Curriculum Course Guide 2023

Sacred Heart

HIGH SCHOOL & SIXTH FORM
HAMMERSMITH | AGES 11-18

Contents

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 'de-coupled', 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

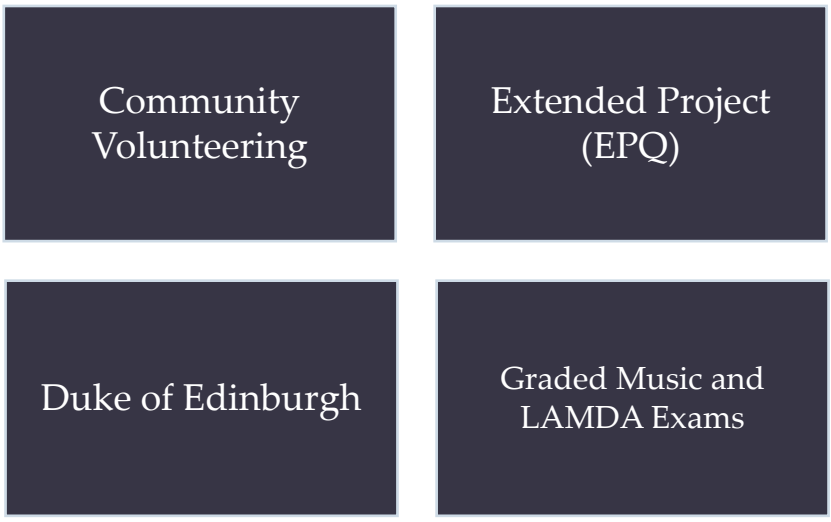
Pearson BTEC Diploma (QCF)

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 extra-curricular 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.

Subjects that do not get sufficient numbers will be withdrawn from the blocks and an alternative may be offered.

Please circle clearly FOUR subjects you would like to study from this table. You may choose only one subject per block, to a maximum of four. One block will therefore be left blank. You may not select the same subject twice.

BLOCK A	BLOCK B	BLOCK C	BLOCK D	BLOCK E
Economics	Maths	English Literature	BTEC Level 3 Diploma in Business	
English Literature	Religious Studies in Philosophy and Ethics	French	BTEC Level 3 Diploma in Applied Science	
Geography	Spanish	PE	Chemistry	Biology
Psychology	Art	Physics*	DT	Maths
Further Maths**	Politics	Sociology	Geography	Classics
GCSE Maths	Computer Science		History	Drama
			RE	Music
				History

** only available to those choosing Mathematics.*

*** only available to those choosing Mathematics and in consultation with the 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; four qualifications must be at grade 5 or above; these qualifications must include English and Mathematics at grade 4 or above.
- 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 4 or above; these qualifications must include either English or Mathematics. Candidates will retake whichever of the latter they had not achieved at grade 4 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 4 or above, including English and Mathematics, of which four qualifications must be at grade 5 or above, as well as either GCSE Combined Science grade '5,5' or any two separate science GCSEs at grade 5.
- 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 4 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 Girls Adopted from State Care Outside England with a Certificate of Catholic Practice.

Catholic[1] *looked after*[2] girls and *previously looked after*[2] Catholic girls including girls adopted from state care outside England with Certificate of Catholic Practice.

Criterion 2: Catholic Girls with a Certificate of Catholic Practice

Catholic[1] girls with a Certificate of Catholic Practice[3]

Criterion 3: Catholic Girls without a Certificate of Catholic Practice

Catholic[2] girls without a Certificate of Catholic Practice[7]

Criterion 4: Any other Looked After & Previously Looked After

Girls who are **not** *Catholic*[1] who are *looked after*[2] girls and *previously looked after*[2] 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.

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: Informed Choices (russellgroup.ac.uk)

Secondly, you should check UCAS, the Universities and Colleges Admissions Service http://www.ucas.ac.uk/. 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 Subjects	KS5 Subjects	Examples of Subjects in Higher Education
English History RE Business	History, Classical Civilisation English Literature or Language Economics Sociology	Arts/Humanities, History, Politics, English Literature, Sociology, Social Psychology, Anthropology, Archaeology, Philosophy, Theology Economics

KS4 Subjects	KS5 Subjects	Examples of Subjects in Higher Education
Business Maths English	BTEC Business	Business & Management Accounting & Finance Business Information Systems Marketing International Management Economics
Geography	Philosophy, Religious Studies/Theology, Sociology Government & Politics Economics, Extended Project Geography	Journalism, Education, Law, Business Management, Psychology, Social Sciences American Studies, European Studies History of Art, Environmental Studies Geology/Earth Sciences
French, Spanish Latin etc.	Cinema, Literature, Cultural & Social studies, Linguistics.	Languages, Linguistics, Classical Studies, Politics & Work/study 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 English	Drama, Theatre Studies, Theatre Design, Creative Art, Directing, Stage Management
Physical Education, Sports Leadership	Physical Education	Sport Studies, Sport Science, Leisure Management, Sports Therapy
DT Product design	Product Design	Engineering, Architecture Art and Design, Surveying Construction and the built environment, Product design,

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

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 the school's Sixth Form Application Form for Internal Applicants. No further documentation is required.

