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## 1.0 The Sixth Form Curriculum - An Overview

Welcome to the Sacred Heart Sixth Form course handbook for entry in September 2022. In this booklet you will find details about all the courses that we are offering to students this year.

Please read each one carefully so that you are sure that the courses you are choosing are right for you. You should also speak to your tutors, teachers and careers advisor about courses you are considering. Family and older friends will also be able to give advice based on past experience.

## 2.0 A Level Courses Explained

A levels have changed nationally. AS and A2 level qualifications have been 'decoupled', meaning that the entire A level course is examined at the end of year 13 and that AS examinations and results do not count towards the overall A level grade.

At Sacred Heart you will follow three or four A-level courses in Y12 and 13 or a Level 3 BTEC Diploma course plus one A-level subject.

The course description for each of the A Levels we offer contain details on the content of the courses in Year 12 and 13 and how they are assessed.

## 2.1 Changes to the UCAS Points Tariff

You should be aware of changes to the UCAS points tariff that will come into effect for university admissions from September 2018 A levels

Qualification and Grade	Tariff Points
A level grade A*	56
A level grade A	48
A level grade B	40
A level grade C	32
A level grade D	24
A level grade E	16

Qualification and Grade	Tariff Points
AS level grade A	20
AS level grade B	16
AS level grade C	12
AS level grade D	10
AS level grade E	6

## Pearson BTEC Extended Diploma (QCF)

Grade	Tariff points
D*D*D*	168
D*D*D	160
D*DD	152
DDD	144
DDM	128
DMM	112
MMM	96
MMP	80
MPP	64
PPP	48

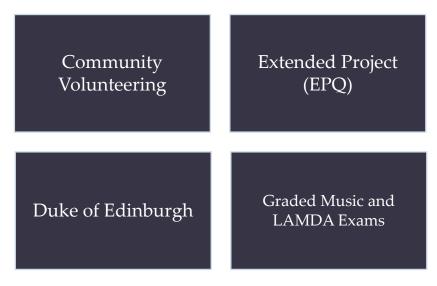
## Pearson BTEC Diploma (QCF)

	7
Grade	Tariff points
D*D*	112
D*D	104
DD	96
DM	80
MM	64
MP	48
PP	32

## 3.0 Enrichment in Sixth Form

All students are expected to participate in the enrichment programme: both extracurricular enrichment, to develop wider skills and super-curricular, to deepen academic skills.

- All students will follow a programme of elective study modules to support their main A-level studies.
- Sacred Heart Sixth Form offers a wide range of weekly internal and external enrichment opportunities
- Summer schools, conferences, courses and local school holiday opportunities are also offered to pupils
- In addition, a wide range of trips is organised throughout the school year, along with external speakers, collapsed PSHE days, Core RE days, and Higher Education visits
- This enrichment model continues into sixth form, allowing high-quality enrichment to develop and promote students' depth and breadth in learning
- Individual subjects will also offer a range of enrichment activities
- All students will be expected to participate in the Sixth Form Community Service Programme. Enrichment activities include:



## 4.0 Additional Learning Support in Sixth Form

One of the strengths of Additional Learning Support at Sacred Heart Sixth Form is that, for many of you, we already know if you have needed some support in KS3 and KS4 and will continue to work with you to support your A Level studies. If you are new to the Sacred Heart Sixth Form, we will liaise with your secondary school to ensure that you receive the support that you are entitled to.

Some of the kinds of support available are listed below. For further details, see our SENCO, Ms Carey

- help with Literacy and Mathematics
- dyslexia assessments and specialist support
- adaptive aids and equipment
- special arrangements in exams
- personal care and health issues
- support outside of lessons
- additional study support on drop-in and book basis

## 5.0 Timetables and Option Blocks

Each subject choice at A Level will have 10 periods of teaching every two weeks, often with two teachers, usually with each teacher teaching one unit or area of the course.

Subjects are placed in blocks. Each of these blocks has 10 lessons spread over the two weeks of the timetable. Popular subjects are offered in more than one block, meaning that there will be more than one group for that subject. It is not possible to do two subjects in the same block; therefore, some subject combinations are not possible. The arrangement of the subjects in the blocks is developed from past experience of Year 11 subject choices, and through consultation with students.

only available to those also choosing Mathematics and in consultation with Mathematics Dept.

## 6.0 Entry Requirements

Students who are already on the roll in Year 11 at the school will simply transfer to Year 12 if they meet the academic entry requirements for sixth form courses.

The academic entry requirements are the same for Sacred Heart students as they are for external candidates. Year 11 students at Sacred Heart High School will follow the school's internal application procedures.

## Places Available

There are 120 places in Year 12 of which 20 are set aside for external applicants.

The Published Admission Number (PAN) of places for external candidates to join Year 12, is 20.

The Governing Body has discretion to admit more external students than the PAN where the uptake from internal Year 11 students is lower than expected. This means that there may be more places available for external candidates than indicated above, once the uptake from Year 11 students is known.

The school will not admit fewer external students than the PAN if the uptake from Year 11 students is higher than expected.

## Minimum Academic Entry Requirements for Internal and External Candidates

#### **BUSINESS PATHWAY**

### **OPTION A**

BTEC Level 3 Diploma Business Studies + 1 A Level subject (maximum 15 places).

### **Entry Requirements**

- At least 6 GCSEs at grade 5 or above; these qualifications must include English Language and Mathematics.
- Specific entry requirements for particular A level subjects.

#### **OPTION B**

**BTEC** Level 3 Diploma Business Studies + 1 A Level subject, with Mathematics or English Language GCSE retake as applicable (up to a maximum of 5 places where Option A is under-subscribed).

## **Entry Requirements**

- At least 6 GCSEs at grade 5 or above; these qualifications must include either English Language or Mathematics. Candidates will retake whichever of the latter they had not achieved at grade 5 or above on entry.
- Specific entry requirements for particular A level subjects.

#### APPLIED SCIENCE

BTEC Applied Science + 1 A Level subject (maximum 15 places).

### **Entry Requirements**

- At least 6 GCSEs at grade 5 or above; these qualifications must include English Language and Mathematics, as well as either GCSE Combined Science grade '6,6' or any two separate science GCSEs at grade 6.
- Specific entry requirements for particular A level subjects.

#### A LEVEL PATHWAY

## **OPTION A: 3 A-Level Subjects**

### **Entry Requirements**

- At least 8 GCSEs at grade 5 or above, including English Language and Mathematics.
- Specific entry requirements for particular A level subjects.

### **OPTION B: 4 A-Level Subjects**

- At least 8 GCSEs at grade 6 or above, including English Language and Mathematics, of which four qualifications must be at grade 7 or above.
- Specific entry requirements for particular A level subjects.

## **EQUALITY**

After the initial academic entry criteria are met, the school does **not** select candidates based on ability or aptitude. Candidates achieving grades which are higher than the minimum academic entry requirements set out above will **not** be given higher priority than those achieving the minimum entry requirements at lower grades. Places will be

allocated to candidates achieving the minimum academic entry requirements in accordance with the oversubscription criteria set out below.

## OVERSUBSCRIPTION CRITERIA FOR YEAR 12 EXTERNAL CANDIDATES ONLY

Where the school receives more applications from external candidates who have achieved the minimum academic entry requirements, than there are places available, places will be allocated in the following order of priority:

## Criterion 1: Catholic Looked After & Previously Looked After

Catholic¹ looked after² girls and previously looked after² Catholic girls

### Criterion 2: Catholic Girls with a Certificate of Catholic Practice

Catholic<sup>1</sup> girls with a Certificate of Catholic Practice<sup>3</sup>

#### Criterion 3: Catholic Girls without a Certificate of Catholic Practice

Catholic<sup>2</sup> girls without a Certificate of Catholic Practice<sup>7</sup>

## Criterion 4: Any other Looked After & Previously Looked After

Girls who are **not** *Catholic*<sup>1</sup> who are *looked after*<sup>2</sup> girls and *previously looked after*<sup>2</sup> girls.

### Criterion 5: Any other girls.

Any other girls.

### PRIORITISING WITHIN OVERSUBSCRIPTION CRITERION GROUPS

## The Random Allocation Process

If there are more external girls that meet the entry requirements in any oversubscription criterion group than places available, the places within that group would be allocated on the basis of random allocation.

The random allocation process is carried out electronically by an organisation wholly independent from the school. The independent organisation would create a random order for applicants and places will be awarded in this order.

## Twins and Children of Multiple Births

Where a place is achieved by a twin or child of a multiple birth but there are no remaining places for their twin or multiple birth sisters, the school will admit the remaining twin or multiple birth sisters over the Published Admission Number where the remaining twin or multiple birth sisters meet the minimum entry requirement for the agreed course of study.

## ENTRY REQUIREMENTS AT A GLANCE

A-level courses: Eight GCSEs at Grade 5 or above, including English Language and Mathematics, <u>PLUS</u> any subject-specific criteria as mentioned in the course description

Business Pathway: Six GCSEs at Grade 5 or above, including English Language and Mathematics, <u>PLUS</u> any subject-specific criteria as mentioned in the course description

## 6.1 Progression to Year 13

Student performance and progression will be kept under regular review at key points throughout the course.

## 7.0 What to Do Now

Read through the subjects that are on offer. You may already have some ideas about the subjects you might like to take. Read through the description to see if the course matches your expectations. Some subjects can have a different emphasis from their GCSE equivalent, for example a practical subject can be more "academic" and involve more written work and research than your experience at GCSE level.

Talk to staff about their subject as well. As a student you need to consider which subjects you enjoy, which of your subjects you have strengths in and what your future career or university aspirations might be.

Although each subject has tried to give you a flavour of the expectations of a range of universities, it is vital to do some independent research into degree courses that you may be interested in, so that you do not limit your choices at university with the choices you have made at Sixth Form.

As a useful starting point, you should read 'Informed Choices', a guide to post-16 subject choices produced by the Russell Group of leading UK universities: <a href="Informed Choices">Informed Choices</a> (russellgroup.ac.uk)

Secondly, you should check UCAS, the Universities and Colleges Admissions Service <a href="http://www.ucas.ac.uk/">http://www.ucas.ac.uk/</a>. You can use the Course Search feature to have a look at all the course choices in Science or English, for example. You will be surprised at the enormous range of subjects and subject combinations that are on offer.

The table below offers some suggestions about possible pathways from GCSE to A Level to degree level, but is no substitute for personal research into areas that interest you.

KS4	KS5 Subjects	Examples of Subjects in
Subjects		Higher Education
English	History, Classical	Arts/Humanities, History, Politics,
History	Civilisation	English Literature, Sociology,
RE	English Literature or	Social Psychology,
Business	Language	

KS4	KS5 Subjects	<b>Examples of Subjects in</b>
Subjects		Higher Education
	Economics	Anthropology, Archaeology,
	Sociology	Philosophy, Theology
		Economics
Business	BTEC Business	Business & Management
Maths	DIEC Dasiness	Accounting & Finance
English		Business Information Systems
21.61.21		Marketing
		International Management
		Economics
Geography	Philosophy, Religious	Journalism, Education, Law, Business
	Studies/Theology,	Management, Psychology, Social
	Sociology	Sciences
	Government & Politics	American Studies, European Studies
	Economics, Extended	History of Art, Environmental Studies
	Project	Geology/Earth Sciences
	Geography	
French,	Cinema, Literature,	Languages, Linguistics, Classical
Spanish	Cultural & Social studies,	Studies, Politics & Work/study
Latin etc.	Linguistics.	placements abroad
		Languages also complement many of
		the subjects in the rest of the table
		including Law, Journalism and
		Business
Music	Music, Music Technology	Music, Performance Studies, Music
		Management, Music Education
Art	Art (Fine Art)	Architecture, Fine Art, Motion
		Graphics, Art Therapy, Art Education,
		History of Art, Graphic Design, Photo
_		Journalism, Interior Design
Drama	Drama	Drama, Theatre Studies, Theatre
	Drama & Theatre Studies	Design, Creative Art, Directing, Stage
DI : 1	English	Management
Physical	Physical Education	Sport Studies, Sport Science, Leisure
Education,		Management, Sports Therapy
Sports		
Leadership DT Product	Product Docion	Engineering Anghitecture
DT Product	Product Design	Engineering, Architecture
design		Art and Design, Surveying

KS4	KS5 Subjects	Examples of Subjects in	
Subjects		Higher Education	
		Construction and the built	
		environment, Product design,	
		Industrial Design, Graphic Design,	
		Fashion and Textiles	
Science:	Science: Chemistry	Life sciences	
Chemistry		Medicine, Dentistry	
Or		Veterinary Science	
Combined		Pharmacy, Dietetics	
Science		Biochemistry	
		Biomedical Science	
Science:	Science: Biology	Materials Science	
Biology	Psychology	Sport Studies	
Or		Anthropology	
Combined		Clinical Psychology	
Science		Forensic Psychology	
		Psychiatry	
		Nursing and Midwifery	
		Occupational Therapy	
		Physiotherapy	
		Speech Therapy	
Computer	Computing	Computing	
Science	Computer Science	Computer Science	
Science	Sociology	Information Technology	
	Sociology	Electrical/Electronic Engineering	
		Software Engineering	
		Web design	
		Multimedia authoring	
Mathematics	Mathematics/Further	Physical Sciences	
1714th Cilitatics	Mathematics Computing	Accountancy (also	
	Computer Science	Banking/Finance/Insurance)	
Science:	Science: Physics	Engineering	
Physics	ociciec. I my sics	Architecture	
Or		Computing/Computer Science	
Combined		Engineering (mechanical,	
Science		electronic/electrical and civil), Physics	
ocience		and Materials Science.	
		Architecture	
		Environmental Science/Studies	
		Environmental science/studies	

## 8.0 What Happens Later

Students will be issued an application form which needs to be completed and handed in by the deadline. This confirms their final choice of subjects. Predicted GCSE grades will be used to offer a place in the Sixth Form.

