------------|----------------------------|
| • Listening, Reading and Writing | 70% of AS, 35% of A2 level |
| • Speaking | 30% of AS, 15% of A2 level |

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

- | | |
|----------------------------------|-----------------|
| • Listening, Reading and Writing | 35% of A2 level |
| • Speaking | 15% of A2 level |

The two AS modules are taken in June of the Lower Sixth and the two A2 modules in June of the Upper Sixth.

MUSIC

HEAD OF DEPARTMENT

Mr F Murton

EXAMINING BODY

Edexcel

SUBJECT ENTRY CODE

Music 6Mu01

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music@wrekincollege.com



COURSE

At AS there are six modules, three for AS and three for A2:

Unit 1: Performing Music

This unit gives pupils opportunities to perform as soloists and/or as part of an ensemble. Teachers and pupils can choose music in any style. Any instrument(s) and/or voice(s) acceptable as part of a 5-6 minute assessed performance. Notated and/or improvised performances may be submitted.

AS Unit 2: Composing

Pupils are encouraged to develop their composition skills leading to the creation of a 3-minute piece in response to a chosen brief. Pupils also write a CD sleeve note to describe aspects of their final composition and explain its musical influences.

AS Unit 3: Developing Musical Understanding

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

At A2:

A2 Unit 4: Extended Performance

This unit gives pupils opportunities to extend their performance skills as soloists and/or as part of an ensemble. Teachers and pupils can choose music in any style. Any instrument(s) and/or voice(s) is acceptable as part of a 12-15 minute assessed performance of a balanced programme of music. Notated and/or improvised performances may be submitted.

A2 Unit 5: Composition and Technical Study | A2

This unit has two sections: composition and technical study. The composition section further develops a pupil's composition skills, leading to the creation of a final 3-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. Pupils must complete two tasks in this unit, choosing from either one composition and one technical study or two compositions or two technical studies.

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 pupils familiarise themselves with each work as a whole, before concentrating on important musical features, context and/or elements of continuity and change. Between works pupils 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

Unit 1: Performing Music – 30% of AS level

The performance is undertaken usually in March at a public concert. It will be a 5-6 minute assessed performance. The music performed is chosen and assessed by the centre and moderated by the examination board.

AS Unit 2: Composing – 30% of AS level

In September of each year the examination board will publish on its website (www.edexcel.com) a document entitled Unit 2: Composing. Section A will contain four composition briefs from which pupils will select one as the basis for a 3-minute composition. In Section B pupils 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 – 40% of AS level

Assessment is through a 2-hour examination paper set and marked by the examination board. 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 – 15% of A2 level

This takes the form of a 12-15 minute recital, usually presented in March. The music performed is chosen and assessed by the centre and moderated by the examination board.

A2 Unit 5: Composition and Technical Study I – 15% of A2 level

In September of each year the examination board will publish on its website the Unit 5: Composition and Technical Study document. Section A contains four composition briefs from which pupils will select one as the basis for a 3-minute composition. Section B will contain the opening bars of four pieces of music. Pupils 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 – 30% of A2 level

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

PHYSICAL EDUCATION

HEAD OF DEPARTMENT

Mrs M N J Warner

EXAMINING BODY

OCR

SUBJECT ENTRY CODE

Advanced Subsidiary GCE in Physical Education H154

Advanced GCE in Physical Education H554

EMAIL

physicaleducation@wrekincollege.com



COURSE

This 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 performance. An advanced level qualification in the subject is rapidly becoming an essential pre-requisite for specialist study in Physical Education and Sports Studies in higher education. This course provides an excellent foundation for candidates intending to pursue careers in teaching, coaching, sports development, the leisure industry, recreational management, the health and fitness industry and professional sport.

ASSESSMENT

AS Modules

G451: An Introduction to Physical Education

This module is entirely theoretical. Assessment is by examination, lasting 2 hours, with a total of 90 marks. It contributes to 60% of the final AS level mark.

Topic areas include:

- Anatomy and Physiology
- Acquiring Movement Skills
- Socio-Cultural studies relating to participation in physical activity

G452: Acquiring, developing and evaluating practical skill in Physical Education

Candidates are assessed in two practical activities from two different activity profiles. They are also required to evaluate another performer in response to a live performance. This area makes up the remaining 40% of the total AS level mark. The modules G451 and G452 are both examined at the end of the first year and contribute 50% of the marks of the final A2 grade at the end of the Upper Sixth.

A2 Modules

G453: Principles and concepts across different areas of Physical Education

This is entirely theoretical and develops some of concepts covered at AS in greater detail.

Topic areas include;

- Historical Studies
- Sports Psychology
- Exercise and Sport Physiology

Assessment is by examination, lasting 2 hours 30 minutes, with a total of 105 marks. It contributes to 35% of the final A level grade.

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

Candidates are assessed in one activity from the activity profiles. It must be one of the two chosen at AS level. They are also required to critically evaluate another performer in response to a live performance. This area makes up the remaining 15% of the total A level mark.

PHYSICS

HEAD OF DEPARTMENT

Mr A J Ware

EXAMINING BODY

OCR

SUBJECT ENTRY CODE

Physics A H558

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physics@wrekincollege.com



COURSE

The OCR Physics A level 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 Lower Sixth we study two modules, the first is on Mechanics and the second Electrons, Waves and Photons. 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 pupils have learned at GCSE. 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 Upper Sixth 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.

ASSESSMENT

AS Level

Unit G481: Mechanics, exam in January. 30% of AS, 15% of A2 level

Unit G482: Electrons, waves and photons, exam in June. 50% of AS, 25% of A2 level

Unit G483: Practical skills. 20% of AS, 10% of A2 level

A2 Level

Unit G484: The Newtonian World, exam in January. 15% of A2 level

Unit G485: Frontiers of Physics, exam in June. 25% of A2 level

Unit G486: Practical skills. 10% of A2 level

PSYCHOLOGY

HEAD OF DEPARTMENT

Mr T Southall

EXAMINING BODY

AQA

SUBJECT ENTRY CODE

Psychology AS PSYA1 and PSYA2

Psychology A2 PSYA3 and PSYA4

EMAIL

psychology@wrekincollege.com



COURSE

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

Who does it suit?

It best suits pupils who want to understand things that may be taken for granted such as 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 texts as well as a willingness to discuss 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. The A2 specification offers a range of topic-based options, which bring together explanations from different psychological approaches and engage pupils in issues and debates in psychology.

ASSESSMENT

Exams are taken in January and May/June.

PSYA1: Cognitive Psychology, Developmental psychology and Research Methods – 50% of AS level
Cognitive Psychology, including memory and eyewitness testimony.

Developmental Psychology, including early social development, attachment and the effects of day care.
Research methods, in the context of the topic areas.

PSYA2: Biological Psychology, Social Psychology and Individual Differences – 50% of AS level
Biological Psychology, including stress, factors affecting stress, coping with stress and managing stress.

Individual Differences, including definitions of abnormality, approaches and therapies.

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

PSYA3: Topics in Psychology – 50% of A2 level

Three topics: Biological rhythms and sleep, relationships, eating behaviour.

PSYA4: Psychopathology, Psychology in Action and Research Methods – 50% of A2 level

Psychopathology – knowledge and understanding of models, classification, diagnosis and therapies in relation to depression.

Psychology in action – the contemporary issue of the psychology of addictive behaviour.

Psychological research and scientific method.

Each exam is worth 25% of the whole AS/A2 course.



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