

St Ch ris



Sixth Form
Prospectus
& Curriculum
Information
2021-22

The Sixth Form at St Chris

The Sixth Form in any school represents the pinnacle of school life: the academic work is at its most challenging; the opportunities for developing one's personality and wider social skills are at their greatest; extra-curricular activities flourish at their broadest.

It is the place too from where the horizons of the future can most obviously be viewed. The Sixth Form is the juncture at which the transition from school to university/college begins.

St Chris Sixth Form is an inspiring and challenging place to learn. During the two years of Sixth Form pupils grow and develop both academically and socially, making the most of the unique environment and the many opportunities available at St Chris.

The quality of the experience of being a Sixth Former at St Chris prepares students as fully as possible for life after school. Our relatively small size ensures that students can be given outstanding support as they make decisions about university entrance – decisions which will almost certainly have a great influence on their lives. The fact that our community allows everyone to know each other very well provides them with a truly collaborative academic atmosphere.

Students have opportunities through the School Council and through roles as Major Officials to influence the way the School develops. They become aware, through direct experience, that privilege brings responsibility.

We offer a wide range of A level courses. Class sizes are small and students enjoy individual attention. Facilities are excellent with many specialist areas purpose-built and equipped to the highest standards.

There is a specific Sixth Form Centre and excellent extra-curricular provision for drama, music and sport. St Chris has always been keen to promote a well-balanced curriculum so Sixth Form combines hard work and enjoyment.

The Sixth Form is also a time when interests widen. St Chris is an outward-looking community, and the School's long-standing commitment to its local community, to issues of international concern such as climate change and globalisation, and to the development of independently-minded individuals, all ensure that involvement in major issues can be combined with academic work.

St Chris has a long-standing record of academic success; pupils regularly gain admission to the very best universities (including Oxford, Cambridge and others of the Russell Group). Its concern with the needs of the individual and its connections with the developing world (for example, through our long-standing links with projects in Rajasthan), mean that St Chris offers a genuinely stimulating, enjoyable and successful Sixth Form experience.

We have a superb record of academic success with pupils gaining admission to the best universities.





The Academic Programme

ENTRY STANDARD

St Chris views each child as an individual and our admissions process to Sixth Form takes this in to consideration. We do expect our prospective Sixth Form pupils to obtain at least 5 GCSEs at grade 5 or above in order to follow an A level programme, with at least a grade 6 in the subjects selected for study at A level, or in relevant subjects where a student is starting a subject from scratch, such as psychology or business.

Those without GCSEs (for example, those who may have followed an overseas curriculum) will need to show suitable ability.

In practice, the vast majority of entrants into our Sixth Form gain significantly better results than the minimum requirement.

ACADEMIC PROGRAMME

The majority of students study three or four A levels in the Lower Sixth (Year 12), often in combination with the Extended Project Qualification (EPQ).

CHOOSING AN A LEVEL PROGRAMME

PUPILS ALREADY AT ST CHRIS

For pupils already at the School, the process of deciding which A levels to take starts in the October of Year 11 (V Group) with the Sixth Form Open Evening, followed by initial interviews with members of the Senior Management Team.

During this time students can take time to consider and discuss the A level subjects available and begin to consider their A level choices.

Most students are motivated to take a subject because they find it interesting or they have a personal aptitude for it. Students should also bear in mind their possible future plans for university courses and careers. For example, if you are thinking of studying medicine at university, it is essential to take Chemistry A level.

At the start of Lower Sixth there is an Induction Conference on the day before the start of term in September. Students will, by then, have received their GCSE results. The Conference provides a further opportunity to meet with A level subject teachers and receive advice and guidance.

PUPILS JOINING ST CHRIS

For pupils who are joining St Chris for Sixth Form, we would encourage you to attend the Sixth Form Open Evening in October. Following that and, as part of the admissions process, you will discuss and explore your A level choices with a senior member of staff, and will also receive further advice and guidance at the Induction Conference and during the first two weeks of term in Year 12.

Please be aware that the A level timetable is set in the Spring term prior to the start of Sixth Form, and from this point subject blocks are set.

A Level Subjects Offered

Art

Art: 3D Design

Biology

Business

Chemistry

Computer Science

Drama & Theatre

English Literature

Film Studies

French

Further Mathematics

Geography

History

Mathematics

Music

Photography

Physical Education

Physics

Psychology

Spanish

SUBJECT COMBINATIONS AND SUBJECT BLOCKS

Blocks are set annually to ensure that the maximum number of students have their desired combination of A level subjects. However, due to staffing and timetable constraints we cannot guarantee to provide all combinations of subjects.

It is also possible that courses will not run if the level of interest is low. If this is the case, the School may make the decision to withdraw a subject prior to the start of the school year and will inform pupils and parents accordingly.

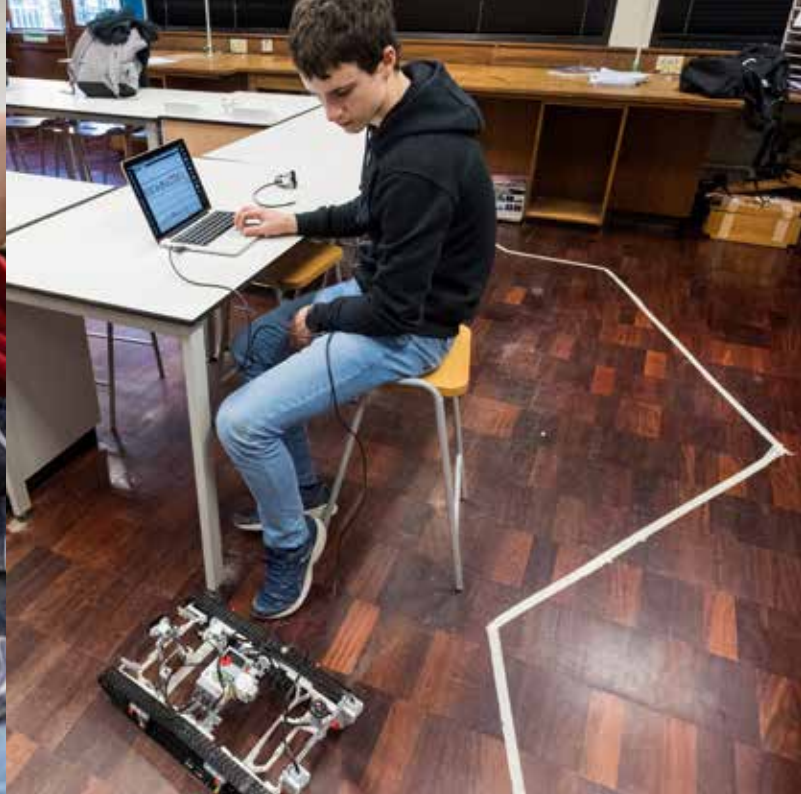
ENTRY INTO UPPER SIXTH

Lower Sixth students do not have an absolute right to progress to the Upper Sixth (Year 13). Progression depends on satisfactory performance and evidence of good work habits, approach and determination in the Lower Sixth year. St Chris has always taken pride in pupils who work hard and display positive attitudes to the wider life of the School.

SUPPORT THROUGHOUT SIXTH FORM

Joining the Sixth Form is an exciting time. However the academic step-up from GCSE to A level, and the increased focus on independent learning can lead to it being a time when some pupils feel uncertain and a little daunted. To combat this, St Chris offers a personalised and detailed support programme for each pupil, to ensure that they thrive within the Sixth Form environment.

Pupils are allocated a Personal Tutor and the partnership between tutor and pupil forms a central relationship, with the tutor guiding, advising and acting as a critical friend and supporter. Pupil support is on-going and comprehensive with Personal Tutors keeping a close eye on the well-being of the pupils in their care. Tutors help pupils settle into Sixth Form, encourage them to become responsible independent learners and to participate in the wide range of opportunities available outside of the classroom.



THE SIXTH FORM INDUCTION PROGRAMME

At the beginning of the Lower Sixth pupils take part in a two week induction programme which includes events, both academic and social, to enable them to make a positive start to Sixth Form.

The programme begins with a Lower Sixth Induction Conference on the day before the start of the school year in September, followed by a two week induction into the students' chosen A level subjects.

During this two week period students participate in bonding and social activities (including a short residential trip) to encourage the Lower Sixth to get to know one another. The two week induction programme is particularly helpful for students who are new to the School.

PROGRESS AND TRACKING

The dedicated Sixth Form team at St Chris are there to support pupils every step of the way to ensure that their transition is a successful one.

Throughout their time in Sixth Form, pupils receive regular feedback and guidance about their progress from subject teachers. Each pupil is also involved in regularly reviewing their progress with their Personal Tutor.

Personal Tutors, the Deputy Head of Year and the Head of Year are all available to support students who may be experiencing problems, alongside school counsellors if appropriate. Any issues or concerns are sensitively and thoroughly discussed with students and parents. Student support is on-going and comprehensive.

Each year parents receive two interim reports and two full reports. There are also two Parents' Consultations when subject teachers and Personal Tutors are available for one-to-one meetings. Pupils are encouraged to attend these meetings along with their parents or guardians.

All departments and subjects offer opportunities to support and extend pupil's learning beyond the classroom. These are often at lunchtime or after school and in some cases, for example for A level 3D Design, they are at weekends.



SIXTH FORM CENTRE

The Sixth Form Centre forms the central hub for academic and social life in the Sixth Form. There are IT facilities, quiet rooms and study carrels for pupils to use during study periods. The facilities also include comfortable seating, a kitchen area, a coffee machine and table football and table tennis facilities.

The Broader Curriculum

As well as following their individual academic programme, members of the Sixth Form also take part in a number of other activities that are designed to broaden their experience.

It is very much part of the St Chris tradition to encourage students to develop their personalities and interests as widely as possible. This process will be every bit as important as academic success when the time comes to find employment after university.

PSHE

There is a wide-ranging programme for PSHE in the Lower Sixth. Visiting speakers come to the School to talk to the students about a variety of issues, for example: the law; personal rights; mental health issues; Gap Years; careers.