The offer will consist of the subject choices and the entry requirements that will need to be met. We will ask students to reply to the offer **within five school days** and in accepting this offer they will make a commitment to come back to Sacred Heart to begin the subjects offered in September (providing the student meets the necessary entry requirements).

If a student fails to meet the entry requirements, each case will be considered individually and in some cases, alternative subject choices where the criteria has been met may be negotiated.

#### The Small Print

Please bear in mind that this prospectus contains information on the courses we are currently planning to offer in September 2022. Interest shown by students, uptake on courses in September, changes to staffing, funding, timetable restrictions and other circumstances may mean that we may have to withdraw a course from those that are offered. If any changes affect your pathway, we will do our utmost to involve you in those changes.

## 9.0 A Summary of the Application Process

#### **Practical Points**

1. What do I need to submit?

## **Internal Applicants**

Girls already in the school, who meet the entry requirements, should complete and return the school's <u>Sixth Form Application Form for Internal Applicants</u>. No further documentation is required.

## **External Applicants**

External applicants should complete the school's <u>Sixth Form Application Form for External Applicants</u>, for external candidates applying under oversubscription criterion 2, which additionally includes a Predicated Grades Sheet and a Certificate of Catholic Practice.

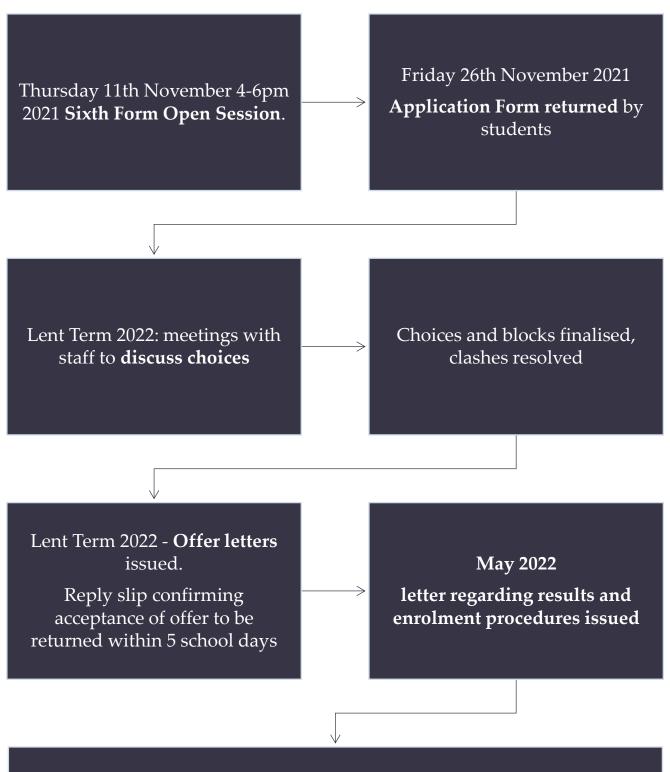
All external applicants must return:

- the Application Form
- the Predicted Grades Sheet

All external *Catholic* applicants only should *additionally* ensure that they submit:

- a Certificate of Baptism or Reception into the Catholic Church for the applicant (Photocopy)
- Certificate of Catholic Practice
- 2. The Sixth Form Prospectus and Application Form will be made available from the school and may be downloaded from the school's website;
- 3. Girls who would like to apply for a place in the Sixth Form (both internal and external applicants) should attend an Open Session in the Autumn Term of Year 11 at which the procedures for application and the entry requirements will be explained. The Sixth Form Prospectus will outline the courses to be offered and will be distributed. Attendance at the Open Session is not compulsory and does not form part of entry requirements but will be helpful for applicants;
- 4. Governors will not interview applicants or their families for entry to Sixth Form, although meetings will be held to provide advice on options and entry requirements for particular courses;
- 5. External applicants who have the appropriate predicted grades will be invited to visit the school to meet with staff to discuss the courses they wish to study. The ethos and expectations of life in the Sixth Form will be explained at this meeting. This meeting plays no part in any decision about whether or not an applicant has a place but will be helpful in deciding courses and course combinations. A similar meeting for internal applicants will also take place around the same time;
- 6. The Governors will make provisional offers to those applicants who have the required grades predicted where there are spaces in the courses offered. Sometimes a different combination of subjects from those requested will be offered.

- 7. For external applicants, GCSE result slips must be brought to the school on the day on which the results are published in order to ensure that the offer of a place is confirmed;
- 8. The Governors will make final offers if the required results are achieved or bettered and will withdraw provisional offers if the predicted results are not achieved;
- 9. The Governors will consider late applications made during the summer holidays and at the beginning of the Autumn Term. Girls can be admitted up until the third week of that term.
- 10. Unsuccessful candidates will be placed on a Reserve List ordered on the basis of the oversubscription criteria set out in this policy. The Reserve List will be maintained until the publication of examination results in August. Vacancies arising before this date will be offered to candidates on the Reserve List.
- 11. Unsuccessful candidates will be asked whether they wish to join a Waiting List. The Waiting List will take effect in August when examination results are published. It will be ordered on the basis of the oversubscription criteria in this Policy.
- 12. Applicants and their parents whose applications are unsuccessful are entitled under the School Standards & Framework Act 1998 to appeal against the governing body's decision.



## August 2022 GCSE examination results

Students can confirm their place immediately if they have achieved the required results.

Staff will be available in school to discuss individual cases for students who have not obtained the required grades

# A Level Subjects Offered 2022

## **Art (Fine Art)**

Subject Name	Fine Art
Exam Board	Edexcel
Course Code	Advanced Subsidiary GCE in Art and Design (8AD0) Fine Art
	(8FA0)
	Advanced GCE Art and Design (9AD0) Fine Art (9FA0)
Course	
Requirements	At least grade 6 in GCSE Art and Design
Overview	The subject provides opportunities for students to become visually and aesthetically literate. It allows you to be expressive in an imaginative and creative way, encouraging independence and building your self-confidence. You will be able to perceive, react, talk, analyse, judge and value Art. You will have an opportunity to explore a variety of mediums from paintings, photography to sculpture. In order to succeed at this level, students need a very high standard of skill in a variety of mediums and disciplines as well as an ability to analyse and research. There is a strong
	emphasis on realistic drawing in the new specs.
A Level Year 12	In Year 12, we give you an opportunity to explore and build your confidence in a variety of mediums and techniques as a very high level. In the first two terms you will be working with drawing, painting, photography, video and sculpture. You will be given a theme to develop independently through exciting investigations and critical understanding. In term 3, you will begin working on your Personal Study (Unit 1 of Year 13). This will allow you to
A Level Year 12	Advanced GCE
	The course is split over 2 units in total as shown below; <b>Unit 1</b> Coursework– students choose their own theme for this unit and create a project based upon this. It takes the form of a 'Personal Study' which involves an analytical essay of no less than 1,000 words alongside art work which is related to the art based topic chosen for the essay. This work is completely independently based upon the area of study chosen by the student.
	Unit 2 (Exam) Controlled Assessment set by the board which will begin in January and must be completed by the controlled test in May.  This is in the same form as the timed exam for both GCSE and the
	mock at Year 12 but at a much higher technical and intellectual level.
<b>Learning Beyond</b>	Trips and visits:
the Classroom	

Visiting Art galleries and museums are an integral part of the course. The students will regularly visit galleries in London, which enhances their knowledge of artworks and helping them to develop their own creativity and styles. A trip abroad is also available alternate years.

#### **Lectures:**

Partnerships with the Saatchi Gallery, Tate Britain / Modern, National Portrait Gallery and V&A will encourage students to attend lectures by practising artists and art historians.

**Camden Arts Centre:** Weekend workshops and portfolio preparation courses. Become a member of the Youth Collective and work with other young people to create interesting and independent artwork.

## Workshops and work experience:

Summer and Easter workshops will be available at either The Tate Gallery, The Saatchi Gallery or National Portrait Gallery.

## BTEC Level 3 Diploma in Applied Science

Subject Name	BTEC Level 3 Diploma in Applied Science	
Exam Board	Edexcel	
Course Requirements	Minimum GCSE Combined Science Grade 6,6 or any two separate science GCSE's at grade 6.  Additionally, you should have GCSE, English at Grade 5 or above and Mathematics Grade 5 or above.	
Overview	The BTEC Level 3 National Diploma in Applied Science is intended as an Applied General qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education, and ultimately to employment in the applied science sector. The qualification is equivalent in size to two A Levels and is normally studied alongside a further Level 3 qualification at Sacred Heart.	
Mandatory Units (6)	Learners will study six mandatory units: Unit 1: Principles and Application of Science I Unit 2: Practical Scientific Procedures and Techniques Unit 3: Science Investigation Skills Unit 4: Laboratory Techniques and their application Unit 5: Principles and Applications of Science II Unit 6: Investigative Project.	
Optional units (2)	Optional units: Unit 8: Physiology of Human Body Systems Unit 9: Human Regulation and Reproduction Unit 10: Biological Molecules and Metabolic Pathways Unit 11: Genetics and Genetic Engineering Unit 12: Diseases and Infection Unit 13: Applications of Inorganic Chemistry Unit 14: Applications of Organic Chemistry Unit 15: Electrical Circuits and their Applications Unit 16: Astronomy and Space Science Unit 17: Microbiology and Microbiological Techniques Unit 18: Industrial Chemical Reactions Unit 19: Practical Chemical Analysis Unit 20: Biomedical Science Unit 21: Medical Physics Applications Unit 22: Materials Science Unit 23: Forensic Evidence, Collection and Analysis	
University Entrance	University of Nottingham Midwifery [BSc]	Typical offer: BTEC double distinction Notes: Successful applicants will also

1	T
	need a further
	science A level at
	grade B and GCSE
	Mathematics and
	English, with at least
	grade 4.
Kings College London	Typical offer: BTEC
Nursing [BSc]	double distinction + an A
	level in Biology or
	Chemistry at grade B
	Notes: Successful
	applicants will also
	need 5 GCSE's
	including
	Mathematics,
	English and Science
	at grade 4.
	8
Kings College London	Typical offer: BTEC
Physiotherapy [BSc]	distinction + one other A
	level at grade B
	Notes: Successful
	applicants will also
	need 8 GCSEs at
	grade 6 including
	Mathematics,
	English and Science.
University of Manchester	Typical offer: BTEC
Psychology [BSc]	double distinction + an A
- / O/ []	
	l level at grade A
	level at grade A  Notes: Successful
	Notes: Successful
	Notes: Successful applicants will also
	Notes: Successful applicants will also need grade 6 in
	Notes: Successful applicants will also

## **BTEC Level 3 Diploma in Business**

Subject Name	BTEC Level 3 Diploma in Business	
Exam Board	Edexcel	
Course Requirements	If studied at GCSE, English at Grade 6 or above and Mathematics Grade 5 or above.	
Overview	The philosophy of the in BTEC specification is to understand the nature of Business; candidates must actively experience the business environment. This is achieved through a variety of approaches, links with local employers, case studies and research. This qualification provides students with a broad introduction to the business sector and will encourage them to develop skills, knowledge and understanding in realistic business contexts, such as discovering the problems and opportunities faced by local businesses and/or organising an enterprise activity.	
AS and A2 Curriculum	<ul> <li>AS 2 Mandatory Units</li> <li>Exploring Business</li> <li>Managing an Event</li> <li>International Business</li> <li>Options to do one other AS unit from the BTEC grid. For example:</li> <li>Recruitment and Selection</li> </ul>	
A2 Curriculum	<ul> <li>A2 Mandatory Units</li> <li>Developing a Marketing campaign external controlled assignment</li> <li>Principles of Management external controlled assignment</li> <li>Personal and Business Finance exam unit</li> <li>Options to do one other A2 unit from the BTEC grid. For example:</li> <li>Training and Development</li> </ul>	
Learning Beyond	The Brokerage Citylink The Brokerage Citylink are an independent charity providing young	
the Classroom	The Brokerage Citylink are an independent charity providing young people in London with a 'Pathway' of opportunities into employment, working in partnership with employers, schools and volunteers at every stage. Their programme raises the aspirations of London's students by showing them the opportunities available to them in the City and finance sectors.  The Brokerage tries to make it clear that the City has opportunities for people in a wide range of careers at various levels. Through meeting and working with City employees, students are encouraged to reevaluate their preconceptions of the City as out of their reach. They provide access to City employers and internships for London based students who aspire to a career within the financial services.	

	Trips to theatres based on Business concepts Visiting speakers from companies and local businesses		
University	University of Sheffield	Typical offer: BTEC	
Entrance	Business Studies and Management [BSc]  Loughborough University Business School	distinction  Notes: Successful applicants will also need GCSE Mathematics, with at least grade 6.  Typical offer: BTEC distinction	
	Management Science [ Bsc]	Notes: Successful applicants will also need GCSE Mathematics and English with at least grade 6.	
	Queen Mary University Business Management [ Bsc]	Typical offer: BTEC distinction Notes: Successful applicants will also need GCSE Mathematics with at least grade 6.	