External Applicants

External applicants should complete the school's Sixth Form Application Form for External Applicants, 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
- Certificate of Catholic Practice

2. The Sixth Form Prospectus and Application Form will be made available 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;

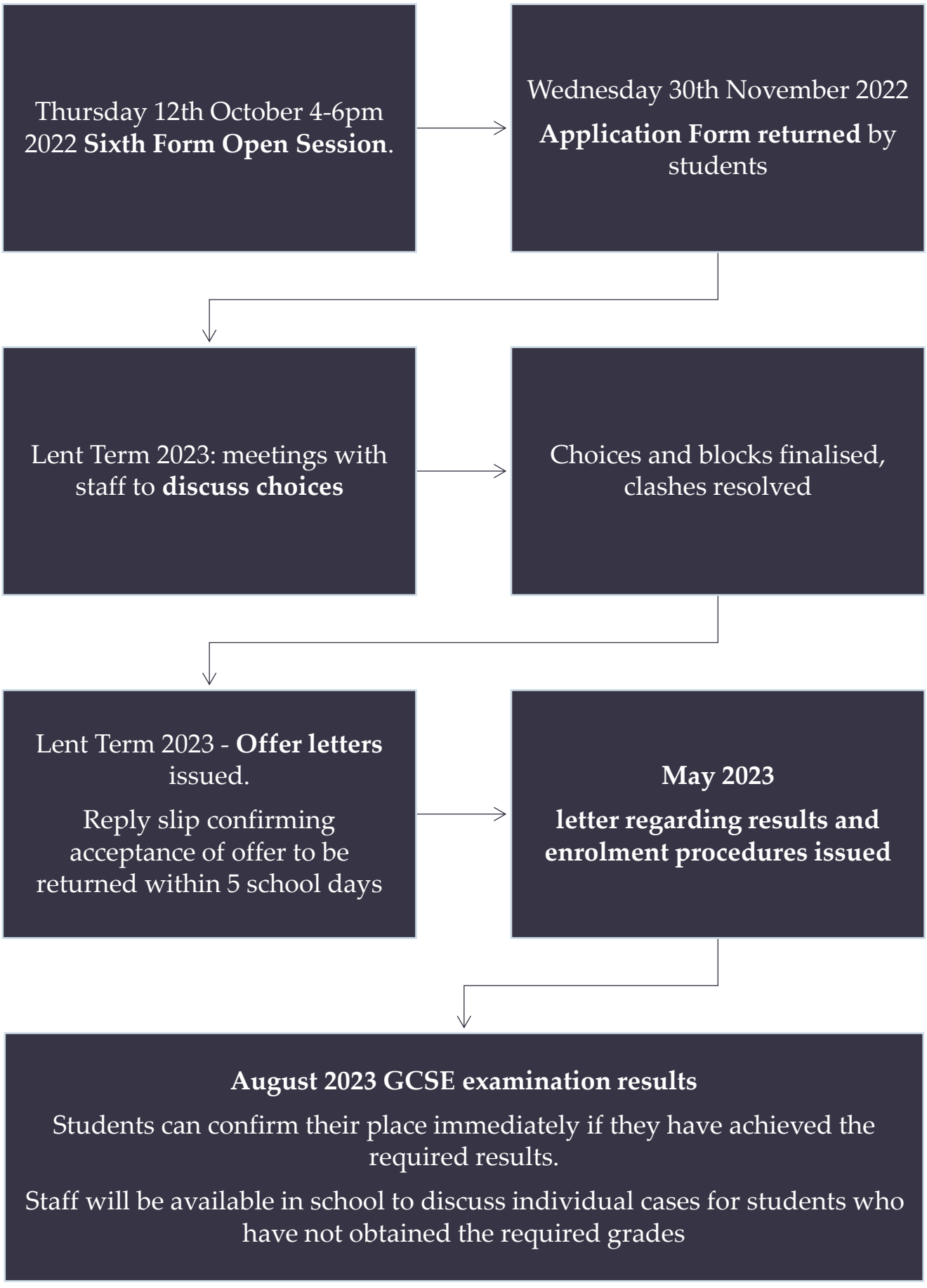
8. The Governors will make final offers if the required results are achieved or bettered and will withdraw provisional offers if the predicted results are not achieved;

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.