These compulsory sessions are a stimulating extension to the students' programme and provide ample opportunity for questions and discussions at the end of the sessions. In addition, sessions are run on vital study skills both at A level and for progression to university, in topics such as time management, critical thinking and research skills.

CAREERS AND HIGHER EDUCATION PROGRAMME

St Chris provides comprehensive guidance and support to help students formulate their plans following Sixth Form through the PSHE curriculum. This includes study skills training and talks by visiting speakers, as well as our Higher Education Conference which takes place at St Chris every other Autumn.

Each pupil also has a programme of one-to-one meetings with a dedicated Higher Education Adviser, who provides application guidance and support.

The above career and higher education guidance runs in conjunction with our bespoke Pathways Careers Programme which consists of four elements: work experience; five year tracking; careers fairs and apprenticeship opportunities.

EXTENDED PROJECT QUALIFICATION

The School offers students the opportunity to submit an EPQ for examination. Students may pick any topics that interest them, so long as the question they are attempting to address meets the criteria of the course. The course lasts 12-18 months (depending on the start date) and there is a comprehensive taught element in the Lower Sixth.

Students are also allocated to an EPQ Supervisor for individual guidance during the process of producing the project itself.

POSITIONS OF RESPONSIBILITY

Sixth Form pupils play a vital role in school life at St Chris, and there are a number of positions of responsibility for which we encourage all pupils to volunteer; as Major Officials; as Peer Mentors; as participants in and leaders of the different committees and activities such as sports teams and as role models.

Sixth Form pupils are able to design, develop, implement and evaluate initiatives within St Chris and our wider community.

We strongly believe that our pupils, both collectively and individually, are an invaluable resource for the School and will also gain personally from their involvement.

MAJOR OFFICIALS

The whole school takes part in elections each year to vote for a committee of pupils to run the School Council. These posts are held by Lower Sixth pupils, and are termed Major Officials.

Major Officials also run a number of committees within the School including Events and Fundraising, Food and Be Green, our environmental committee. These committees are responsible for running activities such as the Summer Ball, the pupil coffee shop and developing initiatives such as reducing the School's use of single use plastics.

POSITIONS INCLUDE:

Head Girl and Head Boy

Deputy Head Girl and Deputy Head Boy

Chair of Council

Treasurer of Council

Secretary of Council

Chair of Events & Fundraising

Chair of Be Green

Chair of Human Rights

Chair of Food Committee

Head Boarder

PEER MENTORS

Peer Mentors are Sixth Form students who act as mentors to younger students in the Senior and Junior Schools.

Peer Mentors offer a wide range of support – it can be anything from helping new pupils to settle in, or spending time with a younger student to help with a particular academic or social issue that they may have. The programme is a particularly popular way for students to commit to helping the whole school community and both Peer Mentors, and those that they work with, find that it's a very rewarding role.

LEADERSHIP ROLES ACROSS ST CHRIS

There are many ways to lead and serve the pupil body in the Sixth Form in addition to being a Major Official or Peer Mentor. Pupils can take a leadership role in one of the many co-curricular groups, for example sports teams or music groups, or through their community service activities or through working with local and international charities.

COMMUNITY SERVICE

All members of Year 12 take part in the St Chris Community Service Programme from January in Lower Sixth. This involves a commitment of at least 10 hours where pupils undertake volunteer work at a variety of local charities and organisations. This has been found to be a rewarding experience and has led students to undertake further volunteer work in the Upper Sixth or during a Gap Year.

St Chris has links with several local schools, care homes, community-based arts programmes and local charities. There are also opportunities within school, including helping with Junior School sports and after-school activities. Beyond this wide choice of pre-arranged placements, students can also make their own suggestions and plans if suitable.

SUBJECT-RELATED CONFERENCES AND EDUCATIONAL TRIPS

As part of the academic programme, departments frequently arrange trips to extend the academic experience. These include English, biology and psychology conferences, evening lectures from world-leading academics, poetry workshops, art gallery visits to London and Cambridge, visits to a Crown Court, theatre trips, biology and geography field trips and foreign language exchange visits for language students.

OTHER TRIPS AND VISITS IN THE SIXTH FORM

Lower Sixth students have the opportunity to take part in a unique educational project in Rajasthan and to participate in a cycle of expeditions to places as diverse as Ladakh, Borneo and Madagascar.

During the week-long Late Summer Programme at the end of the Summer Term, Lower Sixth students can also choose from a range of options, from helping on the Year 9 trip to Saas Fee in Switzerland to completing work experience or art and theatre projects.



RAJASTHAN

Over the last 30 years more than 500 Sixth Form pupils from St Chris have visited Rajasthan in India on the School's annual trips to our partner charities. There are two trips a year to Rajasthan, each lasting two weeks, which are open to pupils in the Lower Sixth.

As part of the trip pupils spend time working with Non Governmental Organisation Seva Mandir whose work involves rural development projects across 700 villages in southern Rajasthan. Pupils also get involved in activities with educational partners including a learning camp for rural children in Udaipur; Umang, one of Rajasthan's first schools for children with disabilities and a school called Digantar, a rural school on the outskirts of Jaipur.

Involvement in these projects will, in many cases, have direct relevance to subjects studied in the curriculum and will also broaden our pupils' outlook.

OPTIONS PROGRAMME

The whole Senior School is involved in Options – our activities programme - on Thursday afternoons. Some of the current Options include cycling, enamelling, film editing, costume and set design, Duke of Edinburgh's Award and advanced cookery.

Each Option runs for approximately eight weeks. Lower Sixth students have the opportunity to participate and there are also Sixth Form specific options such as Rajasthan preparation sessions.

ADDITIONAL ACTIVITIES

SPORT

There is the opportunity to join in with a wide range of sports including badminton, football, netball, basketball, tennis and cricket. The School also has its own fully-equipped gym and a large indoor heated swimming pool. Since exercise is so important for a healthy lifestyle, we strongly encourage all students to participate.

DRAMA

The School has its own fully-equipped theatre and drama studio, and there are regular productions during the year. There is also the opportunity to join the technical support team in the Theatre.

MUSIC

There is the opportunity to learn a number of different musical instruments at St Chris. There is an orchestra and a range of other groups, including a jazz band and there are frequent opportunities to take part in music evenings and concerts.

OTHER ACTIVITIES

There are many additions to the School programme, which range from: the Wednesday Debate, where issues proposed by students are formally debated, to the Recycled Fashion Show, a popular annual event which encourages students to either design or model fashion items made from recycled materials.

Boarding in Sixth Form

Boarding at Sixth Form is a great option to consider for pupils who would like to focus fully on the academic step up to A levels by extending the school day, or perhaps for those pupils who may have a longer commute.

Current and recent Sixth Form pupils have commented on the benefits of staying in school to study in the evenings, and being part of a conscientious and focussed Sixth Form boarding community. Completing study work during the week at school also gives pupils the added benefit of freeing up time at the weekends to rest and recuperate once all their work has been completed.

Our Sixth Form boarding community is thriving and friendly. We offer full boarding, weekly boarding and flexi boarding, where pupils stay up to two nights a week.

Sixth Form boarders have their own bedrooms with shared communal spaces. Our boarders come from near and far and they experience an inclusive and welcoming community where life-long friendships are made.

Boarding is led by Houseparents, who are supported by Resident Tutors. Our Houseparents share many years of experience caring for young people in co-educational boarding settings.

Our boarding staff share a belief in a purposeful and well-ordered living and learning environment, a friendly and informal home where everyone feels comfortable and cared for. Boarding enables young people to learn the relationship between rights and responsibilities, and the balance between individuality and being part of a community. Our aim is that our boarders will develop a capacity for tolerance, self-sufficiency and independence that will serve them well throughout their adult life.

In addition to studying, there are many optional activities on offer for boarders in the evenings and at weekends both on and off campus. During the week this could be go-karting, a trip to a trampoline park or a cookery evening. Boarders can also enjoy using several communal areas, including television rooms, a games room, study areas and kitchens. They also have access to many of the main school facilities outside of the normal school day, for example the swimming pool, tennis courts and skate park.

For pupils currently at St Chris, trial boarding nights can be arranged to give you a taster of what boarding is like.

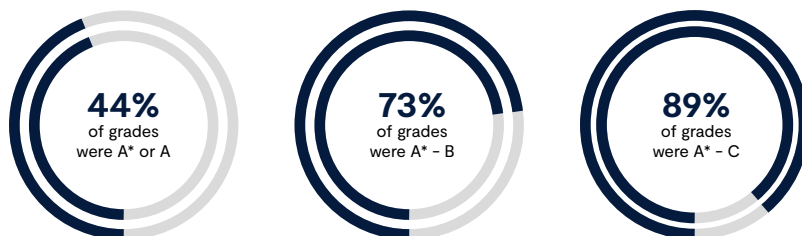
Please contact the Admissions department for further information.



A Level Results 2020

Examination results record one very important aspect of achievement at school. We look at the achievements of every individual in the context of their own ability and aim to ensure that all fulfil their potential. St Chris takes a broad view of academic success but we regard A level results as vitally important.

A Level Results Summary



A Level Breakdown by Subject

Subject	A*	A	B	C	D	E	U
Art	5	3	2	1	0	0	0
Art 3D	3	1	3	1	0	0	0
Biology	0	1	1	0	1	0	0
Business	1	2	2	5	0	0	0
Chemistry	0	3	0	2	0	1	0
Computer Science	0	0	0	1	0	0	0
Drama & Theatre	0	2	1	1	0	0	0
Economics	0	2	2	0	0	0	0
English Literature	0	0	1	0	0	0	0
EPQ	0	1	1	0	0	0	0
Film Studies	0	0	1	1	0	0	0
French	0	1	0	0	0	0	0
Further Maths	0	3	0	0	0	0	0
Geography	0	2	2	0	0	1	0
History	0	0	2	0	1	0	0
Maths	4	0	1	1	1	1	0
Music	0	1	3	0	0	0	0
PE	0	0	0	0	2	0	0
Photography	1	0	3	2	0	0	0
Physics	2	3	1	0	1	0	0
Psychology	1	1	2	1	2	0	0

University Destinations

Virtually all St Christopher School leavers progress to university or art college at the end of Upper Sixth, with some taking a gap year first. All pupils are individually supported through the university application system by their Personal Tutor and a UCAS Adviser.