## **Biology**

Subject Name	Biology A			
Exam Board	OCR			
Course Code	A Level Biology – A (H420)			
Course	GCSE grade 7 or above in Biolo	ogy or Com	bined Science a	and grade 6
Requirements	or above in Mathematics			
Overview	This course encourages candid	dates to dev	velop their into	erest in and
	enthusiasm for biology, includ study and careers in biology. C makes decisions about scien	andidates v	vill appreciate	how society
				ne sciences
	contribute to the success of the	•	•	f the eleille
	Candidates will demonstrate knowledge and understandin	_		
	develop essential knowledge o			
	they relate to each other.	or uniterent	areas or broros	gy and now
Y12 Curriculum	Module 1 – Development of p	ractical ski	lle in hiology	
112 Curricurum	Skills of planning, implementing		0,	n
	Module 2 – Foundations in bio		ura e varauro	
	Includes: Cell structure; Biologi		les: Nucleotide	es and
	nucleic acids; Enzymes; Biologi			
	diversity and cellular organisation			
	Module 3 – Exchange and transport			
	Includes: Exchange surfaces, Transport in animals, Transport in			
	plants.			
	Module 4 – Biodiversity, evolu	ution and d	isease	
	Includes: Communicable diseas	ses, disease	prevention an	d the
	immune system, Biodiversity, Classification and evolution.			
Y13 Curriculum	Module 1 – Development of p			
	Skills of planning, implementing, analysis and evaluation			
	Module 2 – Foundations in bio	0,	1	,
	Includes: Cell structure; Biolog			
	nucleic acids; Enzymes; Biological membranes; Cell division, cell			sion, cell
	diversity and cellular organisation  Module 5 – Communications, homeostasis and energy			
			0,	an
	Includes: Communication and homeostasis, Excretion as an			
	example of homeostatic control, Neuronal communication,			
	Hormonal communication, Plant and animal responses,			
	Photosynthesis, Respiration.  Module 6 – Genetics, evolution and ecosystems			
	Includes: Cellular control, Patterns of inheritance, manipulating			
	genomes, Cloning and biotechnology, Ecosystems, Populations and sustainability.			
	A Level Papers	Marks	Duration	Weighting
	1			5 6

	Dance 1	Piological	100	2 hr 15	279/	
	Paper 1	Biological	100	2 hr 15 mins	37%	
		processes:				
		Content –				
		Modules 1, 2,				
		3, 5				
	Paper 2	Biological	100	2 hr 15 mins	37%	
		diversity:				
		Modules 1, 2,				
		4, 6				
	Paper 3	Unified	70	1 hr 30 mins	26%	
		biology:				
		Content – all				
		modules				
	Non-exam	Practical	Pass/Fail	Non-exam	Reported	
	assessment	endorsement		assessment	separately	
		for biology:				
Learning Beyond	This course p	rovides several o	pportunitie	s for candidates	s to	
the Classroom		learn outside the				
	Enrichment:					
	Biology students will be expected to take the opportu			the opportunity	to attend a	
	range of evening lectures at London Universities. In addition to this					
	they will be given the opportunity to attend our STEM careers day					
	where they can network with science professionals to gain work					
	placement opportunities. The department has strong links with both					
	Imperial and Kings College allowing our pupils opportunities to					
	gain places on mentoring programmes and summer schools.					
University	Oxford Unive	ersity		ls: A*AA with t		
Entrance	Biology science of			or Mathematic	es.	
Biology/Biomedica						
1 Sciences				Candidates are expected to have		
			0.	Biology (or Human Biology) to		
	A-level					
	D. I. II					
	Reading University		Typical offer: BBB/ABC from three A levels including a grade			
	Biological Sci	ences			0 0	
				ology plus one	otner	
			science	·.		
			ABB fr	om three A Lev	rels	
				ng Biology wil		
				ered for studen		
				ne science A lev		
				is science in lev		

	GCSE: Science at grade C or above is also required.		
Skills and	The following skills are essential during this course and beyond.		
<b>Qualities for</b>	Motivation		
Study at KS5 and	Passion for all things biological		
beyond	Good interdependent and independent skills		
	Problem solving		
	Excellent written and oral communication skills (good		
	interview technique)		
	<ul> <li>Access to extra reading to include current issues in the news.</li> </ul>		

## Chemistry

Subject Name	Chemistry A			
Exam Board	OCR			
Course Code	A Level H432			
Course	GCSE grade 7 or above in Chemistry or Combined Science and grade 6 or			
Requirements	above in Mathematics			
Overview	Without chemistry, there would be no designer materials or medicines,			
	millions of people would go hungry, and our water would not be safe to			
	drink. Chemists can control substances with astonishing precision and this is			
	an exciting time to study chemistry.			
	If you are fascinated by the world around you, then chemistry is for you. As			
	your understanding of chemical ideas grows, you will also develop the skills			
	you need to take part in this exciting and challenging subject.			
	A Level Chemistry is essential for courses such as medicine, dentistry and			
	pharmacy and aids further study in most other science or engineering			
	subjects. The skills you develop are also highly regarded for other university			
	courses, and by employers, particularly in the financial sector.			
Y12	Module 1 Development of practical skills			
Curriculum	Skills of planning, implementing, analysis and evaluation			
	Module 2 Foundations in chemistry			
	Includes:			
	Atoms, compound, molecule and equations			
	Amount of substance     Acid because discussed in the substance and the descriptions.			
	Acid base and redox reaction			
	Electrons, bonding and structure			
	Module 3 Periodic table & energy			
	Includes:			
	The periodic table and periodicity			
	Group2 and the halogens			
	Qualitative analysis			
	Enthalpy changed			
	Reaction rates and equilibrium			
	Module 4 Core organic chemistry			
	Includes:			
	Basic concepts			
	Hydrocarbons			
	Alcohols and halo alkanes			
	Organic synthesis			
	Analytic techniques (IR, MS)			
Y13	Module 1 Development of practical skills			
Curriculum	Skills of planning, implementing, analysis and evaluation			

Module 5 Physical chemistry and transition elements Includes:

- Reactions rates and equilibrium
- pH and buffers
- Enthalpy, entropy and free energy
- Redox and electrode potentials
- Transition elements

•

Module 6 Organic chemistry and analysis Includes:

- Aromatic compounds
- Carbonyl compounds
- Carboxylic acids and esters
- Nitrogen compounds
- Polymers
- Organic synthesis
- Chromatography and spectroscopy (NMR)

A level Papers		Marks	Duration	Weighting
Paper 1	Periodic table, element and physical chemistry Content – Modules 1, 2, 3, 5	100	2 hr 15 mins	37%
Paper 2	Synthesis and analytical techniques Content – Modules 1, 2, 4, 6	100	2 hr 15 mins	37%
Paper 3	Unified chemistry Content – all modules	70	1 hr 30 mins	26%
Non-exam assessment	Practical endorsement for physics	Pass/Fail	Non-exam assessment	Reported separately

## Learning Beyond the Classroom

This course provides several opportunities for candidates to develop and learn outside the confines of the classroom.

### **Enrichment:**

Chemistry students will be expected to take the opportunity to attend a range of evening lectures at London Universities. In addition to this they will be given the opportunity to attend our STEM careers day where they can

	network with science professionals to gain work placement opportunities.		
	The department has strong links with both Imperial and Kings College		
	allowing our pupils opportunities to gain places on mentoring programmes		
	and summer schools.		
University	Imperial College London	Typical offer: AAA	
Entrance	Medicine	<b>Notes:</b> Must have chemistry or biology	
(Medicine)		with another science or Mathematics.	
Typically		Candidates must also take the UK	
AAA plus		Clinical Aptitude Test (UKCAT)	
either BMAT			
or UKCAT test			
taken			
University	King's College London	Typical offer: AAB	
Entrance	Pharmacy	Notes: Must have chemistry with	
(Pharmacy)	,	another science or Mathematics.	
University	Reading University	Typical offer: BBB	
Entrance	Chemistry	Notes: Must have chemistry	
(Chemistry)		·	
Skills and	Our course will develop the follo	owing skills and qualities that are	
<b>Qualities for</b>	essential for further studies in C	hemistry.	
Study at KS5	Motivation		
and beyond	Mathematical & Scientific Ability		
	Curiosity		
	Interest in chemistry for its own sake		
	Success in problem solving		
	Ability to work with others		
	Research skills		
	Scientific writing and communication skills		

## **Classical Civilisations**

Subject Name	Classical Civilisations			
Exam Board	OCR			
Course Code	Advanced GCE in Classical Civilisation (H408)			
Course	(====)			
Requirements	<ul> <li>GCSE grade 6 in English Literature.</li> <li>A genuine interest in the Classical World: ancient Greece and ancient Rome</li> <li>Skills in thinking critically and in a logical manner are essential</li> <li>Students must be well-motivated and prepared to use their own initiative</li> <li>The ability to discuss and debate will be crucial as will literary and research skills.</li> </ul>			
Overview				
	Who is this course for? Students who wish to develop an in-depth understanding of the culture, beliefs, literature, politics, and societies of ancient Greece and Rome. Students who are ready for the challenge of difficult texts, indepth reading, questioning, and grappling with ideas that at first can be difficult to grasp, particularly ideas that are very different from our modern cultures.			
Curriculum	This A-level is made up of 3 components:			
	<ul> <li>The world of the Hero: Homer and Virgil</li> <li>Invention of the Barbarian</li> <li>Love and Relationships</li> </ul>			
	COMPONENT 1 – The World of the Hero			
	<ul> <li>40% of total A-level</li> <li>2 hours, 20 minute written paper at the end of Year 13</li> </ul>			
	In this component learners will study:  • Homer's <i>The Odyssey</i> (year 12)  • Virgil's <i>Aeneid</i> (year 13)  ◎ literary techniques and composition  ◎ characterisation and themes  ◎ social, cultural, religious context of the texts			

### **COMPONENT 2 – Invention of the Barbarian**

- 30% of total A-level
- 1 hour, 45 minute written paper at the end of Year 13

## In this component learners will study:

- Greek identity how the Greeks saw and understood themselves as a people
- Issues of race and stereotyping in the ancient world
- The Persian Wars
- How the Greeks portrayed their enemies in art and drama
- ⊚ The reality of Persia

## **COMPONENT 3 – Love and Relationships**

- 30% of total A-level
- 1 hour, 45 minute written paper at the end of Year 13

## In this component learners will study:

- the role and status of women in ancient Greece and Rome
- o comparative study of marriage ceremonies in Greece and Rome
- ancient Greek and Roman love poetry, and what this can tell us about the Classical cultures
- the views of Plato and Seneca on love, desire, and relationships

## **Computer Science**

Subject Name	Computer Science
Exam Board	AQA
Course Code	Advanced GCE in Computer Science (7516/7)
Course	GCSE Computer Science Grade 6 or above OR
Requirements	GCSE Mathematics Grade 6 or above
	Pupils do sometimes take on the course having not done a GCSE in Computer Science previously but it is advisable to speak to a Computing teacher first if they wish to do this.
	A genuine interest in technology and a willingness to push the
	boundaries creatively and intellectually.
	It is advisable to have your own computer for this course. In some cases,
	laptops can be loaned.
Overview	The A Level Computer Science qualification helps students understand the core academic principles of computer science.
	By studying Computer Science at advanced level, you will learn to master how to program using a variety of different structures and languages. You will be able to understand how a computer works, how the Internet is constructed and a range of principles for organising data, such as 'big data'.
	In today's world, where Technology is constantly changing, technological and information literacy skills are as essential as literacy and numeracy. As part of the course you reflect on the ethical, cultural and social issues involved in modern computing.
A-Level	Candidates complete two units.
Curriculum	
	Unit 1: Programming
	Students learn the theory and practice of programming to an advanced
	level, including Object-Oriented Programming (OOP).
	They learn to produce sophisticated programs, preparing them for future careers and learning about how programming works in detail. They become flexible and adaptable programmers able to learn a wide range of languages in the future.
	Many students choose to use Python as their main language since this is what they are most familiar with from GCSE, but the course allows you to learn another language such as C# if you wish.

This unit is worth 40% of your A2 grade. It is externally assessed through a 2 hour and 30 minute exam.

## **Unit 2: Theoretical concepts in Computing**

This component will introduce learners to the internal workings of the Central Processing Unit (CPU), the exchange of data and will also look at software development, data types and legal and ethical issues.

It is expected that learners will draw on this underpinning content when studying computational thinking, developing programming techniques and devising their own programming approach in the Programming project component (03 or 04). Learners will be expected to apply the criteria below in different contexts including current and future uses of the technologies.

This unit is worth 40% of your grade. It is externally assessed through a 2 hour and 30 minute exam.

### **Unit 3: Programming project (Coursework)**

Learners will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Learners are expected to apply appropriate principles from an agile development approach to the project development.

While the project assessment criteria are organised into specific categories, it is anticipated the final report will document the agile development process and elements for each of the assessment categories will appear throughout the report.

This unit is worth 20% of your grade. It will be undertaken in class and at home. It will be internally assessed and externally moderated.

## Learning Beyond the Classroom

#### **Enrichment**

Computer Science students often volunteer as 'e-safety ambassadors', helping younger students use the Internet safely, and participate in other clubs and activities.

## **Trips**

Computer Science students will visit a range of organisations to research the role and impact of Technology in different industry sectors. Students will have the opportunity to listen to guest speakers.

#### Super-curricular

	Computer Science students are encouraged to join the British Computer Society, giving access to industry-related events, lectures and workshops.		
University	University of Sussex	A Levels: AAB-ABB	
Entrance	BSc Computer Science		
		GCSE required:	
		Grade 6+ in Mathematics.	
	Imperial College London	A Levels: A*A*A*	
	BEng Computing	including A* in Mathematics.	
		Further Mathematics is also	
		preferred	
	Bournemouth University	A Levels: BBB	
	Games Programming		
		Including at least one of Computing,	
		IT, Maths, Physics	
	Degrees that would use Computing are Mathematics, Computer		
	Science and Engineering.		
Skills and	As a Computer Science student, you will develop the ability to		
Qualities for	work independently and as part of a team, as well as set and		
Study at KS5	manage your progressing deadlines.		
and beyond	You will learn to conduct research, evaluate information and		
	develop written work that is correctly structured and uses formal		
	referencing.		
	You will need intellectual curiosity and creative thinking.		
	The ideal Computer Science student will be able to take an idea		
	and develop it beyond the classroom, pushing the boundaries of		
	<ul><li>the curriculum.</li><li>Technical skills are as important as written skills.</li></ul>		
	• Technical skills are as impor	rtant as written skills.	