The breadth of the experience students receive at St Chris prepares them well for university life and the world of employment. They have a maturity and independence which helps them settle relatively easily in to higher education and make the most of the opportunities they find there.

SOME OF THE DESTINATIONS OF THOSE ENTERING UNIVERSITY IN 2020 INCLUDE:

University of the Arts London	Fashion Styling and Production
University of the Arts London	Photography
University of Birmingham	Physics (4 years)
Bristol, University of the West of England	Automotive Engineering
City, University of London	Psychology
Durham University	Mathematics (4 years)
Heriot-Watt University	Economics and Finance
University of Hertfordshire	3D Computer Animation and Modelling
University of Hertfordshire	3D Games Art and Design
University of Hertfordshire	Computer Science (Software Engineering)
University of Hertfordshire	Model Design (Character and Creative Effects)
Kingston University	Drama and Theatre Arts including Foundation Year
University of Manchester	Physics
Manchester Metropolitan University	Drama and Contemporary Performance
Manchester Metropolitan University	Economics
University of Nottingham	Animal Science
Oxford Brookes University	Business Enterprise and Entrepreneurship
Oxford Brookes University	Business and Management
Oxford Brookes University	Marketing and Events Management
Rose Bruford College	Design for Theatre and Performance (Set and Costume)
Royal Central School of Speech and Drama, University of London	Drama, Applied Theatre and Education
University of Southampton	Mechanical Engineering / Automotive with Industrial Placement Year
University of South Wales	Psychology with Criminology & Criminal Justice
St Mary's University, Twickenham	Sports Management
University of Strathclyde	Electrical and Mechanical Engineering
UCL (University College London)	European Social and Political Studies Dual Degree

Scholarships and Fee Assistance

St Chris offers a range of scholarships and fee assistance (bursaries) to encourage applications to the Sixth Form.

SCHOLARSHIPS

Each year there is one Academic Scholarship and one Art Scholarship awarded in Lower Sixth.

Scholarships form a maximum value of 10% of tuition fees, and are awarded after consideration of an applicant's performance in assessment exercises and interviews. They are awarded on merit and/or the ability to make an outstanding contribution to the wider life of the School.

Academic Scholarships are awarded following consideration of an applicant's performance in her/his GCSE examinations, and all candidates are automatically considered.

Art Scholarships need to be applied for separately and include an interview with the Art Department and the Head. Applicants will be asked to bring a portfolio of their work to discuss alongside a more general talk about their interests and experiences in the creative arts.

HOW TO APPLY FOR AN ART SCHOLARSHIP

To be considered for an Art Scholarship, please indicate your interest when registering via our online Registration Form. You will then be asked to complete an additional form on our online admissions portal. The deadline for submitting Art Scholarship applications for September 2021 entry is **Friday 6 November 2020**.

Internal candidates also need to register their interest via the Admissions Department by **Friday 6 November 2020**.

FEE ASSISTANCE

Fee assistance is available, through our dedicated Sixth Form bursary scheme, to those families with children joining St Chris who have need of it.

Each year The Robertson Bursary Trust and St Chris fund two full places for pupils to attend our Sixth Form. Fee assistance can cover both day and boarding fees. The fund was set up by the Robertson family, who have been part of the St Chris community as pupils, active Old Scholars and Governors for many years.

Bursaries are means tested awards for financial assistance and are made at the School's discretion. The number of bursaries available is limited and they are generally awarded to new entrants to the School. All bursary awards are based on an assessment of how much a child will be able to benefit from attending St Chris, their family's financial circumstances and the degree of assistance required.

HOW TO APPLY FOR FEE ASSISTANCE

Applicants complete a bursary application form, which is confidential, that is then assessed by the School's Bursary Committee.

Please download the form from our website [https:// www.stchris.co.uk/admissions/scholarships-bursaries/](https://www.stchris.co.uk/admissions/scholarships-bursaries/)

Alternatively please contact the Admissions Department by emailing admissions@stchris.co.uk.

The deadline for submitting bursary applications for September 2021 entry is **Wednesday 9 December 2020**.



Course Descriptions



Extended Project Qualification (EPQ)

St Chris offers students the opportunity to pursue the Extended Project Qualification (EPQ). Increasingly the EPQ is the ideal way to maintain breadth in what a student studies in the Sixth Form and also develop research and independent study skills. It is excellent preparation for the types of skills needed at degree level and can give extra 'weight' and value to a university application.

WHAT IS THE EPQ?

The EPQ is a qualification awarded for either the writing of a single extended essay or the production of an artefact (e.g. a drama performance or piece of art).

It receives a grade (A*-E) like any other subject. It is the equivalent of an AS level in terms of UCAS points (28 points for A*, 24 for A, etc. under the UCAS tariff system), but the true value lies more in the process of its production and what it says about the student and the skills, intellectual capacity and perseverance they must show to complete it.

To complete the EPQ, a student is required to

- **Produce a Project (a 5000 word essay, or a production/artefact with a 1000 word report)**
- **Keep a production log (a diary of whatever they do throughout the Project)**
- **Give a short presentation and take questions from an audience on their Project.**

WHY CONSIDER AN EPQ?

The EPQ enables students to develop the skills of independent and extended study. This is enjoyable and rewarding in its own right but is also excellent preparation for university. The EPQ can also be a lot of fun, as there is no limit to what you can investigate; its open nature brings extra breadth to a student's study programme and allows them to follow a subject or topic about which they are passionate and interested. The qualification is also highly-regarded by universities who are increasingly looking for students who bring something extra to the table, beyond the basic A level grades that tens of thousands of applicants possess.

WHAT DO UNIVERSITIES THINK OF THE EPQ?

Universities have a high opinion of the EPQ, particularly those which are more selective, because it develops qualities in students that they deem key to success in the Higher Education environment.

For example, the Director of Admissions at Cambridge writes: "the potential benefits of extended projects are enormous... Cambridge is one of many universities which support Extended Projects as good preparation for degree-level study."

Here's a sample of some universities' policies on EPQ:

- **Some tutors make two offers: AAA at A level, or AAB and an EPQ (e.g. Bristol and Southampton)**
- **EPQ is not included in the UCAS offer, but will be considered if the conditions are not met (London School of Economics)**

HOW DOES ST CHRIS SUPPORT THE EPQ?

To an extent, working habits have to be self-directed and independent - that is the whole point of the EPQ! Nevertheless, students receive clear and consistent support for their project:

- **Each EPQ student will be allocated a Supervisor who will have broad expertise that best matches their chosen area of study**
- **Advice on how to execute the EPQ from the Supervisor and EPQ Coordinator**
- **Sessions devoted to research skills and specific support from the library**
- **Allocated time in their timetable**

TIMESCALE

The EPQ is an independent research project. This means it is completed in the pupil's own time. You will begin the planning stages in the Autumn of Lower Sixth and begin working on the project in earnest in the Spring term.

The main deadline is November of the Upper Sixth. However, the exam board advise that you spend 90 hours of your own time on the EPQ - so you can't leave it until the last minute! Your Supervisor arranges to see you during the Spring, Summer and Autumn terms to discuss your progress.

Art / Photography

WHY STUDY ART / PHOTOGRAPHY?

The courses aim to encourage you to develop your intellectual, imaginative, creative and intuitive powers. These attributes are increasingly valuable in many areas of contemporary society.

Investigative, analytical, experimental, practical, technical and expressive skills are fostered along with aesthetic understanding and critical judgment.

From all of this an appropriate foundation is laid for understanding the interrelationships between art, craft and design and an awareness of the contexts in which they operate in other times and cultures as well as our own.

The course aims to foster a life-long interest and enjoyment of art and design.

WHAT WILL YOU NEED TO BE GOOD AT?

The student will require proven ability in both creative and technical skills.

HOW WILL YOU BE TAUGHT?

Throughout the course the student is given individual directions and guidance, although we place much value on independence, personal responsibility and creativity. The facilities available and approaches taken have much in common with art college methodology.

WHAT CAN YOU DO WITH THE QUALIFICATION?

The department has a long record of entry into the country's top art colleges. A level Art is accepted by universities for most courses and need not necessarily lead to specialisation in the subject.

WHAT DOES THE COURSE INVOLVE?

We follow the AQA Specifications which are assessed through a combination of examinations and coursework.

Students choose from the titles below for study throughout the A level course:

- **Art, craft and design**
- **Fine art**
- **Graphic communication**
- **Textile design**
- **Photography**

A LEVEL ART & DESIGN (AQA: 7201, 7202, 7203, 7204, 7205, 7206)

Title	Content	Weighting	Assessment
Component 1	Coursework: Personal Investigation	Personal practical investigation supported by a written element of 2000–3000 words	60% of A level
Component 2	Externally set assignment and exam	A range of questions is set by AQA on 1 February and 'Preparatory time' then follows. This culminates in 15 hours 'Supervised time'	40% of A level

Art & Design: 3D Design

WHY STUDY THREE DIMENSIONAL DESIGN?

Art & Design: Three Dimensional Design (3D Design) will enable you to turn your artistic ideas into high quality three dimensional objects, including models and final products made from resistant materials such as wood, metal, plastic and glass.

The course is great fun, practical, and makes a great change from the sitting down you do in most other lessons. You will enjoy an appreciation of product design from the 20th Century up to the present day and develop a wide range of creative and practical skills within the context of a well-resourced workshop.

WHAT WILL YOU NEED TO BE GOOD AT?

- **Thinking creatively and analytically.** You will need to respond creatively to design briefs which will encourage you to incorporate influences from iconic design into your own work.
- **Communicating ideas through freehand sketching and more formal drawing techniques.** Drawing is a skill that can improve so you must at least be ready to actively work at improving your drawing skills.
- **Communicating ideas through Computer Aided Design.** You can work on improving this during the course.
- **Time management and working independently.** Our most successful candidates have a strong work ethic and put in extra hours in study periods and after school.
- **You should ideally have studied 3D Design at GCSE.** This will have enabled you to have followed the 3D Design process, including creating an A3 design folder. This will have included research, analysis and the development of creative ideas through the building of models, test constructions and final components in resistant materials.

- **Structuring an essay: you will need to produce an illustrated 1000 word Personal Investigation into an aspect of 3D Design.**

HOW WILL YOU BE TAUGHT?

The course is taught by experienced design teachers and you will be working in a workshop environment with access to a wide range of materials, tools, machines and processes. If you are keen on pursuing a creative design career, we would suggest that you consider taking two Art & Design A levels, one in 3D Design and one within the Art Department context.

YOU WILL

- **Create one minor project and one major project, along with assorted other creative design work.**
- **Study influential product designers/design movements/ iconic products.** This will include trips out of school.
- **Communicate creative ideas through creative drawing exercises, freehand sketching, annotation, model making, Computer Aided Design, and making prototypes/final products.**
- **Use a wide range of workshop tools, machines, materials and processes.**

WHAT CAN YOU DO WITH THE QUALIFICATION?

3D Design develops creative, analytical designers who will be appealing candidates for admission to design related university courses. 3D Design is ideal for developing portfolio applications for a wide range of creative courses, including art foundation and degree courses in product design, furniture design, architecture and landscape architecture. Please note that engineering degrees are not keen on Art A levels.

A LEVEL ART & DESIGN: THREE DIMENSIONAL DESIGN (AQA: 7205)

	Title	Content	Weighting	Assessment
Component 1	Coursework: Personal Investigation	Personal practical investigation supported by a written element of 2000–3000 words	60% of A level	Marked by teacher Externally moderated
Component 2	Externally set assignment and exam	A range of questions is set by AQA on 1 February and 'Preparatory time' then follows. This culminates in 15 hours 'Supervised time'	40% of A level	Set and moderated externally Marked by teacher

Biology

WHY STUDY BIOLOGY?

Biology covers a wide range of topics that help us to understand the world around us, from explaining the structure and function of organs within our body to discussing the benefits of maintaining biodiversity. New discoveries and advances are continually being made in the field of biology and you will learn about the principles behind techniques such as stem cell therapies and DNA technologies.

Biology is often chosen by students in combination with the other sciences, particularly chemistry. Geography and psychology also complement biology well. In addition, biology appeals to many students who are studying arts or humanities and who would like to study a science for variety and wider interest.

WHAT WILL YOU NEED TO BE GOOD AT?

It is essential that you have a genuine interest in the subject and are fully committed as biology is a challenging subject; a Grade 5 or above in GCSE Biology or GCSE Additional Science and Core Science is vital. In addition, as part of the course you will study biochemistry topics so a good understanding of chemistry is also required and studying A level Chemistry would support your studies in biology.

You will need to be able to communicate effectively, both in writing and orally, be able to research information from a variety of sources, have a good memory for scientific names and factual information and be confident in handling and interpreting data in graphs, tables and in other forms.

HOW WILL YOU BE TAUGHT?

Lessons will involve a mixture of class teaching, discussion, video clips, practical work and written tasks. Learning is an active process and everybody is expected to participate fully in lessons. There will also be independent research and presentation tasks, as well as the opportunity to carry out field work and go on trips. Regular tests will monitor your progress throughout the course.

WHAT CAN YOU DO WITH THE QUALIFICATION?

Biology is classed as one of the 'facilitating subjects' by the Russell Group universities so is very useful in gaining access to a wide range of degree courses.

If you are considering biological or biomedical sciences at university, most universities will expect you to have also studied A level Chemistry.

Past students of A level Biology have gone on to successfully follow a degree in courses such as: medicine, natural sciences, biochemistry, forensic biology, anthropology, archaeology, ecology, psychology and sports science.

A LEVEL BIOLOGY (OCR SPECIFICATION H420)

Module Title	Assessment	Weighting
Module 1 – Development of Practical Skills in Biology Module 2 – Foundations in Biology Module 3 – Exchange and Transport	Component 01: Biological Processes – testing Modules 1, 2, 3 and 5 2 hour 15 minute written paper: 100 marks Section A contains 15 multiple choice questions; Section B contains short answer and extended questions	37% of total A level
Module 4 – Biodiversity, Evolution and Diseases Module 5 – Communication, Homeostasis and Energy	Component 02: Biological Diversity – testing Modules 1, 2, 4 and 6 2 hour 15 minutes written paper: 100 marks Multiple choice, short answer and extended response questions	37% of total A level
Module 6 – Genetics, Evolution and Ecosystems	Component 03: Unified Biology – testing ALL modules 1 hour 30 minutes written paper: 70 marks Short answer and extended response questions	26% of total A level

Business

WHY STUDY BUSINESS?

A level Business gives you an introduction to the world of business, helps you understand how businesses operate and provides a good foundation for further study. With a focus on the practical skills of running a business, the course is designed to help you become a good decision maker, manager, analyst and problem solver. These skills are highly sought after and valued in a wide range of organisations and careers.

WHAT DOES THE COURSE INVOLVE?

A level Business introduces students to a range of key business areas and concepts: marketing, operations, finance, human resource management, decision making, leadership and production management. In the second year the focus is on the strategic decisions that all businesses must make to survive and thrive in a competitive market place.

Students will study business in a variety of contexts (e.g. large/small, UK focused/global, service/manufacturing) and consider the following topics:

- **What is business?**
- **Managers, leadership and decision making**
- **Decision making to improve marketing performance**
- **Decision making to improve operational performance**
- **Decision making to improve financial performance**
- **Decision making to improve human resource performance**
- **Analysing the strategic position of a business**
- **Choosing strategic direction**
- **Strategic methods: how to pursue strategies**
- **Managing strategic change**

WHAT CAN YOU DO WITH THE QUALIFICATION?

A level Business is a valuable introduction to students who want to study business, finance or management at university. It also provides useful transferable skills applicable across a very wide range of careers – marketing and advertising, personnel and human resources, coaching, journalism, working in the voluntary sector, consultancy and accountancy.

A LEVEL BUSINESS (AQA SPECIFICATION 7132)

Title	Content	Weighting	Assessment
Paper 1	Business 1	Topics 1 - 10	33.3% of A level Written exam: 2 hours 100 marks 15 multiple choice questions worth 15 marks; short answer questions worth 35 marks; Two essay questions worth 25 marks each.
Paper 2	Business 2	Topics 1 - 10	33.3% of A level Written exam: 2 hours 100 marks Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions.
Paper 3	Business 3	Topics 1 - 10	33.3% of A level Written exam: 2 hours 100 marks One compulsory case study followed by approximately six questions.

Chemistry

WHY STUDY CHEMISTRY?

The non-living world and living organisms rely on intricate and subtle chemistry. Studying this is a somewhat complex task and A level Chemistry is a key step along that road to understanding nature.

It is intellectually challenging: you will learn a little Quantum Theory in order to understand how electrons behave in atoms; use the Laws of Thermodynamics to understand why changes happen in the way they do; and why energy sometimes seems to go “uphill”.

Many students take Chemistry A level as a support for A level Biology which covers a considerable amount of biochemistry, for instance the complex chemical reactions involved in processes like photosynthesis and respiration.

WHAT WILL YOU NEED TO BE GOOD AT?

You should be getting grades 5 - 9 in two or more sciences at GCSE. A level Chemistry is more mathematical in places than at GCSE, so ideally you would also have grade 5 - 9 in GCSE Maths. If you intend to study chemistry or biochemistry at university level you should also take A level Mathematics. However, this is not essential in order to understand the maths in the A level Chemistry course.

HOW WILL YOU BE TAUGHT?

Classwork, questioning, problem-solving, practical work, demonstration, research from text books and other media for essays and presentations. The main difference you will find between GCSE and A level is that there will be an emphasis on trying to explain, where possible, why things happen as they do. There is also an expectation that students will take on more responsibility for their own learning.

WHAT CAN YOU DO WITH THE QUALIFICATION?

Careers that have specific links to chemistry include: chemical engineering, which requires people who understand chemical reactions and are also particularly good at physics and maths. For medicine and veterinary medicine you need a very good grade in A level Chemistry, as entry is extremely competitive.

Scientists find employment at all sorts of levels and in all sorts of places. Industry takes people with A level science qualifications as technicians and research assistants, doing routine testing or helping a research team. Many get degree level qualifications and work in such diverse fields as teaching, research, museums and art galleries (conserving objects), water companies (monitoring pollution), the manufacturing industry (monitoring quality of product), materials science etc.

Many end up doing other things which do not directly involve their science, such as law or management, or even, as one person did, by becoming the first Prime Minister with a chemistry degree!

WHAT DOES THE COURSE INVOLVE?

We follow the OCR H432 Specification. Learners study modules 1 to 4 in Year 12 and then continue with modules 5 and 6 in Year 13. The internally assessed Practical Endorsement Skills are assessed in part through the written examinations but also in 12 practical activities to be undertaken throughout the course.

A LEVEL CHEMISTRY (OCR SPECIFICATION H432)

Module Title	Assessment	Weighting
Module 1 – Development of practical skills in chemistry Module 2 – Foundations of chemistry	Component 01: Periodic table, elements and physical chemistry – testing Modules 1, 2, 3 and 5 2 hours 15 minutes written paper: 100 marks	37% of total A level
Module 3 – Periodic table and energy Module 4 – Core organic chemistry	Component 02: Synthesis and analytical techniques – testing Modules 1, 2, 4 and 6. 2 hours 15 minutes written paper: 100 marks	37% of total A level
Module 5 – Physical chemistry and transition elements Module 6 – Organic chemistry and analysis	Component 03: Unified chemistry – testing all Modules (1 to 6) 1 hour 30 minutes written paper: 70 marks	26% of total A level
	Component 04 (non-exam assessment) The Practical Endorsement can form part of the A level. A level students can be entered for Component 04 – ‘Practical Endorsement in Chemistry’ and the grade in their final award is endorsed accordingly. This is teacher assessed and evidenced.	This will be a separately reported result

Computer Science

WHY STUDY COMPUTER SCIENCE?