### **Drama and Theatre Studies**

Subject Name	Drama and Theatre Studies		
Exam Board	AQA		
Course Code	Specification code: 7262		
Course	GCSE Drama Grade of 6 or above (if taken) or		
Requirements	GCSE English Literature Grade 6 or above		
•	Involvement in extracurricular productions in and/or outside		
	of school		
	A genuine interest in Drama and Theatre		
	Excellent attendance and punctuality records		
	Willingness to attend rehearsals and theatre outside of school		
	time		
Overview	The A Level Drama specification allows students to gain a strong		
	and dynamic appreciation of creating, performing and analysing		
	theatre. This is achieved through the study of both classical and		
	contemporary performance styles, conventions and practitioners and		
	viewing an abundance of mainstage and fringe theatre.		
	It is important to note that the A Level Specification is 60% written		
	and 40% practical, requiring students to write analytically and use		
	their evaluation skills. The specification is comprised of three parts:		
	Component One: Drama and Theatre. A 40% examination consisting		
	of 3 essays written from the perspective of a director, actor or		
	designer about <i>Hedda Gabler</i> by Henrik Ibsen, <i>The Glass Menagerie</i> by		
	Tennessee Williams and an analysis of a piece of live theatre.		
	Component Two: Creating Original Drama. Students work as an		
	ensemble to create a piece of theatre from scratch using a stimulus		
	and an accompanying working notebook (30%).		
	Component Three: Making Theatre. Practical exploration of three		
	extracts from three different plays (20%) and reflective report (10%).		
	The third extract is assessed by a visiting AQA examiner.		
	Students will have the apportunity to see six pieces of live theatre		
	Students will have the opportunity to see six pieces of live theatre throughout the year and attend numerous workshops with visiting		
	artists. Please note that at the start of each year Sixth Form students		
	are required to pay a Drama fee of £80 to cover these costs. Payment		
	options are available.		
Year 12	Autumn 1: Students study the first set text <i>Hedda Gabler</i> for		
10u1 12	Component 1 both theoretically and experientially.		
	Assessment includes mini-mock exams, an exam in the Christmas		
	Exam period and a performance essay.		
	Autumn 2 and Spring 1: Component 2 Creating Original Drama.		
	Students will work practically to explore the work of a physical		
	practitioner such as Berkoff. Assessment includes a polished		
	praeditioner sach as berkon. Assessment metades a polisied		

performance of the finished piece and submission of their working notebook. Students will also sit a live theatre analysis exam in this term. Spring 2 and Summer 1: Component Three study of 2 plays and 2 key extracts in varying styles. These plays are chosen at the discretion of the teacher based on suitability for the group, plays currently showing at the theatre and the style of drama students work best in. Assessment including a polished performance of both extracts plus submission of their reflective report. Students will also continue to sit examinations on *Hedda Gabler* and live theatre analysis. **Summer 2**: Revision of *Hedda Gabler* and live theatre analysis for exam. Summer Exam on Hedda Gabler and Live Theatre analysis. Year 13 Autumn 1: Students study the next set text The Glass Menagerie for Component 1 both theoretically and experientially. Assessment includes mini-mock exams, an exam in the Christmas Exam period and a performance essay. Autumn 2: Component 2 Creating Original Drama. Based on their experiences in Year 12, students choose a practitioner and style to create a drama from scratch. The performance is filmed and, along with the working notebook, sent to AQA for moderation. **Spring 1 and 2:** Component Three study and performance of the third and final play extract. Again chosen based on the strengths of the group. Reflective report is also submitted. Assessed by a visiting AQA examiner. **Summer 1:** Revision for final exam, and final exam. **Learning Beyond Enrichment** the Classroom Extra-curricular project: Students will have the opportunity to work with theatre companies around London in workshops and extended programs. In previous years we have worked with The National and The Donmar Warehouse. Students will have the opportunity to do graded exams under the LAMDA qualification. Grades 6, 7 and 8 can count towards UCAS points. Students will also be encouraged to audition for summer courses at reputable Theatre schools and Companies.

	Super-curricular		
	Active participation in Drama productions in school. Wider reading		
	of Drama and Theatre Studies materials.		
University	University of Bristol Grade required: AAA		
Entrance	BA Theatre and English	Notes: Subjects required	
	2	Drama and English	
		2 10110 0110 21191011	
	BA Theatre and Performance	Grades required: AAB	
	studies	<b>Notes:</b> Students are required	
		to attend workshop and	
		interview for both courses.	
	University of Birmingham	Grades required: AAB-ABB	
	BA Drama and Theatre Arts	Notes: Audition and	
		interview. Top 10 university	
		for studying Drama in 2019	
	University of Exeter	Grades required: AAB-ABB	
	BA Drama	<b>Notes:</b> Required to attend a	
		day long workshop and	
		interview. Ranked No.1 Drama	
		course in the UK. Top 10	
		university for studying	
		Drama in 2019	
	University of Essex	Grades: BBB	
	BA Drama	<b>Notes:</b> Top 10 university for	
		studying Drama in 2019	
Skills and	A typical A Level Drama and Theatre		
Qualities	opportunity to develop the ability to	1 7	
	part of a team. You will be able to dire	$\mathcal{C}$ 1	
	manage people in a professional way		
	convincing role. You will be able to understand different ways in		
	which a scene could be staged and pe		
	write a coherent essay, which is well structured, analytical, expresses		
	your own opinion and uses formal references.		
	You will be able to appreciate the Ar		
	evaluate different styles of Theatre. Y	-	
	confidence by being able to articulate yourself in formal conversations. You will be able to speak publicly to a wide number		
	of people.		

### **Economics**

Subject Name	Economics		
Exam Board	AQA		
Course Code	GCE A level: 7135 7136		
Course	GCSE grade 6 or above in Economics or Business Studies (if taken)		
Requirement	and in English Language		
Overview	The aim of the course is to encourage those that are interested in		
	<ul> <li>Economics to:</li> <li>Develop an interest in and enthusiasm for the study of the subject.</li> <li>Appreciate the contribution of economics to the understanding of the wider economic and social environment.</li> <li>Develop an understanding of a range of concepts and acquire an ability to use these concepts in a variety of different contexts.</li> <li>Use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist.</li> <li>Develop skills, qualities and attitudes which will equip them for the challenges, opportunities and responsibilities of adult and working life.</li> </ul>		
A Level	The curriculum is split into two main sections, the first section		
Curriculum	introduces students to microeconomic issues and the second		
	section covers mainly macroeconomic issues. However, students		
	should appreciate that microeconomics and macroeconomics are		
	not entirely distinct areas of study. For example, microeconomic principles often provide fundamental insights into understanding		
	aspects of the macro economy. Similarly, economic issues and		
	problems often contain both a microeconomic and macroeconomic		
	1		
	dimension. Students will be expected to acquire competence in quantitative skills that are relevant to the subject content and be		
	familiar with the various types of statistical and other data which		
	are commonly used by economists. Examples of other relevant		
	quantitative skills include: the construction and use of graphs and the application of statistical measures such as the mean, median		
	and relevant quantiles. Students are encouraged to develop a		
	critical approach to economic models and methods of enquiry.		
	1.7		
	They should appreciate that value judgements play an important role in economic decision making. They should understand the		
	e ,		
	methodology of economics and the role of evidence whilst		
	recognising that economics is a social science and that people's behaviour is not necessarily rational or predictable.		
	It is expected that students will acquire a good knowledge of trends		
	and developments in the economy which have taken place over the		
	past fifteen years and also have an awareness of earlier events		
	where this helps to give recent developments a longer term		

	perspective. At the end of the two year course, students will sit three two hour written exams. Each exam will be worth one third of the A-level. Paper one will cover markets, market failure, paper two will cover the national and international economy, and paper three will draw on material from the whole course.		
Learning Beyond the Classroom	<ul> <li>Economics Ambassador; giving students the opportunity to share their insights with other students and encourage more students to get involved and take an interest in key economic issues facing society today</li> <li>Trips to enrichment events, workshops and conferences relevant to the study of Economics</li> <li>Guest speaker events from economists and experts</li> <li>Membership and support from professional industry</li> <li>Support and provision of opportunities for relevant work experience</li> </ul>		
University	University of Cambridge	Typical offer:	
Entrance		A-level Maths is essential for those applying for entry. Vast majority of offers for economics at Cambridge require A2 grades of A*A*A (may require an A* in Further Maths), Human, Social and Political Sciences (HSPS) A*AA	
	Durham University	Typical L100 Economics offer: A*AA.	
	Loughborough University Economics (BSc)	Typical offer: AAB or ABB	
	London School of Economics	Further Maths is a must for Economics L100, it is not necessary to have studied even single Maths to apply for Economics and Government.  Typical Recent offers: Government and Econ AAA, Economics A*AA Philosophy & Economics: AAA	

	University of Manchester  University of Oxford (Economics and Management) or Oxford (PPE)	Typical offer: Economics AAB, Development Economics AAB; Economics and Finance AAB, Management AAB, History with Economics: ABB Economics and Business ABB Typical offer: Economics & Management A*AA or D3. Candidates
		required to have Mathematics to A-level  Typical offer:  PPE  AAA (including Maths) (Maths and History seen as helpful but not essential)
	University College London (UCL)	Typical offer: A*AA in the first sitting, to include grade A* in Mathematics (and A in Economics if taking this subject)
	University of Warwick	Typical offer:  A*AA – For L100 Economics you must obtain grade A in A2 Maths.  A*AA when taking 3 A2 subjects.  AAA offer given for PPE in 2017.
	University of Birmingham	Typical offer: AAA, GCSE  Mathematics grade A if not offered at AS or A2 level; AAB for Business  Management, AAB for Politics and Economics
Skills and Qualities for Study at KS5 and beyond	This course is excellent preparation for those students intending to pursue economics at degree level, or for anyone considering a career with an economic angle.	
	You will also develop the following skills and qualities:  • an understanding of organisational behaviour and structure;  • analytical and critical thinking;	

- a creative approach to problem solving;
- decision-making;
- persuasive written and oral communication;
- numeracy and the ability to research, interpret and use business and financial data;
- self-reliance, initiative and the ability to manage time, projects and resources;
- appreciation of the causes and effects of economic and other external changes.

# **English Literature**

Subject Name	English Literature		
Exam Board	OCR OCR		
Course Code	H472		
Requirements	GCSE grade 6 or above in English Literature		
Overview	Entering into an A level course in English Literature is opening a Pandora's box of knowledge, ideas and experiences which will broaden your horizons and lead you in challenging, thought-provoking and surprising new directions. However, the journey is not for the faint-of-heart; there will be great challenges along the way as you grapple with topics as diverse as the position of women in medieval society and the corruption at the heart of the American dream. You will meet unforgettable characters – faded Southern belles; rich, heart-broken bachelors; corrupt, ruthless kings - who may make you reconsider everything you thought you knew. You will find greed, heartache, fear and violence, but also love, bravery, friendship and redemption.  Think carefully before choosing English Literature – it might just		
	change your life. BUT it is <i>essential</i> that you bring with you a love of reading and a willingness to join in discussions. If you do not read outside of school this subject is not for you.		
Curriculum	<ul> <li>Unit 1 - Drama and poetry pre-1900 (40% exam)</li> <li>Drama – Richard III by Shakespeare and A Doll's House by Henrik Ibsen</li> <li>Poetry – The Merchant's Tale by Geoffrey Chaucer</li> </ul>		
	Unit 2 - Comparative and contextual study (40% exam)		
	The Great Gatsby by F Scott Fitzgerald and The Age of Innocence by Edith Wharton alongside extracts from other American texts written between 1880-1940		
	Unit 3 - Literature Post-1900 (20% Coursework)		
	<ul> <li>A Streetcar Named Desire by Tennessee Williams - close reading analysis 1000 words</li> <li>Contemporary novel and poetry – 2000 word comparative essay – Small Island by Andrea Levy and Look We Have Coming to Dover! By Daljit Nagra</li> </ul>		

Learning Beyond	Enrichment		
the Classroom	A Level English Literature students will be expected to join the English department American literature reading group and reading groups in the LRC to broaden their experience of literature beyond the prescribed texts. They will also be encouraged to take part in school drama performances. Wider reading lists will be given to all students – wider reading is an expectation rather than an additional option. Online support is also available from a range of resources. You will be provided with details of these at the start of the course.  Trips All students are encouraged to visit the theatre as often as possible. There will also be organised theatre trips throughout the course as well as the opportunity to attend revision days and student		
	conferences in central London.		
University Entrance	Oxford or Cambridge University	AAA (A or A* in English Literature) and interview/aptitude test	
	University College London	AAA (including English Literature)	
	University of Reading	ABB - BBB (including English Literature)	
	University of Westminster	BCC (including English or at least one humanities-related subject)	
Skill and Qualities	Your ability to write clear a	and well-argued essays will be	
for Study at KS5	greatly enhanced by this su		
and beyond		ity to think critically, to analyse	
	<ul><li>language and to understand the importance of contexts.</li><li>You will develop the ability to work independently, as well as set and manage your progressing deadlines.</li></ul>		
	Do not join this course if you do not enjoy reading – this is a		
	<ul> <li>prerequisite for success.</li> <li>You will gain vital transferable skills in reading closely attentively, as well as becoming a more concise, rigoro well-structured writer.</li> <li>English Literature is a highly-regarded traditional A Land degree subject which has been long respected by universities and employers alike.</li> </ul>		