“The computer was born to solve problems that did not exist before.” — Bill Gates

Already computer scientists are developing automation technologies to change the way we work. As a student of computer science, you will be learning the problem solving and practical skills needed to solve the problems of tomorrow. Whatever sector or profession you choose to enter in the future whether it be financial; creative i.e. computer game development; engineering; or medical, an in-depth knowledge of computer science will be essential to working at the highest levels.

WHAT WILL YOU NEED TO BE GOOD AT?

You will need to have at least a grade 6 in GCSE Mathematics. Having taken GCSE Computer Science is ideal, but not necessary.

You will need to be someone who;

- **likes solving problems;**
- **has a genuine interest in the way computers work;**
- **is willing to learn from mistakes and use them to inform future actions.**

HOW WILL YOU BE TAUGHT?

Lesson time will be shared between a mix of class teaching, discussion, practical work and individual investigation. We will be predominantly using Python as our programming language of choice but there is chance in Year 13 to bring in other languages such as Java and C#.

As with all A level courses there is an expectation that you will spend significant time outside of lessons in private study and performing practical exercises.

WHAT CAN YOU DO WITH THE QUALIFICATION?

Studying A level Computer Science lets you access a wide range of degree courses at university including computer science, information technology and engineering. What you learn in computer science will be applicable across all possible career paths.

A LEVEL COMPUTER SCIENCE (OCR SPECIFICATION H446)

	Title	Content	Weighting	Assessment
Component 1	Computer systems	The characteristics of contemporary processors, input, output and storage devices; Software and software development; Exchanging data; Data types, data structures and algorithms; Legal, moral, cultural and ethical issues.	40% of A level	Written paper (no calculators allowed) 2 hours 30 minutes 140 marks
Component 2	Algorithms and programming	Elements of computational thinking; Problem solving and programming; Algorithms to solve problems and standard algorithms.	40% of A level	Written paper (no calculators allowed) 2 hours 30 minutes 140 marks
Component 3	Programming project	The learner will choose a computing problem to work through according to the guidance in the specification. Analysis of the problem; Design of the solution; Developing the solution; Evaluation.	20% of A level	Non-exam assessment 70 marks

Drama & Theatre

WHY STUDY DRAMA & THEATRE?

Drama provides the opportunity for an in-depth study of the theatre in all its aspects. This involves a wide range of approaches, both theoretical and practical. Students study set plays from a performance and production perspective, perform devised and scripted pieces, learn about the ideas of key theatre practitioners and see at least four live productions each year. Although most students tend to opt for acting as their practical assessment, they can choose a design/technical option instead, such as set design or lighting.

WHAT WILL YOU NEED TO BE GOOD AT?

Students need an active interest in theatre and should enjoy either acting or working in design or technical roles. It is vital that students have good social skills as much of the course involves group work. As in all the arts, analytical and evaluative skills are also important. Also, practical ability as an actor, technician and designer is needed.

HOW WILL YOU BE TAUGHT?

Most lessons are highly practical in content. This includes the study of set texts, where students often perform extracts of the plays, and of theatre practitioners, where students give oral presentations.

Lessons often involve workshop activities and discussion. However, students have to write essays in their own time, as well as practising in class under exam conditions. Feedback and evaluation exercises form an important part of the learning process. Outside of the classroom, visits to the theatre are an integral component of the course.

WHAT CAN YOU DO WITH THE QUALIFICATION?

A level Drama and Theatre can lead to a degree in drama at university. It is also an important qualification for those wishing to go to drama school, either as performers or designers/technicians. Beyond theatre itself, most employers now recognise the broader benefits the course brings such as developing self-confidence, the ability to express yourself in public and the acquisition of social skills.

WHAT DOES THE COURSE INVOLVE?

We follow the AQA Specification which is assessed through a combination of examinations and coursework.

A LEVEL DRAMA & THEATRE (AQA: 7262)

	Title	Content	Weighting	Assessment
Component 1	Drama and Theatre	Study of two set plays. Analysis and evaluation of the work of live theatre makers.	40% of A level	Examination, externally set and assessed
Component 2	Creating original drama	Performance of devised drama (or design/directing). Study of one prescribed practitioner.	30% of A level	Internally assessed, externally moderated
Component 3	Making theatre (practical)	Study of a prescribed practitioner. Exploration and interpretation of 3 play extracts. Performance (design/director).	30% of A level	Externally moderated

English Literature

WHY STUDY ENGLISH LITERATURE?

The study of A level English Literature opens the door to texts that have shaped, explored and reflected the world in which we live.

At the heart of this study are three core skill areas, each one of them central to our lives beyond the classroom: the ability to read critically and to explore ideas and stories in literature; the ability to discuss and debate points of view, weigh up evidence and synthesise arguments; and the ability to translate complex ideas into cogent, coherent writing that considers diverse viewpoints before reaching an evaluative, personal conclusion.

Studying A level English Literature not only gives you access to a wealth of amazing writing but also prepares you for the rest of your life because, above all, it is about communication. More than that, it aims to nurture and develop a lasting love and appreciation of literature.

English Literature is seen by universities and employers as a substantial, academic subject. It is a demanding subject but also an empowering one, leading to a host of transferable skills.

WHAT WILL YOU NEED TO BE GOOD AT?

Students should have passes in both GCSE English Language and GCSE English Literature at grade 6 or above: the ability to critically evaluate texts and the ability to write well are equally important. In addition, students should have a genuine enthusiasm for reading literature, as well as writing and talking about the texts. As with most subjects at this level, the ability and desire to study independently and read widely is essential.

HOW WILL YOU BE TAUGHT?

Lessons are held in our dedicated Sixth Form teaching room and involve a good deal of shared reading and discussion, with videos and web-based resources also being used. The learning includes substantial group and paired work as well as individual study. In addition, students will be required to undertake substantial reading and writing assignments outside the class. Lessons are often supplemented by theatre visits and conferences on texts.

WHAT CAN YOU DO WITH THE QUALIFICATION?

The qualification is very versatile and will be useful in every conceivable job or area of life; evidence of literacy, critical thinking and communication skills is always valued. An A level in English Literature obviously complements other arts and humanities subjects but it is also highly valued by universities in an application for any degree course.

A LEVEL ENGLISH LITERATURE (EDEXCEL-PEARSON SPECIFICATION 9ET0)

	Title	Content	Weighting	Assessment
Component 1 (8ET0/01)	Drama - Tragedy	Section A: One essay from a choice of two on a Shakespeare text, linked to wider critical reading.	35 marks	Open book exam 2 hours 15 mins 30% of A level
		Section B: One essay, from a choice of two, on a modern drama text.	25 marks	
Component 2 (8ET0/01)	Prose	One essay comparing two texts, from a choice of two questions, on a studied theme – the supernatural.	40 marks	Open book exam 1 hour 20% of A level
Component 3 (9ET0/03)	Poetry	Section A: One essay, from a choice of two, comparing an unseen poem written post-2000 in comparison with a named poem from a prescribed anthology: <i>Poems of the Decade: An Anthology of the Forward Books of Poetry 2002-2011</i> .	30 marks	Open book exam 2 hours 15 mins 30% of A level
		Section B: One essay, from a choice of two, on a studied poet or poetry from a studied literary period	30 marks	
Component 4 (9ET0/03)	Coursework	One extended comparative essay, on two student-chosen texts, of 2500 to 3000 words.		20% of A level

Film Studies

WHY STUDY FILM STUDIES?

Many consider film to be the main cultural innovation of the 20th century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. A level Film Studies makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as a powerful agent of representation and as an aesthetic medium.

WHAT WILL YOU NEED TO BE GOOD AT?

First and foremost you must bring with you an interest in film. Successful students are likely to be those people who can't help discussing and dissecting a film when they come out of the cinema; or those who seek out films beyond the mainstream Hollywood blockbusters because they like the director or are interested in the genre; or those who stay up until the early hours to watch the Academy Awards streamed live from America. An ability to analyse, interpret and discuss moving image texts is a must and a confident academic writing style is beneficial. You will also have an interest in film-making and good ICT skills, with a willingness to learn to use new software including industry standard video editing software.

HOW WILL YOU BE TAUGHT?

At least one lesson per week will involve actively viewing moving image texts from a variety of different genres and contexts and making detailed notes. The remaining exam preparation lessons will consist of lectures, debates, discussions, research and essay practice.

As well as this you will spend approximately 30% of the course creating your own short film, moving through research to pre-production, production, post-production and finally evaluation.

WHAT CAN YOU DO WITH THE QUALIFICATION?

The course is highly applicable to those who plan to enter the creative industries and the film industry in particular. However A level Film Studies is well regarded by most higher education institutes (including Russell Group) and would benefit any student looking to pursue a degree or career which requires critical thinking and extended written analysis. The broad range of moving image texts studied, along with the historical, social and cultural elements of the subject, make film studies a flexible subject choice.

WHAT DOES THE COURSE INVOLVE?

We follow the WJEC (Eduqas) syllabus. The A level is assessed 70% by examination and 30% by practical coursework.

A LEVEL FILM STUDIES (WJEC EDUQAS SYLLABUS)

	Content	Weighting	Assessment
Component 1 American and British film	Assesses knowledge and understanding of six feature-length films. Section A: Classical Hollywood Section B: Hollywood since the 1960s (two-film study) Section C: Contemporary American independent film Section D: British film (comparative study)	35% of qualification	Written examination: 3 hours
Component 2 Varieties of film	Assesses knowledge and understanding of five feature-length films and one compilation of short films. Section A: Film movements (two film study) Section B: Documentary film Section C: Global film (two film study) Section D: Short film	35% of qualification	Written examination: 3 hours
Component 2 Production	Assesses one production and its accompanying evaluative analysis. Learners produce a short film (4-5 minutes) and an evaluative analysis (1250 – 1500 words).	30% of qualification	Non-examination assessment

French

WHY STUDY FRENCH?

To gain a deeper knowledge of the French language, an awareness of French culture, history, current affairs and media and an insight into the world of work, leisure and contemporary issues in France. Students spend time in France at our exchange school, with the opportunity of work experience at the same time.

WHAT WILL YOU NEED TO BE GOOD AT?

A grade 6 or 7 at GCSE French is essential, grade 8 or 9 highly desirable. You must also be prepared to read a lot and analyse what you have read, so an interest in literature is useful.

Grammar is important at A level, so you need to be good at seeing how and why things fit together. You need to have good research and drafting skills in preparation for producing a high standard of work in the extended writing task.

All four skills (listening/reading/speaking/writing) will be assessed. Knowledge and understanding of the culture and society of the countries and communities where French is spoken will also be assessed.

Areas of study form two broad themes:

- **Social issues and trends;**
- **Political, artistic and intellectual culture.**

Learners will be required to study two works – one of which has to be a literary work - from a prescribed list and to respond critically and analytically to them in writing in French.

Students will be required to translate both from and into French and one of the sections of the speaking unit is a research-based project into an aspect of French culture.

HOW WILL YOU BE TAUGHT?

Lesson teaching is usually shared between two teachers. There will be class teaching, presentations by students, group work, video and listening comprehension, personal use of the Internet for research and communication and one-to-one sessions with a teacher for conversation practice. There is also a language assistant (native speaker) who will give one-to-one practice and support.

WHAT CAN YOU DO WITH THE QUALIFICATION?

You can combine a language with many other subjects at university. With the ever-broadening job market in Europe (and the ever-increasing competition for those same jobs with people from all over Europe) it is a good idea to continue with a language to as high a level as you can.

WHAT DOES THE COURSE INVOLVE?

We follow the AQA Specification which is assessed through a combination of comprehension, writing and speaking assessments.

LEVEL FRENCH (AQA: 7652)

	Title	Content	Weighting	Assessment
Unit 1	Listening, reading and writing	Listening comprehension Reading comprehension Translation into English	50% of total A level (100 marks)	2 hours 30 mins written exam
Unit 2	Writing	Critical essay on a prescribed film or a literary text (300 words) Literary text essay on a prescribed literary text (300 words)	20% of total A level (80 marks)	2 hour written exam
Unit 3	Speaking	Discussion with stimulus material. Research project.	30% of total AS level (60 marks)	21 – 23 minutes

Further Mathematics

WHY STUDY FURTHER MATHEMATICS?

If you are very skilled at mathematics then A level Further Mathematics gives you the opportunity to broaden and extend your understanding to other areas of the subject.

You will study further topics in pure mathematics, statistics, decision mathematics and mechanics. There is some flexibility in the course. We try to accommodate students' particular areas of interest as far as possible often allowing students in the same class to select different modules.

The study of A level Further Mathematics is essential for anyone wishing to study mathematics at degree level at one of the top universities. It is also advantageous (and sometimes required) for some other degrees such as engineering.

WHAT WILL YOU NEED TO BE GOOD AT?

You will need to study A level Mathematics as well. You will need to be very good at mathematics probably having gained a grade 8 or 9 for your GCSE. You will be fluent in the use of algebra and geometry plus enjoy problem solving.

HOW WILL YOU BE TAUGHT?

You will likely have two teachers for A level Further Mathematics. Lessons will tend to be more lecture and tutorial based. Students will need to spend considerably more time on independent practice outside of the classroom.

WHAT CAN YOU DO WITH THE QUALIFICATION?

There are an incredible number of options for mathematicians. A level Further Mathematics is widely acknowledged to be at the highest level academically as the syllabus touches on first year university mathematics and so is looked on favourably by many universities when making offers.

Recent St Chris students taking A level Further Mathematics have gone on to study physics with mathematics, architecture, engineering, environmental science, operations research, statistics, economics, philosophy, law as well as mathematics.

A LEVEL FURTHER MATHEMATICS (PEARSON EDEXCEL SPECIFICATION 9FM0)

Title	Content Overview	Weighting	Assessment
<p>Paper 1: Core Pure Mathematics 1</p> <p>Paper 2: Core Pure Mathematics 2</p>	<p>Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations</p>	<p>Each paper is: 25% of the qualification</p> <p>75 marks</p>	<p>Each paper is: 1 hour and 30 minutes written examination</p>
<p>Paper 3: Further Mathematics Option 1</p>	<p>Students take one of the following four options:</p> <p>A: Further Pure Mathematics 1</p> <p>B: Further Statistics 1</p> <p>C: Further Mechanics 1</p> <p>D: Decision Mathematics 1</p>	<p>25% of the qualification</p> <p>75 marks</p>	<p>Written examination: 1 hour and 30 minutes</p>
<p>Paper 4: Further Mathematics Option 2</p>	<p>Students take one of the following seven options:</p> <p>A: Further Pure Mathematics 2</p> <p>B: Further Statistics 1</p> <p>C: Further Mechanics 1</p> <p>D: Decision Mathematics 1</p> <p>E: Further Statistics 2</p> <p>F: Further Mechanics 2</p> <p>G: Decision Mathematics 2</p>	<p>25% of the qualification</p> <p>75 marks</p>	<p>Written examination: 1 hour and 30 minutes</p>

Geography

WHY STUDY GEOGRAPHY?

Geography is a dynamic subject that has to keep changing as the world around us keeps changing. Now, more than ever, it is essential that we understand how humans interact with the natural environment if we are to protect the world from irreversible damage and give all inhabitants a high quality of life.

Some of the questions that this course will help you to answer are:

- **How rebranding can help change the image of large cities**
- **Why coastal resorts have changed over time;**
- **How can we minimise the impact of sea level change?**

WHAT WILL YOU NEED TO BE GOOD AT?

It is not essential to have studied GCSE Geography – you will develop these skills during the Sixth Form, but an enthusiasm for the subject is essential.

During the two-year course, you will develop the ability to:

- **Analyse information in the form of maps, photos, articles and statistics;**
- **Consider all viewpoints on geographical issues;**
- **Empathise with people from other communities;**
- **Present data in a variety of formats;**
- **Present well-structured, reasoned arguments.**

HOW WILL YOU BE TAUGHT?

You will be taught by two subject specialists who divide the course between them into physical and human geography.

Lessons will involve a range of learning styles, including: fieldwork; decision-making exercises; geographical enquiry; note-taking; case studies; statistical analysis; watching videos and self-directed study. You will be set one written assignment per week by each teacher, but will be expected to supplement this with your own background research.

WHAT CAN YOU DO WITH THE QUALIFICATION?

Geography combines elements of both sciences and arts, so is an ideal preparation for any degree course.

It can lead particularly well into employment in the following areas: travel and tourism; environmental management; meteorology; town & country planning; teaching; geological and oil research; hydrological engineering; land management; forestry; logistics.

Geographers are also a very employable group, owing to the broad range of research and analytical skills which they develop throughout the course.

WHAT DOES THE COURSE INVOLVE?

We follow the Pearson-Edexcel specification which is assessed through a combination of examinations and coursework.

A LEVEL GEOGRAPHY (PEARSON EDEXCEL SPECIFICATION 9GE0)

Content	Assessment	Weighting
<p>Topic 1: Tectonic Processes & landscape</p> <p>Topic 2: Landscape Systems, Processes & Change</p> <p>Topic 5: The Water Cycle & Water Insecurity</p> <p>Topic 6: The Carbon Cycle & Energy Security</p> <p>Topic 7: Climate Change Futures</p>	<p>Paper 1 (9GEO/01) 2 hour written examination</p> <p>Students answer all questions in Section A and a choice of Question on either Glacial Landscapes or Coastal Landscapes in Section B</p>	30% of qualification
<p>Topic 3: Globalisation</p> <p>Topic 4: Shaping Places</p> <p>Topic 8: Superpowers</p> <p>Topic 9: Global Development & Connections</p>	<p>Paper 2 (9GEO/02) 2 hour written examination</p> <p>Students answer all questions in Section A & C. One question from Section B and one question from Section D</p>	30% of qualification
<p>This paper contains three synoptic themes Players / Attitudes and Actions / Futures and Uncertainties. The synoptic questions will be based on a geographical issue.</p>	<p>Paper 3 (9GEO/03) 1 hour 45 mins written examination with accompanying Resource Booklet</p> <p>Students answer all questions</p>	20% of qualification
<p>Coursework/Investigation</p> <p>The student defines a question or issue for investigation, relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification. The student's investigation will incorporate fieldwork data, own research, and use of secondary data.</p>	<p>Paper 4 (9GEO/04) Non-examined assessment</p> <p>The investigation will be internally assessed and externally moderated</p>	20% of qualification

History

WHY STUDY HISTORY?

History is an art form which uses some scientific methods. If you find people and the enormous diversity of things they have achieved, fought over, struggled for and believed in interesting, and if you want to understand more about the world today, A level History is for you. We study the OCR syllabus with modules on Italy 1896 to 1943 and the life and times of Winston Churchill 1920 to 1945.

WHAT WILL YOU NEED TO BE GOOD AT?

Problem-solving and decision-making; developing presentational skills both in discussion and on paper; broadening awareness of human psychology; studying topics or good narratives in depth; learning about and from different cultures; exploring the role of individuals, ideas and groups in historical development; understanding the relationship of past and present and the connection between historical change and different disciplines; acquiring an understanding of the philosophy of history.

Ability to listen and hear the sources of the past; ability to produce a coherent developed analysis on paper; an open-minded, sceptical, questioning approach to topics; an eye for detail; imagination and sensitivity; disciplined study skills; courage in the face of challenges and uncertainty; an interest in the wider community; an enjoyment of reading, discussion, debate and research.

HOW WILL YOU BE TAUGHT?

Lessons are a mix of formal explanations, audio-visual presentations, debates, discussions, question and answer sessions, source analysis and exercises designed to increase understanding of the objectives being assessed. Students will note, research and answer questions on nearly all the key topics, only a few of them being covered by circulars and formal teaching. There will be regular tests. Presentations may be by students as well as staff. However structured the sessions, there will always be a lot of scope for individual participation.

WHAT CAN YOU DO WITH THE QUALIFICATION?

Any student coping successfully with an A level syllabus will acquire a wide-range of transferable skills useful in the law, education, media and journalism, business and public administration, humanitarian work – indeed in any experience involving interaction with people.