# **Extended Project Qualification (EPQ)**

Subject Name	Level 3 Extended Project		
Exam Board	AQA		
Course Code	7993		
Course Requirements	You will need to complete an 'expression of interest' form about your idea, which will be discussed with an EPQ tutor to make sure that your idea is feasible.		
Overview	The Extended Project requires students to choose an area of interest, preferably linked to their choice of university course or career and produce a 5000 word essay or a 1000 word essay with an artefact or a performance on the topic. Students must plan, research and carry out the project and then deliver a presentation to a specified audience; providing evidence of all stages of project development and production for assessment.  Students will receive up to 30 hours of taught skills and support from their supervisor, but will spend approximately 90 hours completing the project independently.		
Learning Beyond the Classroom	Beyond the taught element of this course, where you develop the skills needed to complete it successfully, this course allows you to extend your own interests beyond the classroom.		
University Entrance	Universities value the EPQ very highly. It does not usually form part of the offer made, which will normally be based on your three main A Levels, but all universities recognise the importance of the skills that are developed by doing the EPQ.  • It will help you develop independent study and research skills and ease the transition from school to higher education.  • You will be able to draw on your experience of taking the project when writing your personal statement, particularly if the topic is relevant to your chosen degree course.		
Skills and Qualities for Study at KS5 and beyond	<ul> <li>This qualification will enable you to:</li> <li>develop and improve your learning and performance as critical, reflective and independent learners</li> <li>develop and apply decision making and problem solving skills</li> <li>extend your planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills</li> </ul>		

### French

Subject Name	French		
Exam Board	AQA		
Course Code	A2 7652		
Course	Essential: A strong interest in the subject		
Requirements	GCSE grade 7 or above in French		
Requirements	GCOL grade / or above in Figure		
Overview	Why study French at 6 <sup>th</sup> Form?		
	The course will allow you:  • To develop and build on the language and communication		
	skills acquired at GCSE.		
	<ul> <li>To enhance employment prospects.</li> </ul>		
	<ul><li>To gain an insight into another culture and society.</li><li>To facilitate foreign travel.</li></ul>		
	The course should help students to:		
	<ul> <li>develop an interest in, and enthusiasm for language learning</li> </ul>		
	develop an understanding of the language in a variety of contexts and genres		
	communicate confidently, clearly and effectively in the		
	<ul><li>language for a range of purposes</li><li>develop an awareness and understanding of the</li></ul>		
	contemporary society, cultural background and heritage of		
	countries or communities where French is spoken		
	consider their study of the language in a broader context		
	<ul><li>derive enjoyment and benefit from language learning</li><li>acquire knowledge, skills and understanding for practical</li></ul>		
	use, further study and/or employment		
	<ul> <li>communicate with speakers of the language</li> </ul>		
	take their place in a multilingual global society.		
Year 12	Aspects of the French-speaking society: current trends  • The changing nature of the family		
	The 'cyber-society'		
	The cycle society     The place of voluntary work		
	The place of voluntary work		
	Artistic culture in the French-speaking world		
	A culture proud of its heritage		
	Contemporary francophone music		
	Cinema: the 7 <sup>th</sup> art form		
	Weekly grammar lessons		

	In the summer term, students will begin to study a French text and a French film. This will continue into year 13.	
A2 Curriculum	Paper 1 - Listening, Reading and Writing What's assessed:  • Aspects of the French-speaking society: current trends • Aspects of the French-speaking society: current issues • Artistic culture in the French-speaking world • Aspects of political life in the French-speaking world • Grammar  Written exam – 2 hours 30m 160 marks in total 50% of A –level	
	Paper 2 – Writing What's assessed: 1 novel and 1 film Written exam – 2 hours 80 marks 20 % of A-level	
	Paper 3: Speaking What's assessed: Individual research project One of the themes from Paper 1 Oral exam – 21-23 minutes (5 minutes preparation time) 60 marks in total 30% of A-level	
	In year 13, students will begin to prepare their Independent Research Project (IRP) for their speaking exam. The project will require the student to carry out in depth research and analysis on a socio-political issue in French or Francophone society. The student must do the research and preparation entirely independently.	
	Students will also continue to study the text and film from year 12. They will learn to analyse the material in-depth and write essays on the various themes that appear in the material.	
Learning Beyond the Classroom	Pupils are encouraged to read French magazines and newspapers to support their learning and develop their understanding of French society and they should listen to French radio and watch a range of French films and TV to develop their understanding of the spoken word.	

They should visit l'Institut Français and subscribe to their library, as well as attending lectures and theatrical and cinematic productions. They should use websites regularly to develop their understanding of grammar and vocabulary.

Pupils should be prepared to attend regular speaking practice with their French teacher to improve their spoken French.

Ideally, pupils should visit France regularly and experience a French

### **Further Mathematics**

Subject Name	Further Mathematics		
Exam Board	Edexcel		
Course Code	Further Mathematics (9FM0)		
Specific Course	GCSE grade 8 or above in Mathematics. Must be studied in		
Requirements	combination with A-level Mathematics		
Overview	In Further Mathematics we will continue to expand upon your prior		
o verview		-	
	knowledge obtained at GCSE Mathematics as well as provide greater applications of what you learn in A-Level Mathematics. We will		
	explore such aspects as Proof, Complex numbers, Matrices and		
	Hyperbolic functions. This course will provide you with a solid grasp		
	of many different aspects of Mathematics as well as help to build		
	useful real-world probl		1
A-Level Curriculum		tudents will cover Furth	er Pure units with two
	additional Option pape	ers (see below). There is	no coursework
	required at A Level.		
		Overview	Assessment
	Paper 1: Core Pure	Compulsory Content	1.5 hours;
	Mathematics 1		75 marks
	25%	Any content can be	
	Paper 2: Core Pure	assessed on either	1.5 hours;
	Mathematics 2	paper	75 marks
	25%		
	Paper 3: option 1	Students take one of	1.5 hours;
	25%	the following four	75 marks
		options:	
		• Further Pure	
		• Further Statistics	
		• Further	
		Mechanics Decision Maths	
	Paper 4: Option 2	Students take one of	1.5 hours;
	25%	the following four	75 marks
	25/0	options:	75 IIIaiks
		<ul><li>Further Pure</li></ul>	
		<ul> <li>Further Statistics</li> </ul>	
		• Further	
		Mechanics	
		Decision Maths	

# Learning Beyond the Classroom

#### • Problem Solving Skills

Many university courses require pupils to work independently completing problem solving tasks. As part of the A-Level curriculum, pupils will be practicing these skills by completing mini projects.

#### • Master Classes

For pupils who are aiming to study Mathematics at the top Universities such as Cambridge and Oxford, it would be recommended to attend master classes run by Cambridge. Each master class includes;

- (i) Minimum of two taster lectures delivered by leading academic members of the University
- (ii) The opportunity to discuss and ask questions
- (iii) An introduction to the Admission process
- (iv) The opportunity to hear about life as a Cambridge student.

#### • Mathematical Society

Pupils will be encouraged to join the Mathematical society, which would then give them access to journals that would give them access to up-to-date research which could be useful when it comes to the interview process.

http://www.lms.ac.uk/

#### Accredited enrichment (external/internal):

- (i) It would benefit the pupils to organise and run a STEM/Mathematics club for the younger pupils. This would allow pupils to take part in research projects where they could develop the skills of working in teams and also allow them to see how Mathematics can be used in real life situations.
- (ii) Pupils would be encouraged to take part in the Crest Award. The Crest award is a project based award scheme for the Stem Subjects. Pupils can achieve three levels (Bronze, Silver and Gold) and can be started from year 7 to 13. The award is accredited by UCAS, so would look good on a Year 13 UCAS form.

#### **University Entrance**

Oxford/ Cambridge Mathematics	<b>Typical offer:</b> $A*A*A*$ <b>Notes:</b> It is highly recommended that students have studied Further Mathematics
Lancaster University Mathematics	Typical offer: AAA – ABB (Depending on the course)
Oxford Brookes University	Typical offer: BBC Notes: Must have Mathematics at grade B.
Mathematics	140tes. Must have Mathematics at grade D.

	GCSE English Language at grade C or above
Skills and Qualities for Study at KS5 and beyond	The majority of universities look for the following qualities in their Mathematics students.  • Independence  • Have to ability to solve problems  • Curiosity  • Persistence

## Geography

Subject Name	Geography		
Exam Board	Edexcel		
Course Code	9GEO		
Course	Essential: A strong interest in the subject		
	,		
requirements	GCSE Geography 6 or above		
	Desirable:		
	Participation in Duke of Edinburgh Award at Bronze level or above		
	Tarticipation in Duke of Earnburgh Nward at Biolize level of above		
Aims of the course	Why study Geography at 6 <sup>th</sup> form?		
	because you want to develop and apply an understanding of		
	geographical concepts and processes to understand and interpret our		
	changing world		
	because you would like to increase your awareness of the complexity		
	of interactions within and between societies, economies, cultures and		
	environments at scales from local to global		
	because you want to become a global citizen who recognise the		
	challenges of sustainability for the future and the implications for your		
	own and others' lives		
	because it will help you to improve as a critical and reflective learner		
	aware of the importance of attitudes and values, including your ownbecause you want to become adept in the use and application of skills		
	and new technologies through your geographical studies both in and		
	outside the classroom		
	ultimately because you are inspired by the world around you, and		
	gain enjoyment and satisfaction from your geographical studies and		
	understand its relevance		
	understand its relevance		
A level Curriculum	3 exams – Summer Y13		
	Paper 1 – Physical Geography 30% of A level 2 hour 15 min exam, short		
	structured questions and extended answers		
	Students will study physical topics including:		
	Tectonic processes and hazards		
	Landscape systems, processes and change - Coasts		
	The water cycle and water insecurity		
	The carbon cycle and energy security		
	Paper 2 – Human Geography 30% A level 2 hour 15 min exam, short		
	structured questions and extended answers		
	Students will study human topics including:		
	Globalisation		
	Diverse places		
	• Superpowers		
	Global development and connections – Human Rights, Health		
	and Intervention		
	and micrychiton		

Paper 3 – Synoptic themes 20% of A level 2 hour 15 min exam, short structured questions and extended answers

Three synoptic themes within the compulsory content areas of the course will be explored based on a geographical issue within a place-based context. Themes include:

- Players
- Attitudes and actions
- Futures and uncertainties

Coursework: Independent investigation 20% of A level, Written report of 3000-4000 words, 70 marks internally assessed

Students will independently define a question for investigation relating to content studied from the course. Students will individually collect data, produce a written report of findings, analysis and evaluation. This will require students to use both quantitative and qualitative data appropriate to their chosen focus.

Compulsory fieldwork will be undertaken for 4 days across the 2 year course – this will involve a residential trip within the UK

## Learning Beyond the Classroom

#### Fieldwork:

Compulsory fieldwork will be undertaken during the A level course. Historically this has included a 5 day residential trip to a UK Field Studies Centre during the summer term of Y12. This fieldwork is to ensure students can complete the independent investigation worth 20% of the final A level grade awarded. Students receive expert guidance and tuition from experienced course tutors whilst at the Centre. The trip will be led by staff from the Geography Department.

You may be asked to take part in KS3 and KS4 fieldtrips to demonstrate your fieldwork skills to younger pupils and enhance your understanding.

#### **Enrichment:**

Geography Ambassador: Being a Geography Ambassador will allow you to demonstrate leadership skills within the Geography Department focusing on raising the profile of environmental issues at local, national and international levels. Examples of this include: supporting with the 'Sustainability Club', arranging competitions and taking a lead with developing the department's use of social media such as twitter. You will also be responsible for supporting younger pupils in their geography lessons. You will be involved in promoting what we do in the department and how we are trying to tackle environmental issues in our school and local area for example: Newsletter articles and displaying our work. Being a Geography Leader will enhance your 6<sup>th</sup> form experience to show that you have a range of skills to lead and manage people and have a focus on environmental issues.

**Extended Learning:** the LRC subscribes to many current editions of geographical magazines and publications at all stages, including those at undergraduate level. Pupils are encouraged to read around the subject to support their learning and develop new ideas but to also challenge

	their thinking ready for the rigour of university study. This will be of great use for those studying for the EPQ.		
	<b>Talks and events:</b> pupils studying Geography will be invited to take part in student conferences, lectures and study days. Often held by university lecturers and professionals from the Geographical Association and Royal Geographical Society, the events explore a variety of themes and topics in the subject and aim to prepare students for future study and the skills needed for this. This will also be of great use for those studying for the EPQ. These events also offer students the chance to meet other 6 <sup>th</sup> form geographers and have a taste of university life.		
Studying Geography at 6 <sup>th</sup> form and University Entrance	Most frequent Geography combinations for A-Levels: Mathematics, Economics, History, English, MFL, Chemistry, Biology & Physics		
Studying Geography at 6 <sup>th</sup> form and University Entrance	Most frequent Geography combinations for A-Levels:	Oxbridge typical offer Geography BA/BSc	AAA – Including Geography A or A* at A- Level
Entrance	Mathematics, Economics, History, English, MFL, Chemistry,	Russell Group typical offer Geography BA/BSc	AAA – Including Geography A or A* at A- Level
	Biology & Physics As a Geography student at 6 <sup>th</sup> form you will have the opportunity to	Other and new universities typical offer Geography	280 UCAS points (BBC or equivalent) including 80 (C) in Geography at A-Level
Skills and Qualities for Study at KS5 and beyond	develop a wide range of transferable skills for your future: - developing team work, communication		
	and problem solving skills including those used in fieldwork such as good map		
	work and independence - developing concise, accurate and high level written		

communication of
theory and
understanding
including the use
of contemporary
case studies to
demonstrate
knowledge
including current
affairs, geopolitics
and critical
thinking
- developing
presentation,
debating skills and
high-level IT skills,
including using
GIS software

### **Politics**

Subject Name	Politics	
Exam Board	AQA	
Course Code	7152	
Course Requirements	GCSE Grade 6 or above English Language or Literature or History. Students must display an interest in current affairs as this plays an integral part of the intellectual rigour of the subject.	
Overview	Studying Politics at A-Level enables students to debate current political issues, appreciate how societies are governed and assess who has the power to shape policy-making.  The course comprises three separate units which cover the Government and Politics of the UK and the USA as well as studying the three main political ideologies of Conservatism, Liberalism and Socialism, and an additional ideology e.g Feminism.	
	In Yr 12 students will develop a broad understanding of the political system of the UK, studying how power is dispersed from local to European levels. As well at this, students will study participation and politics to analyse what motivates political behaviour in the UK.	
	In Yr 13 students will extend their knowledge to the American political system. Students will analyse the US Constitution and the powers of Congress, the Executive and the Supreme Court. Students will also gain a conceptual understanding of US election campaigns and the power of pressure groups.	
	By the end of the course students will be able to compare the two different political systems and show the benefits and draw backs of each.	
A Level - Curriculum	Students will study three units at A-Level, which are both assessed by written examinations.	
	<ul> <li>Paper 1 – Government and politics of the UK</li> <li>Paper 2 - The Government and politics of the USA and Comparative Politics</li> <li>Paper 3 – Political Ideas</li> </ul>	
	Each paper is worth 1/3 of the overall grade, and is based upon 3 two-hour exams.	