A level History is highly regarded by university departments in general, but especially those concerned with the media, education, public administration, management, law, sociology, geography, psychology, politics, international history and international relations. The disciplines involved are well understood. It is also a subject welcomed by nursing courses and others preparing students for care-work.

WHAT DOES THE COURSE INVOLVE?

We follow the OCR Specification H505 which is assessed through a combination of examinations and coursework.

A LEVEL HISTORY (OCR SPECIFICATION H505)

Title	Content Overview	Weighting	Assessment
Unit 1 (Y113) Britain 1930–1997	Period Study: British history and Britain’s place in the world under different Conservative and Labour administrations in the period from 1951 – 1997 Enquiry Topic: Winston Churchill from 1930 – 1951	25% of A level	1 hour 30 mins exam: one source-based question on the Enquiry Topic using four primary sources (30 marks) and one essay on the Period Study (20 marks)
Unit 2 (Y213) The French Revolution and Napoleon 1774–1815	A history of France and its empire from Louis XVI to Napoleon	15% of A level	1 hour exam: Part 1: compare two factors and make a judgement about their relative importance (10 marks) Part 2: write an essay on a different part of the period (20 marks)
Unit 3 (Y319) Civil Rights in the USA 1865–1992	The struggle for civil rights of women, the working class, farmers, African Americans and Native Americans	40% of A level	2 hours 30 mins written exam: Section A: Two extracts from historians about one of the three depth studies. Candidates will write an essay explaining which is the more convincing (30 marks) Section B: Two themed questions (from three) each of which requires an essay covering the whole period studied (50 marks)
Unit 4 (Y100)	Essay on a topic of the student’s choosing. Title must be submitted to OCR for approval first	20% of A level	An extended essay of 3000–4000 words, arising from independent study and research

Mathematics

WHY STUDY MATHEMATICS?

In A level Mathematics you will meet new and powerful ideas, which have both intrinsic interest and wide applicability. The studies will develop your analytical and problem-solving skills, attributes much sought after by employers and universities. In core mathematics, you will build on the algebra, trigonometry and co-ordinate geometry from GCSE and then meet new topics of differential and integral calculus. In mechanics you will learn how to model important physical situations involving forces and motions. In statistics you will carry on from GCSE looking at how statistical analysis can be used to analyse data and how probability is used to model situations to help make decisions.

WHAT WILL YOU NEED TO BE GOOD AT?

You should have preferably a grade 7 - 9 in GCSE Mathematics. You need extremely strong algebraic skills in particular. You need to be prepared to work hard throughout the course, to complete written assignments on time, and to ask for help early enough for that help to be useful.

We expect to run two sets. One set will include all those who wish to do A level Further Mathematics as well as students who are able to work at a faster pace.

HOW WILL YOU BE TAUGHT?

You will have two teachers for A level Mathematics. Lessons will be in much the same style as for GCSE although students will need to spend more time on independent practice outside of the classroom.

WHAT CAN YOU DO WITH THE QUALIFICATION?

A level Mathematics is essential for studying mathematics, statistics, the physical sciences (e.g. physics or engineering) and often economics at university, but is also viewed favourably as a qualification by a wide range of employers and by Admissions Tutors for many other university courses.

Many careers can follow from the study of mathematics including work in research; the sciences; accountancy; legal & financial professions; management & business; engineering and teaching.

A LEVEL MATHEMATICS (PEARSON EDEXCEL SPECIFICATION 9MA0)

Title	Content Overview	Weighting	Assessment
<p>Paper 1: Pure Mathematics 1</p> <p>Paper 2: Pure Mathematics 2</p>	<p>Topic 1 – Proof</p> <p>Topic 2 – Algebra and functions</p> <p>Topic 3 – Coordinate geometry in the (x, y) plane</p> <p>Topic 4 – Sequences and series</p> <p>Topic 5 – Trigonometry</p> <p>Topic 6 – Exponentials and logarithms</p> <p>Topic 7 – Differentiation</p> <p>Topic 8 – Integration</p> <p>Topic 9 – Numerical methods</p> <p>Topic 10 – Vectors</p>	<p>Each paper is: 33.33% of the qualification</p> <p>100 marks</p>	<p>Each paper is: 2-hour written examination</p>
<p>Paper 3: Statistics and Mechanics</p>	<p>Section A: Statistics</p> <p>Topic 1 – Statistical sampling</p> <p>Topic 2 – Data presentation and interpretation</p> <p>Topic 3 – Probability</p> <p>Topic 4 – Statistical distributions</p> <p>Topic 5 – Statistical hypothesis testing</p> <p>Section B: Mechanics</p> <p>Topic 6 – Quantities and units in mechanics</p> <p>Topic 7 – Kinematics</p> <p>Topic 8 – Forces and Newton's laws</p> <p>Topic 9 – Moments</p>	<p>33.33% of the qualification</p> <p>100 marks</p>	<p>2-hour written examination</p>

Music

WHY STUDY MUSIC?

A level Music is a great course which provides a contemporary, accessible and creative education in music with an integrated approach to the three main elements – performing, composing and appraising.

The course explores musical context, musical language and performance and composition skills. Pupils will be encouraged to be creative and to broaden their musical horizons and understanding.

A level music requires students to develop an in-depth knowledge and understanding of musical elements, musical contexts and musical language.

There are six areas of study:

1. Instrumental music of Haydn, Mozart and Beethoven.
2. Popular song: Blues, jazz, swing and big band.
3. Instrumental jazz from 1910 to the present day.
4. Religious music of the Baroque Period.
5. Programme music 1820-1910.
6. Innovations in music from 1900 to the present day.

The course will enable you to explore performance and composition in greater detail and you will be able to choose a specialism, with a greater weighting on either performing or composing, depending on which of these best suits you.

WHAT WILL YOU NEED TO BE GOOD AT?

You will need to enjoy playing your instrument (or voice) confidently and be able to perform to a high standard (approximately grade 6 or higher equivalent). You should be able to experiment with ideas on your instrument in order to help you compose original music and you should ideally have grade 7 - 9 in GCSE Music.

HOW WILL YOU BE TAUGHT?

In small groups using the facilities of the Music Department. Some of the lessons will involve practical work and you should take individual lessons on at least one instrument (or your voice). There will be joint work and ensemble activities but also the need to enjoy independent learning in certain situations. Significant time will be spent on learning about new music and understanding how compositions were created and how they connect to the conventions of their time and culture. There will be written assignments to complete where you will need to be able to appraise contrasting genres, styles and traditions of music.

WHAT CAN YOU DO WITH THE QUALIFICATION?

A level Music provides a full foundation for study at Higher Education level, including conservatoires and universities. There are many varied university courses you can consider from performance and composition through to sound and studio reproduction, film production, the recording industry and teaching among others. These types of courses will lead to working in very interesting and challenging working environments.

A LEVEL MUSIC (OCR SPECIFICATION H543)

Pupils take components: 01, 03, and 05; OR 02, 04 and 05.

Title	Content Overview	Weighting	Assessment
Performing A (01)	Recital minimum of 6 minutes and two contrasting pieces. Choice of: · solo piece(s) on one or more instruments or voice · ensemble performance (including accompanying) · realisation using music technology	25% of A level	Recital 75 Marks Non-exam assessment – externally assessed via audio-visual recording
Performing B (02)	Recital – minimum of 10 minutes and three contrasting pieces. Choice of: · solo piece(s) on one or more instrument or voice · ensemble performance (including accompanying) · realisation using music technology Section 1: Free Choice Section 2: Focused Study	35% of A level	Recital 105 Marks Non-exam assessment – externally assessed via audio-visual recording
Composing A (03)	Compositions with a combined duration of at least 8 minutes · One to a brief set by OCR · One to a brief written by the learner · Three short technical exercises	35% of A level	Compositions accompanied by a score, lead sheet or written description 105 Marks Non-exam assessment – externally assessed via audio recordings
Composing B (04)	Compositions with a combined duration of at least 4 minutes · One to a brief set by OCR · One to a brief written by the learner	25% of A level	Compositions accompanied by a score, lead sheet or written description 75 Marks Non-exam assessment – externally assessed via audio recordings
Listening and appraising (05)	· Analysing and evaluating music · Familiar and unfamiliar pieces · Prescribed works · Questions based on aural extracts	40% of A level	Written exam including aural extracts 120 Marks 2 hour and 30 minutes written exam

Physical Education

WHY STUDY PHYSICAL EDUCATION?

A level Physical Education is both physically and intellectually challenging. The units are arranged to allow high grades to be gained by those who have a strong interest in PE without necessarily competing at a high standard in any particular sport.

WHAT WILL YOU NEED TO BE GOOD AT?

Anyone with an interest in PE can apply to take the subject. Students who have a good grade at GCSE Physical Education and/or a high grade in GCSE Biology would be best suited to take this subject. There is also an extended writing component as part of the course so students will need to be able to write and structure essays.

HOW WILL YOU BE TAUGHT?

You will focus on a combination of five areas of study:

1. **Exercise physiology, training and performance;**
2. **Movement analysis, technology and biomechanics;**
3. **Sport psychology;**
4. **Skill acquisition;**
5. **Sport and society;**

A level Physical Education enables learners to understand the interrelationships between these areas of study and apply them in a variety of contexts. Lessons will be divided into the sub units of each component. Students are expected to be regularly involved in physical activity or sport.

WHAT CAN YOU DO WITH THE QUALIFICATION?

Physical education is currently one of the world's largest growth industries. Companies are employing people with a sports background to do numerous jobs including analytical work, motivational work and training or coaching. This subject will allow you to look at your own performance and analyse others in a new and dynamic way.