Learning Beyond the Classroom	Students will have a number of opportunities to develop their political understanding and knowledge. These opportunities will include:  • Workshop and tour of the Houses of Parliament • External speakers - the Electoral Reform Society, MPs and councillors. • The opportunity to complete work experience in Parliament, with MPs, pressure groups and political parties. • A wide ranging collection of books and resources for student use.	
University Entrance	History and Politics at University of Oxford  Economics and Social Sciences at University of Manchester	Typical offer: A*AA Notes: Students have to complete an admissions test and receive an interview. History A-Level is highly recommended. Typical offer: AAB
	Politics BA Hons Swansea University	<b>Typical offer:</b> BBC (excluding General Studies)
Skills and Qualities for Study at KS5 and beyond	<ul> <li>Politics at Sacred Heart equips students with political knowledge to challenge arguments and make sustained judgements in an ever changing world.</li> <li>Students will develop analytical, research and communication skills by engaging in independent, as well as collaborative study.</li> <li>The transferable skills that are gained in the study of this vibrant discipline at A-Level are invaluable for further study and future employment.</li> </ul>	

# History

Subject Name	History		
Exam Board	AQA		
Course Code	A-level 2041		
Course Requirements	GCSE grade 6 or above in History		
Overview	<ul> <li>Studying History at A-Level gives students an unrivalled opportunity to develop an in-depth understanding of development and change over time.</li> <li>At AS Level students will study Democracy and Nazism: Germany 1918-45 as well as The British Empire 1857-1967.</li> <li>Students who opt to study A2 History will continue to study these modules chronologically, developing historical analysis and incorporating historiography into their work. The complete A-level will allow for students to analyse change and patterns in History. Students will also complete an independent project on The Tudor Dynasty, 1509-1603, looking at the impact of religion and rebellion on Tudor England.</li> <li>A qualification in AS /A2 History reveals an ability to think, analyse and present information—this is a valuable skill required for many occupations.</li> </ul>		
A-Level Curriculum Year 12	In Year 12, students will study for two examined units. They both equally weighted. At the end of Year 12 they will sit mock AS exams, both 1hour 30 minutes in length.  Unit 1: The British Empire 1867-1914  This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:  • Why did opposition develop and how effective was it? • How and with what results did the economy develop and change? • What was the extent of social and cultural change? • How important were ideas and ideology? • How important was the role of individuals and groups and how were they affected by developments? These questions will be studied at AS under the following themes:  • The Development of Imperialism, c1857-1890  • Imperial Consolidation and Liberal Rule, c1890-1914  Unit 2: Weimar Germany 1918-1933  This option provides for the study in depth of Weimar		

Democracy in Germany post WW1, the crises of the peace treaty of Versailles, the changing period of the 1920s and finally the causes behind the rise of the Nazi party by 1933. This will be taught under the following headings:

- The establishment and early years of the Weimar Republic, 1918-24
- The Golden Age of Weimar, 1924-28
- The Collapse of Democracy, 1928-33

#### Year 13

Students will continue chronologically with units 1 and 2 in Year 13, which are both assessed by examinations of 2 hours 30 minutes each at the end of the year. Students will also carry out an independent historical investigation alongside their examined units.

- Unit 1 is worth 40% of A-level History
- Unit 2 is worth 40% of A-level History
- Unit 3 is a coursework piece of approximately 3,500 words on a historical issue and is worth 20% at A-Level.

**Unit 1:** This will continue with the study of The British Empire from 1914-67, focusing on

- Imperialism Challenged, c1914-1947
- The Winds of Change, c1947-1967

**Unit 2:** Beginning in 1933, this unit will cover life under Nazi Germany:

- The radicalisation of the State
- Nazi policies towards the Jews
- The impact of war on German society

Unit 3: Students will study an overview of the Tudor Dynasty covering the period 1485-1603. From this they will identify an issue or theme which they wish to develop a question from and which will be the focus of their Historical investigation. To ensure that this represents a substantial study, the issue to be investigated has to be placed in the context of approximately 100 years. By undertaking the Historical investigation, students will develop an enhanced understanding of the nature and purpose of History as a discipline and how historians work. They will broaden their study of the past whilst having the opportunity to study a specific issue in great depth. This unit will prepare students well for the demands of higher education.

Learning Beyond the Classroom	Students will have a number of opportunities to develop their historical understanding and knowledge. These opportunities will include:  • An extensive collection of books and resources for student use.  • The History department has subscriptions to Modern History Review and BBC History magazine to allow students to keep up to date with current historical thought  • Study tours to Germany/Poland/Hampton Court  • Lessons from Auschwitz Project  • A lecture experience at University College London (UCL).  • Visits to the National Archives in Kew.  • Visits to relevant exhibitions and museums, including the Imperial War Museum.  • External speaker – Holocaust survivor.	
University Entrance	History at Oxford University  History at a Russell Group University	Typical offer: A*AA (excluding general Studies.) Notes: Students have to complete an admissions test and receive an interview.  Typical offer: AAB/ABB (excluding General Studies).
	Other and new universities typical offer for History	Typical offer: 280 UCAS points (BBC) Notes: Must have a real interest in the subject and have thought how the course is relevant to your future plans
Skills and Qualities for Study at KS5 and beyond	<ul> <li>History challenges students at KS5 to develop their reading, writing and analytical skills.</li> <li>Students who leave Sacred Heart with an A-level in History will be able to demonstrate to universities and employers that they are able to work successfully as an independent learner, to analyse, write and argue as an academic.</li> <li>These skills will allow students to demonstrate that they are prepared for the demands of undergraduate study and the working world.</li> </ul>	

### **Mathematics**

Mathamatica		
,		
GCSE grade 7 or above	ın Mathematics	
	•	-
	_	
_	ay that promotes confid-	ence and fosters
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_		_
8 8		-
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		1
_	_	
	d of how different areas	of Mathematics can be
	1	. 1 .1 11
recognise how a situation may be represented mathematically		
and understand the relationship between 'real-world' problems		
		lodels and now these
can be refined and improved		
D 35 d d 4	Overview	Assessment
	A D	2 hours; 100 marks
33%		
D 16 d 2 2	4	21 100 1
		2 hours; 100 marks
33%	either paper	
0	0 11 1 01 11 11	21 100 1
		2 hours; 100 marks
	` '	
33% Mechanics (50 marks)		
Problem Solving Skill	<b>c</b>	
e e e e e e e e e e e e e e e e e e e		
For pupils who are aiming to study Mathematics at the top Universities		
such as Cambridge and Oxford, it would be recommended to attend		
<u>c</u>		
	If you are considering to develop your up processes in a wenjoyment  • develop abilities reasoning, to geter extend your rand use them in more develop an und Mathematics and connected  • recognise how a and understand and standard are can be refined at can be refined at a can be refined at can be refined at can be refined at a can be refined at can be refined at can be refined at the completing groblem so pupils will be practicing master Classes  For pupils who are aim such as Cambridge and can be refined at a can be ref	A-Level Mathematics (9MA0) GCSE grade 7 or above in Mathematics  If you are considering Mathematics at A Level,

- Minimum of two taster lectures delivered by leading academic members of the University
- The opportunity to discuss and ask questions
- An introduction to the Admission process
- The opportunity to hear about life as a Cambridge student.

#### **Mathematical Society**

Pupils will be encouraged to join the Mathematical society, which would then give them access to journals that would give them access to up-to-date research which could be useful when it comes to the interview process.

http://www.lms.ac.uk/

#### Accredited enrichment (external/internal):

- It would benefit the pupils to organise and run a STEM/Mathematics club for the younger pupils. This would allow pupils to take part in research projects where they could develop the skills of working in teams and also allow them to see how Mathematics can be used in real life situations.
- Pupils would be encouraged to take part in the Crest Award. The Crest award is a project based award scheme for the Stem Subjects. Pupils can achieve three levels (Bronze, Silver and Gold) and can be started from year 7 to 13. The award is accredited by UCAS, so would look good on a Year 13 UCAS form.

<b>University Entrance</b>	Oxford/ Cambridge	Typical offer: A*A*A*
	Mathematics	Notes: It is highly recommended
		that students have studied Further
		Mathematics
	Bath University	Typical offer: AAA
	Mathematics	<b>Notes:</b> It is highly recommended
		that students have studied Further
	Mathematics	
	Queen Mary University Typical offer: 340 points (AA	
	Mathematics	Notes: A Level Mathematics grade
		A required or a grade B in both
		Mathematics and Further
	Mathematics.	
Skills and Qualities	Students who study Mathematics at Sacred Heart will be able to:	
for Study at KS5 and	use Mathematics as an effective means of communication	
beyond	read and comprehend mathematical arguments and articles	
	concerning applications of Mathematics	

- acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations
- develop an awareness of the relevance of Mathematics to other fields of study, to the world of work and to society in general
- take increasing responsibility for their own learning and the evaluation of their own mathematical development

The majority of universities look for the following qualities in their Mathematics students.

- Independence
- Have to ability to solve problems
- Curiosity
- Persistence

### Music

Subject Name	Music	
Exam Board	Edexcel	
Course Code	9MU0	
Course		
	GCSE grade 6 or above in Music and grade 5 music theory	
Requirements	Students should be aware that performing skills need to be at the	
	standard of <b>Grade 7/8</b> for Year 13 at the time of assessment.	
Overview	The A level in Music is a challenging and rigorous course which is widely respected by all universities, including Oxbridge. It promotes communication, empathy, confidence and self-discipline. The qualification is beneficial to anyone considering a	
	career in Music or the Performing Arts, but is also acceptable for entry to university courses such as Law and Medicine.	
	Who is this course suitable for? - Anyone who has a keen interest in creating and listening to different styles of music and who wishes to broaden their experience and deepen their	
	understanding of both live and recorded music. It is an	
	opportunity for the ambitious musician to utilise their performing	
	skills as part of their A level studies.	
	Edexcel A level Music qualifications have been designed to give	
	all students the opportunity to develop their knowledge,	
	understanding and skills of music whatever their previous	
	experience. The qualifications support and encourage students	
	coming from KS4 to want to progress onto A level Music and	
	beyond. Builds on the knowledge and skills gained at KS4, whilst	
	avoiding unnecessary repetition. Gives equal weighting to	
	performance and composition allowing students to progress in	
	both skills. Encourages technical composition skills to better	
	support the transition into undergraduate music or music-related	
	degree courses. The A level courses have been designed so they	
	can be co-taught. Assumes no private music lessons, ensuring accessibility and progression for all.	
A Level Curriculum	The three key components of performing, composing and	
A Level Culliculum	appraising have been retained in this new syllabus. Performing is	
	worth 25-35% at A level. Students have to perform for a minimum	
	of 6-10 minutes (depending on the weighting) at A level.	
	Composing is worth 25-35% at A level. Students must compose at	
	least two or three pieces for A level (depending on the weighting).	
	One must be in response to a brief set by the awarding	
	organisation and the minimum time of 4-8 minutes at A level	
	(depending on the weighting). Appraising is worth 40% and	
	content has been given in terms of musical elements, musical	
	contexts and musical language. Students must study at least three	
	Areas of Study at A level, one based in Western Classical Music	
	Areas of Study at A level, one based in Western Classical Music	

	(HC) () 11 1 1 (C) 11010 1 1 1 1 1 1 1		
	(WCM) composed between 1650 and 1910, and one that is not		
I samina Danan I tha	based in WCM.		
Learning Beyond the		unities to participate in workshops,	
Classroom		London based music colleges and	
	concert / theatre trips		
	,	to perform as soloists and/or as part of	
	an ensemble.		
University Entrance	MUSIC at Oxford	Typical offer: AAA at A2 Level	
Offiversity Littraffee	WOSIC at Oxford	with an A in Music.	
		with all 71 lit widsic.	
		<b>Notes:</b> You will also be invited to	
		submit a couple of examples of	
		marked essays in advance of an	
		interview. If you are studying	
		harmony and counterpoint, or if	
		you are a composer, then you will	
		also be invited to submit examples	
		of this work for us to see.	
		of this work for us to see.	
		Once in Oxford you will attend a	
		minimum of two interviews, and	
		you will be asked to play on your	
		first instrument or sing.	
		As part of admissions you will be	
		asked to take part in a practical test.	
		asked to take part in a practical test.	
	MUSIC at the Royal	Typical offer: A level Music at	
	College of Music, London.	grade C or above (most students	
	,	achieve grade A or B), and either a	
		second A level at grade C or above,	
		or 2 AS levels both at grade C or	
		above (not including Music).	
		,	
		Music Technology is not accepted as	
		a substitute for A level Music, but	
		can be your second A level or one of	
		your AS levels	
		Notes: Auditions/interviews at the	
		RCM are approximately 15–20	
		minutes long. For some	
		instruments, including voice, you	
		may be asked to perform at a	
		second audition on the same day.	

	MUSIC, TECHNOLOGY	<b>Typical offer:</b> BBC (with at least
	AND PERFORMANCE.	grade B in music)
	MUSIC, TECHNOLOGY	
	AND INNOVATION	Notes: You must also have five
	De Montfort University	GCSEs grades A–C or new grade 5
		or above including English
		Language or Literature at grade C
		or above.
Skills and Qualities	Studying music at A Level will develop important qualities of	
for Study at KS5 and	listening, self-discipline and confidence that will stay with you for	
beyond	life. You will also build a broad base of specific skills:	
	Powers of memory, physical dexterity and concentration -	
	developed in practice and performance.	
	Communication skills - developed through performing and	
	engaging listeners.	
	Teamwork - through working in bands or orchestras as a	
	player, leader or manager.	
	Self-management - physical and mental self-discipline	
	achieved through regular practice.	
	Performing under pressure - overcoming nervousness in order	
	to perform well during exams, concerts and auditions.	
	Planning - organising and working towards a	
	project/performance.	
	<ul> <li>Commercial awareness -</li> </ul>	managing salary gained from
	performance or teaching	•
	Technical skills - using technology to create and record music.	
	Critical reflection - giving and receiving criticism, learning	
	from mistakes and strivi	ng for improved performance.

# **Product Design**

Subject Name	Product Design
Exam Board	AQA
Course Code	A2 Award; 7552
Course	GCSE grade 6 or above in DT and Mathematics
Requirements	
Overview	This creative and thought-provoking qualification gives students the
	practical skills, theoretical knowledge and confidence to succeed in a
	number of careers. Especially those in the creative industries.
	They will investigate historical, social, cultural, environmental and
	economic influences on design and technology, whilst enjoying
	opportunities to put their learning in to practice by producing products
	of their choice.
A level	Students complete two written papers and a non-exam assessment
Curriculum	Paper 1
	30% of A Level
	2.5 hour written paper based primarily on core technical principles and
	core designing and making principles.
	Questions are a mixture of short answer, multiple choice and extended
	response.
	Paper 2
	20% of A Level
	1.5 hour written paper based on product analysis and commercial
	manufacture.
	Questions are a mixture of short answer, multiple choice and extended
	response.
	Non-exam assessment (NEA)
	50% of A-level
	Students will undertake a substantial design and make task and produce
	a final prototype. The context of the task will be determined by the
	student.
Learning	Enrichment
Beyond the	Product Design students will be expected to contribute to the
Classroom	organisation and running of a practical design club for the younger
	pupils. This year students will also be taking part in a range of trips to
	support study of product design, architecture and large scale
	manufacturing.
	Design Institution Partnerships:
	Partnerships with the V&A and the Design Museum offer excellent
	opportunities for pupils to access design collections for the study of
	design movements, industrial design, and sustainable design. Pupils will
	undertake product analysis sessions and design related courses at both
	institutions.

	Young Engineers: There will be an exportunity for pupils to	participate in voung	
	There will be an opportunity for pupils to participate in young		
	engineer's competitions. Pupil products of exceptional quality will be		
	entered for the Young Engineer for Britain competition; the winning design nationally will be fully developed for commercial manufacture.		
University	Engineering MEng	Typical offer: Three A or	
Entrance	Cambridge University	A*'s	
		Course Requirements:  Essential: A Level  Mathematics and Physics  Highly desirable: A Level in a third Mathematics/ science/	
		technology subject	
	Product Design MDes	Typical offer: AAA	
	Leeds University	Course Requirements:	
		An Art and Design related	
		A Level such as Design,	
		Design Technology or Art	
		and Design. GCSE Mathematics and	
	Product Design and Manufacture BEng	Science at grade B or higher. <b>Typical Offer:</b> ABB	
	Nottingham University	Course Requirements:	
		A Level in Mathematics. Art	
		or Design and Technology	
		are desirable	
Skills and	The Product Design course will develop		
<b>Qualities</b> for	qualities that are essential for further stu	_	
Study at KS5	Creativity		
and beyond	Motivation		
	Curiosity		
	Interest in the designed world		
	<ul> <li>Interest in classic and contemporary design and designers</li> </ul>		
	<ul> <li>Appreciation of sustainable design</li> </ul>		
	<ul> <li>Collaborative working practices</li> </ul>		
	Ability to identify and research are		
	High level practical and CAD/ CAI		
	Students Paths from A level Product Des		
	Our students have gone to University to study:		
	Product Design		
	• Fashion		
	Interior Architecture and Design  Industrial Design and Tasks also are		
	Industrial Design and Technology		

# **Physical Education**

Subject Name	Physical Education	
Exam Board	OCR	
Course Code	H555	
Course	GCSE grade 6 or above in PE or a science-based subject.	
Requirements	Candidates must also participate in regular physical activity	
-	outside of school and have an area of expertise in at least one	
	sport in order to fulfil the practical element of the course.	
Overview	A Level in Physical Education will equip students with both a	
	depth and breadth of knowledge, understanding and skills	
	relating to scientific, socio-cultural and practical aspects of	
	Physical Education.	
	In the context of their chosen role (performer/official), students	
	will review their current participation in physical activity.	
Curriculum	Component 1: Physiological factors affecting performance (01) *	
(written	* Applied anatomy and physiology	
examinations)	* Exercise physiology	
	* Biomechanics	
	(90 marks - 2 hour written paper)	
	30% of total A level	
	C 12 B 1 1 1 16 1 66 1 6 (02)*	
	Component 2: Psychological factors affecting performance (02)*	
	* Skill acquisition	
	* Sports psychology	
	(60 marks - 1 hour written paper)  20% of total A level	
	20% Of total A level	
	Component 3: Socio-cultural issues in physical activity and	
	sport (03)*	
	* Sport and society	
	* Contemporary issues in physical activity and sport	
	(60 marks - 1 hour written paper)	
	20% of total A level	
Curriculum	Component 4: Performance in Physical Education (04)*	
Practical	* Performance or Coaching	
performance	* Evaluation and Analysis of Performance for Improvement	
	(EAPI)	
	60 marks - Non-exam assessment (NEA) - internally assessed,	
	externally moderated	
	(30% of total A level)	
Learning Beyond the	Clubs and competitions - Pupils will have the opportunity to	
Classroom	attend clubs at school and the local fitness centre as well as	
	competing against other schools in a range of sports.	
	Enrichment - Pupils can choose to assist with coaching and	
	officiating clubs/extra-curricular activities in school applying	

University Entrance	knowledge from their Sports Leade develop their leadership skills and understanding within practical sect also be given the chance to take par officiating courses.  Loughborough Sports and Exercise Science BSc	enhance their knowledge and ion of the course. Pupils will
	Exeter Sports and Exercise Science BSc	history and English (literature or language)  Typical offer: AAB  Notes: May take into account results up to and including GCSEs and AS Levels as part of a holistic assessment the application.
	Manchester Metropolitan Sports Management	Typical offer: 280 points (BBC or equivalent) at A2 Note: Must have grade C in GCSE English and Mathematics
Skills and Qualities for Study at KS5 and beyond	PE students will:  • develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.  • refine the ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.  • develop the ability to analyse and evaluate to improve performance.  • understand the contribution which physical activity makes to health and fitness which contributes to lifelong health and wellbeing.  • improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.  • learn to conduct research, evaluate information and develop written work that is correctly structured and uses formal referencing.	

# **Physics**

	Physics A	
Subject Name		
Exam Board	OCR	
Course Code	A Level H556	
Specific Course	GCSE grade 7 or above in Physics or Combined Science and grade 6 or	
Requirements	above in Mathematics. Must be studied in combination with A-level	
•	Mathematics.	
Overview/aims	We aim to develop the student's interest in, and enthusiasm for physics,	
of the course	including developing an interest in further study and careers in physics	
	or physics related subjects. Students will gain an understanding of how	
	society makes decisions about scientific issues and how the sciences	
	contribute to the success of the economy and society. They will learn	
	about how both qualitative and quantitative processes can be used to	
	gain knowledge and will develop essential knowledge and	
	understanding of different areas of Physics and how they relate to each	
	other.	
Y12	Module 1: Development of practical skills.	
Curriculum	Skills of planning, implementing, analysis and evaluation	
	Module 2: Foundations of physics.	
	Includes:	
	Physical quantities and units	
	Scalars and vectors	
	Measurements.	
	Module 3: Forces and motion.	
	Includes:	
	Motion	
	Forces in action	
	Work, energy and power	
	Materials	
	Newton's laws of motion and momentum.	
	Module 4: Electrons, waves, and photons.	
	Includes:	
	Charge and current	
	Energy, power and resistance	
	Electrical circuits	
	• Waves	
	Quantum physics.	
Y13	Module 1: Development of practical skills.	
Curriculum	Skills of planning, implementing, analysis and evaluation	
	Module 2: Foundations of physics.	

### Includes:

- Physical quantities and units
- Scalars and vectors
- Measurements.

# Module 5 – Newtonian world and astrophysics

### Includes:

- Thermal physics
- Circular motion
- Oscillations
- Gravitational fields
- Astrophysics.

## Module 6 - Particles and medical physics

### Includes:

- Capacitors
- Electric fields
- Electromagnetism
- Nuclear and particle physics
- Medical imaging.

A level Papers		Marks	Duration	Weighting
Paper 1	Modelling	100	2 hr 15 mins	37%
	physics			
	Content –			
	Modules 1, 2,			
	3, 5			
Paper 2	Exploring	100	2 hr 15 mins	37%
	physics			
	Content –			
	Modules 1, 2,			
	4, 6			
Paper 3	Unified	70	1 hr 30 mins	26%
	physics			
	Content – all			
	modules			
Non-exam	Practical	Pass/Fail	Non-exam	Reported
assessment	endorsement		assessment	separately
	for physics			
This course provides several opportunities for candidates to develop				
and learn outsi	ide the confines	of the classro	om.	-

Learning Beyond the Classroom

#### **Enrichment:**

Physics students will be expected to take the opportunity to attend a range of evening lectures at London Universities. In addition to this

	whe place Imp	will be given the opportunity to a re they can network with science ement opportunities. The departn erial and Kings College allowing es on mentoring programmes and	professionals to gain work nent has strong links with both our pupils opportunities to gain	
University Entrance (Physics)	A	Oxford BSc Physics	<b>Typical offer:</b> Grade A*AA (The A* must be in maths or physics)	
(1 Hysics)			<b>Notes:</b> Must have maths and	
			physics and the study of further	
			maths is encouraged. They have	
			a recommended reading list that	
			pupils are encouraged to have	
			used.	
	В	Imperial College London	<b>Typical offer:</b> A*AA (The A*	
		BSc Physics	must be in maths, A in physics)	
			Notes: Must have maths and	
			physics and GCSE English	
			grade B or better.	
	C	Queens University Belfast BSc Physics	Typical offer: BBB	
			Notes: Must have maths and	
			physics and GCSE English	
			grade C or better.	
University Entrance (Engineering)	A	Cambridge University (MEng only)	Typical offer: A*AA or A*AAA or A*AAB	
(88)			Notes: Must have maths and	
			physics.	
	В	Queens University Belfast	Typical offer: BBB	
		BEng	Notes Must have mathe and	
			<b>Notes:</b> Must have maths and physics and GCSE English	
			grade B or better.	
	С	Kent	Typical offer: BBB	
		BEng	Typical office. BBB	
		22.0	<b>Notes:</b> Must have maths.	
Skills and	Our course will develop the following skills and qualities that are essential for			
Qualities for	further studies in physics.			
Study at KS5	Motivation Mathematical & Scientific Ability			
and beyond	Curio	· · · · · · · · · · · · · · · · · · ·		
2		est in physics either for its own sake or its	cs either for its own sake or its applications	
		est in problem solving		
		est in working with others		
	ADII	ity to research areas of interest		

# **Psychology**

Subject Name	Psychology	
Exam Board	AQA	
Course Code	GCE Psychology A	
Course	Grade 6 or above in Mathematics	
Requirements		
Overview	The course covers an overview of the core areas of Psychology in	
	year 12. Students learn about social influences on our behaviour,	
	learning and memory, development of relationships,	
	development of mental illness, and how to carry out	
	Psychological research. The programme of study enables students	
	to gain an understanding of the key theoretical perspectives in	
	Psychology; the Behaviourist, Biological and Cognitive	
	approaches.	
	In year 13 course areas are covered in greater depth.	
AS Curriculum	In their first year, candidates will develop a broad knowledge and	
	understanding of the core areas of psychology (social, cognitive,	
	developmental, biological and individual differences) through a	
	range of topics.	
	TOPICS AT YEAR 12	
	Social Influences on behaviour	
	Memory and learning	
	Attachment and forming social bonds	
	Psychopathology (mental health and illness)	
	Approaches in Psychology     Acceptant The Acceptant	
	ASSESSMENT: Internal	
A2 Curriculum	In their second year, candidates will explore topics in more depth,	
	with a greater emphasis on the quality of research evidence, and	
	the application of research findings to real life behaviour. TOPICS AT YEAR 13	
	Research Methods	
	Issues and debates in psychology	
	Biopsychology	
	Schizophrenia	
	Relationships	
	Aggression	
	ASSESSMENT – 3 A Level exams in summer 2017	
	Exam 1 – social influence, memory, attachment,	
	attachment, psychopathology (2 hours, 33% of the A	
	Level)	
	Exam 2 – approaches to psychology, biopsychology,	
	research methods (2 hours, 33% of the A Level)	
	Exam 3 – issues and debates in psychology, research	
	methods, schizophrenia, relationships, aggression (2	
	hours, 33% of the A Level)	
	hours, 33% of the A Level)	

	T		
Learning Beyond the	Students are advised to subscribe to the British Psychological		
Classroom	Society in order to keep up to date with the latest issues in		
	Psychology and give them access to conferences and events		
	organised by the BPS.		
	It is also essential for students to subscribe to the BPS research		
	digest, and read about new research in the area, to prepare for the		
	sorts of learning they will encounter on the course.		
	There will also be a range of enrichment activities, such as:		
	Visit to a mental health institution (education unit)		
	After school workshops on the analysis of behaviour		
	Guest speakers		
	University links		
<b>University Entrance</b>	University of Cambridge	Typical offer: A*AA	
	Psychological and	Essential No specific subjects	
	Behavioural Sciences	<b>Useful</b> Mathematics, science	
		subjects, humanities subjects	
		Many colleges will ask you to sit	
		the 90 minute Thinking Skills	
		Assessment (TSA) test.	
	Queen Mary, University of	Typical offer: AAB	
	London	Normally to include A Level	
	Psychology	Psychology, Mathematics or a	
		Science subject (excluding	
		General Studies)	
	Must have GCSE Mathematics		
		grade C and GCSE English	
		Language grade C	
	The University of West	<b>Typical offer</b> : 200 points (CCE)	
	London	GCSE English and Mathematics	
	Psychology	at grade C or above normally	
		required	
Skills and Qualities	Students develop some of the key skills of a Psychologist		
for Study at KS5 and	throughout the course. They learn how to plan, carry out, and		
beyond	analyse their own research.		
	They will be able to carry out observations, experiments and		
	interviews competently. They develop the higher order skills of		
	synthesis and application, man		
	1 1 1	knowledge to real life situations.	
	During lessons they will be required to improve their listening		
	and interpersonal skills which	, ,	
	Other more generic skills that they we acquire will be effective		
	writing skills. They are required to write focused, concise and		
	well balanced essays.		