CAREERS

A level Physical Education is a good foundation for many higher education courses including:

- **Teaching**
- **Psychology**
- **Sport and recreation management**
- **Sports coaching**
- **Physiotherapy**
- **Social history**
- **Sports journalism**

A LEVEL PHYSICAL EDUCATION (WJEC EDUQAS)

Title	Content Overview	Weighting	Assessment
Component 1: Exploring concepts in physical education	To assess all A level subject content. Question types; contextualised questions to include multiple choice, data response, short and extended answers.	35% of A level (105 marks)	2 hour written exam
Component 2: Evaluating physical education	To assess all A level subject content. Question types; a range of questions to include data response, short and extended answers.	35% of A level (105 marks)	2 hour written exam
Component 3: Improving Personal Performance in physical education	To assess: Practical performance in one activity as a player/performer or coach. Analysis and evaluation of personal performance.	30% of A level (90 marks)	Non-exam assessment

QUANTITATIVE SKILLS

Quantitative skills will be assessed in components 1 and 2 as part of the written examination and in Component 3 as part of the analysis and evaluation. The assessment of these skills will represent a minimum of 5% of the overall A level marks.

Physics

WHY STUDY PHYSICS?

Physics is at the heart of everything and is the basis of all the natural sciences. We live in a society that is entirely based on science, technology and engineering. This means that physics is the future and is a highly rewarding discipline to study.

Physics answers the big questions, like how does everything in the universe work? From quantum particles to galaxies, from Hollywood special effects to nuclear accelerators and the Higgs boson, from living things to nanotechnology robots, from thought processes to the eye of a storm, it's all physics. If you have an enquiring mind, always asking why things happen, then physics will help you find the answers.

Physics is one of the most challenging but also highly regarded subjects, it has always been at the frontier of mankind's knowledge and continually pushes the boundaries.

WHAT WILL YOU NEED TO BE GOOD AT?

A grade 6 or above in two science GCSEs and in GCSE Mathematics is essential. If you want to study physics at university you must take A level Mathematics.

The main skills developed in the subject are:

- **A logical and numerate mind**
- **The ability to solve problems related to the physical world**
- **The ability to make analogies and think creatively outside the everyday**
- **Communication skills both written and verbal**
- **Computing and practical measuring skills**
- **Teamwork and flexibility in lab work and projects**

HOW WILL YOU BE TAUGHT?

A mixture of practical work, interactive software, videos, class teaching and discussion, note-taking, problem-solving and so on. There are regular tests to check you are on course. There is also an expectation that students will take on more responsibility for their own learning and maintain deadlines. Physics is taught in a supportive environment where you will learn and improve from your mistakes.

WHAT CAN YOU DO WITH THE QUALIFICATION?

Physics opens doors to a wide variety of careers. The opportunities available are as vast as the subject itself due, in part, to the transferable skills gained whilst studying physics. Employers see a physics qualification as an indication of someone who will be an asset to them.

A level Physics is the basis for most engineering courses, essential for astronomy, particle physics research, material science, electronics and IT and desirable in medicine, industrial research, and some financial service industries. Often it is the discriminating qualification that sets you apart from the crowd.

WHAT DOES THE COURSE INVOLVE?

We follow the OCR H556 Specification. Students will study modules 1 to 4 in Year 12 and then continue with modules 5 and 6 in Year 13. The internally assessed Practical Endorsement Skills also form part of the A level and are assessed throughout the written examinations, but also in 12 practical activities to be undertaken throughout the course.

A LEVEL PHYSICS (OCR SPECIFICATION H556)

Module Title	Assessment	Weighting
Module 1 – Development of practical skills in physics	Component 01: Modelling Physics – testing Modules 1, 2, 3 and 5 2 hours 15 minutes written paper: 100 marks	37% of total A level
Module 2 – Foundations of physics		
Module 3 – Forces and motion		
Module 4 – Electrons, waves and photons	Component 02: Exploring Physics – testing Modules 1, 2, 4 and 6. 2 hours 15 minutes written paper: 100 marks	37% of total A level
Module 5 – Newtonian world and astrophysics		
Module 6 – Particles and medical physics		
	Component 03: Unified Physics – testing all Modules (1 to 6) 1 hour 30 minutes written paper: 70 marks	26% of total A level
	Component 04 (non-exam assessment) The Practical Endorsement can form part of the A level. A level students only can be entered for Component 04. 'Practical endorsement in Physics' and the grade in their final award is endorsed accordingly. This is teacher assessed and evidenced.	This will be a separately reported result

Psychology

WHY STUDY PSYCHOLOGY?

A level Psychology attempts to unravel the complexities of human behaviour. We will explore issues such as whether psychologists can improve the accuracy of eyewitness testimony, how the bond between mother and child influences the child's emotional development and why people conform. During the second year there will be the opportunity to examine some of the topics in more depth including forensic psychology, the causes and treatments for schizophrenia and gender. The course will include the opportunity for students to take part in a range of practical research activities and develop an understanding of psychological investigations.

WHAT WILL YOU NEED TO BE GOOD AT?

No prior knowledge of psychology is required for this course, although an interest in human behaviour is an advantage. During the course you will need to be able to communicate your ideas and develop clear lines of argument, so a grade 6 or above in GCSE English would be an advantage. The course will involve carrying out a number of experiments and other pieces of research, so it would also be an advantage to have mathematical skills in order to analyse the results, and carry out some simple statistical calculations.

HOW WILL YOU BE TAUGHT?

During the lessons there will be many opportunities for discussion. A wide range of sources of information will be explored, including videos, newspaper and journal articles and the Internet. Most of the topic areas will involve practical investigations and experiments to be carried out both within and outside the classroom. Students will be expected to take notes, complete written homework and carry out background reading on the topics covered in the class.

WHAT CAN YOU DO WITH THE QUALIFICATION?

There are very few areas of human life and work where psychology does not provide insight. A level Psychology is accepted as an entry qualification to a wide range of higher education courses and provides a helpful background for courses as diverse as English, business studies and occupational therapy. For those that go on to complete a degree in psychology there is a range of career opportunities which include professional training, for instance: clinical psychologist, educational psychologist, forensic psychologist and occupational psychologist.

WHAT DOES THE COURSE INVOLVE?

Students study 11 modules for the A level.

ASSESSMENT OVERVIEW

All papers will include multiple choice, short answer and extended writing questions.

A LEVEL PSYCHOLOGY (AQA SPECIFICATION 7182)

Module Title	Assessment	Weighting
Module 1 – Social Influence Module 2 – Memory Module 3 – Attachment Module 4 – Psychopathology	Written Paper 1 Introductory Topics in Psychology 96 marks 2 hours	33.3% of total A level
Module 5 – Approaches in Psychology Module 6 – Biopsychology Module 7 – Research Methods including the scientific process, data handling and analysis, inferential testing	Written Paper 2 Psychology in Context 96 marks 2 hours	33.3% of total A level
Module 8 – Issues and Debates in Psychology Module 9-11 – Option 10 Gender Module 12-14 – Option 12 Schizophrenia Module 15-17 – Option 16 Forensic Psychology	Written Paper 3 Issues and Options in Psychology 96 marks 2 hours	33.3% of total A level

Spanish

WHY STUDY SPANISH?

You will have the opportunity to discuss contemporary issues in Spanish and enrich your knowledge of Spanish culture and civilization. At the end of the course your good linguistic skills and deeper understanding of Spanish-speaking countries will make you a valuable and interesting partner for discussion.

Spanish is an increasingly popular language, spoken by 350 million people in the world, in Spain and also in Central and South America.

WHAT WILL YOU NEED TO BE GOOD AT?

A grade 6 or 7 at GCSE Spanish is essential, grade 8 or 9 highly desirable. You will have to read a lot (newspaper articles, literature etc.) in order to deepen your knowledge of Spanish-speaking cultures. You will need to learn grammatical concepts essential to making your writing richer and more like that of a native speaker.

All four skills (listening/reading/speaking/writing) will be assessed alongside your knowledge and understanding of the culture and society of the countries and communities where Spanish is spoken.

Areas of study form two broad themes:

- **Social issues and trends;**
- **Political, artistic and intellectual culture.**

Learners will be required to study two works – one of which has to be a literary work - from a prescribed list and to respond critically and analytically to them in writing in Spanish. Students will be required to translate both from and into Spanish and one of the sections of the speaking unit is a research-based project into an aspect of Spanish culture.

HOW WILL YOU BE TAUGHT?

The teaching will be more formal for the learning of grammar, as good linguistic skills will enhance your communicative ability. It will involve video and listening comprehension as well as group discussions and discussions led by individual students about current issues and literature. There will also be personal use of the Internet for research and communication and one-to-one sessions with a teacher.

Through our exchange programme with a Spanish school in Lorca, you will have the opportunity to spend a period of time in Spain towards the end of the Lower Sixth year or in holiday time. There is also a language assistant (native speaker) who provides one-to-one practice and support.

WHAT CAN YOU DO WITH THE QUALIFICATION?

Within the modern world there is an increasing emphasis in business on fluency in a European language, so knowledge of Spanish will be helpful in both business and in other global contexts.

WHAT DOES THE COURSE INVOLVE?

We follow the AQA Specification which is assessed through a combination of comprehension, writing and speaking assessments.

A LEVEL SPANISH (AQA: 7692)

	Title	Content	Weighting	Assessment
Unit 1	Listening, reading and writing	Listening comprehension Reading comprehension Translation into English	50% of total A level (100 marks)	2 hours 30 minutes written exam
Unit 2	Writing	Critical essay on a prescribed film or a literary text (300 words) Literary text essay on a prescribed literary text (300 words)	20% of total A level (80 marks)	2 hours written exam
Unit 3	Speaking	Discussion with stimulus material. Research project.	30% of total A level (60 marks)	21 – 23 minutes

Our School



- 1 Main Reception
- 2 Arunside House
- 3 Junior School and Nursery
- 4 Swimming Pool
- 5 Theatre
- 6 Sports Hall
- 7 Arundale House
- 8 Senior School
- 9 Sixth Form Centre

Key Contacts

Head	Emma-Kate Henry
Deputy Head, Head of Boarding & Designated Safeguarding Lead	Rich Jones
Second Deputy (Academic Director)	Andy Selkirk
Director of Pastoral Care	Gavin Fraser-Williams
Director of Activities	Byron Lewis
Head of Sixth Form	Penny Main
Deputy Head of Sixth Form	Jenny Savage

ADMISSIONS DEPARTMENT

Registrar	Kate Allan
Admissions Assistant	Sarah Davis

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