# **Religious Studies in Philosophy & Ethics**

Subject Name	RELIGIOUS STUDIES: PHILOSOPHY, ETHICS &		
	DEVELOPMENTS IN CHRISTIANITY		
Exam Board	OCR		
Course Code	Advanced GCE in Religious Studies (H573)		
Course	GCSE RE Grade 6 or above		
Requirements	A real commitment to the subject is essential.		
	<ul> <li>Students should be interested in and curious about the subject matter.</li> </ul>		
	Skills in thinking critically and in a logical manner are essential.		
	An open minded attitude is necessary.		
	Students must be well-motivated and prepared to use their own initiative.		
	The ability to discuss and debate will be crucial as will literary and research skills. Students will be		
	expected to deliver group presentations from time to		
	time.		
Overview	Who is this course for?		
	Students who want to develop their thinking skills and their		
	understanding of the human condition.  You will analyse and evaluate some of the most significant strands of western thinking on the fundamental questions that have concerned humankind throughout history, as well as some of the controversial issues raised by modern developments in areas such as the genetics, environment, sex and relationships, medicine and warfare.		
Curriculum	Philosophy of religion 33.3% of total (2 hour written		
	paper) Learners will study:		
	ancient philosophical influences  the material of the condition does  and the description of the condition does  are the material of the condition does  and the description of the condition does  are the material of the condition does  are the material of the condition does  are the material of the condition does  and the description does  are the material of the condition does  are the material of the		
	the nature of the soul, mind and body		
	o arguments about the existence or non-existence of God		
	the nature and impact of religious experience     the shallongs for religious belief of the problem of evil		
	the challenge for religious belief of the problem of evil		
	o ideas about the nature of God		
	⊚ issues in religious language.		

	Religion and ethics 33 3% of to	otal (2 hour written naner)	
	Religion and ethics 33.3% of total (2 hour written paper) Learners will study:		
	o normative ethical theories		
	• the application of ethical theory to two contemporary		
	issues of importance		
	ethical language and thought		
	debates surrounding the significant idea of conscience		
	sexual ethics and the influence on ethical thought of		
	developments in religious belie	_	
	l		
	Developments in Christian religious thought 33.3% of		
	total (2 hour written paper)		
	Learners will study:		
	o religious beliefs, values and to	eachings, their	
	interconnections and how they	vary historically and in the	
	contemporary world		
	sources of religious wisdom and authority		
	o practices which shape and express religious identity, and		
	how these vary within a tradition		
	⊚ significant social and historical developments in theology		
	and religious thought		
	key themes related to the relationship between religion		
	and society		
Learning Beyond		onferences on Philosophy and	
the Classroom	Ethics.		
	Lectures at university – with undergraduates.		
	University 'taster' days.		
	Subscription to online journals.  Part of the first of Plants of the first of		
	Royal Institute of Philosophy lectures.  Cianificant and demonstrates and the productions.		
	Significant wider reading materials.		
University	Theology & Poligious Studies	Typical offers A*AA	
University Entrance	Theology & Religious Studies at <b>Cambridge</b> .	Typical offer: A*AA	
Littraffec	at Cambridge.		
	Philosophy at <b>York</b>	Typical offer: AAB	
	Timesophy at Tork	Notes: A2 Philosophy	
		helpful but not essential.	
		Mix of Arts and science	
		subjects encouraged.	
		, ,	
	Philosophy & Theology at	Typical offer: (AAB)	
	Nottingham University		
	1		

		GCSE English Language	
		and Mathematics at grade C	
	University of Southampton	Typical offer: (ABB)	
	Philosophy Ethics and	EPQ offer: ABB - BBB and	
	Religion	Grade A in the EPQ	
Skills and	The majority of universities lo	ok for the following	
<b>Qualities for Study</b>	qualities in their theology and	philosophy students.	
at KS5 and beyond			
	ACADEMIC		
	Interest / enthusiasm and	d motivation /commitment to	
	the subject – beyond the	requirements of the A level	
	syllabus	-	
	Evidence of relevant wice	ler and independent reading	
	beyond the syllabus	1	
	Efforts made to develop	knowledge and	
	understanding of the subject beyond the formal		
	/compulsory studies		
	Ability to think clearly and independently		
	Problem solving, analytical and reasoning skills		
	Ability to construct a coherent and reasoned		
	argument		
	Ability to communicate clearly and accurately both		
	orally and in writing (accurate, spelling & grammar,		
	appropriate style, use of correct vocabulary)		
	rr r r r r r r r r r r r r r r r r r r		
	OTHER		
	Involvement in relevant	extra-curricular activities	
	Involvement in employn	nent or voluntary work	
		ed to the proposed degree	
	subject)	1 1 0	
	, ,		
	Both Oxford and Cambridge state	that a balance of Arts and	
	Science subjects at A-Level is usef	•	
	skills for degree level Philosophy. Oxford states that <u>A-Level</u>		
	<u>Mathematics and/or Physics</u> are useful, though not essential, to		
	the study of Philosophy.	, , , , , , , , , , , , , , , , , , , ,	
	1		

# Sociology

Subject Name	Sociology	
Exam Board	AQA	
Course Code	2190	
Course		
	Grade 6 or above in English Language	
Requirements	Conincia win the attricts of againsts. Conincia was looke at hour our again	
Overview	Sociology is the study of society. Sociology looks at how our social characteristics affect our chances and experiences in life. We study gender, ethnicity and social class and ask why different groups of people are less likely to have good health, achieve good qualifications, have social status and be more likely to commit a crime, be poor or die at an early age.  Sociology combines well with other Social Science or humanities courses such as Psychology, Government and Politics, Media Studies, Geography, History and Economics. Candidates should be prepared to debate contemporary social issues and write in detail about such issues.	
Year 12 Curriculum	Year 12 At this level, candidates will acquire knowledge of contemporary social processes and social changes. Candidates will be encouraged to develop their own social awareness through active engagement with the contemporary social world.  TOPICS AT YEAR 12  • Core themes in Sociology (1. Socialisation, culture and identity, 2. Differentiation, power, and status)  • Education with research methods (the structure and organisation of the education system, patterns in	
	<ul> <li>achievement by class, gender and ethnicity, the impact of educational policies,</li> <li>Research Methods: methods of studying society and debates about methodology</li> </ul>	
	<ul> <li>Families and Households (changes to family structure in Britain, demographic differences in families, patterns in marriage and divorce, social policy and family life, power in the family)</li> <li>ASSESSMENT: Internal</li> </ul>	
Year 13 Curriculum	TOPICS AT YEAR 13	
	<ul> <li>Beliefs in Society (the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.)</li> <li>Crime and deviance with research methods (the social distribution of crime and deviance, contemporary crime,</li> </ul>	
	criminal justice systems, patterns in suicide, approaches to	

	:-1		
	sociology, sociology as a science, value freedom, sociology		
	and social policy) ASSESSMENT – all in summer 2017		
	• Exam 1 – Education with theory and methods (2 hours,		
	• Exam 1 – Education with theory and methods (2 nours, 33% of the A Level)		
	• Exam 2 – Topics in Sociology – Families and Households,		
	and Mass Media (2 hours, 33% of the A Level)		
	• Exam 3 – Crime and deviance with theory and methods (2		
	hours, 33% of the A Level)		
Learning Beyond the	Revision conferences run by expert sociologists		
Classroom	<ul> <li>Debating is ideal for A-level sociology students, as debates</li> </ul>		
		and themes, often with a	
	contemporary agenda.	,	
	1 0	o explore the criminal justice	
	system	,	
	Guest speakers		
	University links		
<b>University Entrance</b>	Durham University	Typical offer: A*AA	
	Combined Honours in Social		
	Sciences	Various subjects expected,	
		depending on the route chosen	
		(excluding Critical Thinking and	
		General Studies).	
	London School of Economics	Typical offer: ABB (one sitting	
	and Political Science preferred)		
	(University of London)		
	Social Policy and Sociology GCSE Mathematics at grade C or		
	The University of Vent	new Grade 5 or above.	
	The University of Kent Social Sciences	Typical offer: BBB	
	Social Sciences	GCSE English at grade C or new	
		Grade 5	
Skills and Qualities	Sociology is the study of	f life in this society. It is therefore	
for Study at KS5 and		who will live and work in this	
beyond	society in their future.		
,	After taking A Level Sociology, students go on to study a		
	C	bjects and go on to careers in	
	health, education, police/probation work, business,		
	personnel, marketing, re	ecruitment, care work, law,	
	journalism and media.		
	<ul> <li>Students will develop es</li> </ul>	ssay writing skills in this course,	
	debating current social issues. They will begin to		
	understand more about the world in which they live, from		
	a variety of points of view.		
	All of these skills are not only useful for any university		
	course, but for life in general.		

# Spanish

Subject Name	Spanish	
Exam Board	AQA	
Course Code	A2 7692	
Course	Essential: A strong interest in the subject	
Requirements	GCSE grade 7 or above in Spanish	
Overview	Why study Spanish at 6th Form?	
Overview	The course will allow you:  To develop and build on the language and communication skills acquired at GCSE.  To gain an insight into another culture and society.  To enhance employment prospects.  To facilitate foreign travel.  The course should help students to:  develop an interest in, and enthusiasm for language learning  develop an understanding of the language in a variety of contexts and genres  communicate confidently, clearly and effectively in the language for a range of purposes  develop an awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where Spanish is spoken  explore language and culture through analysis of cinema and literature from Spanish speaking countries	
	<ul> <li>acquire knowledge, skills and understanding for practical use, further study and/or employment</li> <li>take their place in a multilingual global society.</li> </ul>	
Year 12	<ul> <li>Modern and Traditional values in Spain and Latin America</li> <li>The changing nature of the family</li> <li>Attitudes towards marriage and divorce</li> <li>The influence of the Catholic Church</li> </ul>	
	<ul> <li>Cyberspace</li> <li>The importance of the Internet in modern society</li> <li>The influence of smart-phones</li> <li>Social media</li> </ul> Gender Equality <ul> <li>Women in the workplace</li> <li>Machoism and Feminism</li> <li>The rights of the LGBT+ community</li> </ul>	

Pop culture in Spain and Latin American

- The influence of singers and musicians
- The influence of TV and cinema in these societies
- The influence of models on young people

Artistic culture in the Hispanic-speaking world

- The pre-Columbian heritage of Latin America
- Art & architecture
- The diversity of music and dance

Regional Identity in Spain

- Traditions and customs of the regions
- Gastronomy
- Regional languages

Weekly grammar lessons

In the summer term, students will begin to study a Spanish text and a Spanish film. This will continue into year 12.

#### **A2 Curriculum**

## Paper 1 - Listening, Reading and Writing

#### What's assessed:

- Aspects of the Hispanic society
- Artistic culture in the Hispanic world
- Multiculturalism in Hispanic society
- Aspects of political life in the Hispanic society
- Grammar

## Paper 2 – Writing

#### What's assessed:

 $2 \times 300$  word essays on the text and film studied

Grammar

Written exam – 2 hours

80 marks

20 % of A-level

## Paper 3: Speaking

### What's assessed:

Individual research project

One of the four themes from Paper 1

21-23 minutes (including 5 minutes preparation time)

60 marks in total

30% of A-level

In year 13, students will begin to prepare their Independent Research Project (IRP) for their speaking exam. The project will require the student to carry out in depth research and analysis on a socio-political issue in Hispanic Society. The student must do the research and preparation entirely independently. Students will also continue to study the text and film from year 12. They will learn to analyse the material in-depth and write essays on the various themes that appear in the material. **Learning Beyond** Pupils are encouraged to read Spanish magazines and newspapers the Classroom to support their learning and develop their understanding of Spanish society and they should listen to Spanish radio and watch a range of Spanish and Latin American films and TV to develop their understanding of the spoken word. Students should visit the Instituto Cervantes and subscribe to their library, as well as attending lectures and theatrical and cinematic productions at the British Film Institute (BFI), for example.

Students should use websites regularly to develop their understanding of grammar and vocabulary.

Pupils should be prepared to attend regular speaking practice with their Spanish teacher to improve their spoken Spanish.

Ideally pupils should visit Spain and experience Spanish immersion.