Thursday 12th October 4-6pm 2022 **Sixth Form Open Session**.
Wednesday 30th November 2022
Application Form returned by students
Lent Term 2023: meetings with staff to **discuss choices**
Choices and blocks finalised, clashes resolved
Lent Term 2023 - **Offer letters** issued.
Reply slip confirming acceptance of offer to be returned within 5 school days
May 2023
letter regarding results and enrolment procedures issued
August 2023 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 2023

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; **Unit 1** 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.
Learning Beyond the Classroom	**Trips and visits:** 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

		need a further science A level at grade B and GCSE Mathematics and English, with at least grade 4.
	Kings College London Nursing [BSc]	**Typical offer:** BTEC 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.
	Kings College London Physiotherapy [BSc]	**Typical offer:** BTEC 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 Psychology [BSc]	**Typical offer:** BTEC double distinction + an A level at grade A **Notes:** Successful applicants will also need grade 6 in GCSE's English.

BTEC Level 3 Diploma in Business

Subject Name	BTEC Level 3 National Diploma in Business
Exam Board	Edexcel
Course Requirements	At least 6 GCSEs at grade 4 or above; these qualifications must include either English or Mathematics. Candidates will retake whichever of the latter they had not achieved at grade 4 or above on entry.
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. Throughout this course there are opportunities during the teaching and learning phase to give learners practice in developing employability and transferable skills highly valued by both employers and Universities.
Year 12 Curriculum	Year 12 Mandatory Units • Exploring Business • Managing an Event • International Business Options to do one other unit from the BTEC specification. For example: • Recruitment and Selection
Year 13 Curriculum	Year 13 Mandatory Units • Developing a Marketing campaign external controlled assignment • Principles of Management external controlled assignment • Personal and Business Finance exam unit Options to do one other unit from the BTEC specification. For example: • Training and Development
Learning Beyond the Classroom	• Business Ambassador; giving students the opportunity to share their insights with other students and encourage more students to get involved and take an interest in the subject area • Trips to enrichment events, workshops and conferences relevant to the study of Business • Guest speaker events from companies and industry experts

	• Support and opportunities for relevant work experience	
University Entrance	University of Sheffield Business Studies and Management [BSc]	**Typical offer:** BTEC double distinction **Notes:** Successful applicants will also need GCSE Mathematics, with at least grade 6.
	Loughborough University Business School Management Science [Bsc] International Business [Bsc]	**Typical offer:** BTEC double distinction **Notes:** Successful applicants will also need GCSE Mathematics and English with at least grade 6.
	Queen Mary University Business Management [Bsc]	**Typical offer:** BTEC double distinction **Notes:** Successful applicants will also need GCSE Mathematics with at least grade 6.

Biology

<table>
<tr><td>Subject Name</td><td>Biology A</td></tr>
<tr><td>Exam Board</td><td>OCR</td></tr>
<tr><td>Course Code</td><td>A Level Biology – A (H420)</td></tr>
<tr><td>Course Requirements</td><td>GCSE grade 7 or above in Biology or Combined Science and grade 6 or above in Mathematics</td></tr>
<tr><td>Overview</td><td>This course encourages candidates to develop their interest in and enthusiasm for biology, including developing an interest in further study and careers in biology. Candidates will appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.
Candidates will demonstrate a deeper appreciation of the skills, knowledge and understanding of How Science Works as well as develop essential knowledge of different areas of biology and how they relate to each other.</td></tr>
<tr><td>Y12 Curriculum</td><td>Module 1 – Development of practical skills in biology
Skills of planning, implementing, analysis and evaluation
Module 2 – Foundations in biology
Includes: Cell structure; Biological molecules; Nucleotides and nucleic acids; Enzymes; Biological membranes; Cell division, cell diversity and cellular organisation
Module 3 – Exchange and transport
Includes: Exchange surfaces, Transport in animals, Transport in plants.
Module 4 – Biodiversity, evolution and disease
Includes: Communicable diseases, disease prevention and the immune system, Biodiversity, Classification and evolution.</td></tr>
<tr><td>Y13 Curriculum</td><td>Module 1 – Development of practical skills in biology
Skills of planning, implementing, analysis and evaluation
Module 2 – Foundations in biology
Includes: Cell structure; Biological molecules; Nucleotides and nucleic acids; Enzymes; Biological membranes; Cell division, cell diversity and cellular organisation
Module 5 – Communications, homeostasis and energy
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.
<table>
<tr><th>A Level Papers</th><th>Marks</th><th>Duration</th><th>Weighting</th></tr>
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	Paper 1	**Biological processes:** Content – Modules 1, 2, 3, 5	100	2 hr 15 mins	37%
	Paper 2	**Biological diversity:** Modules 1, 2, 4, 6	100	2 hr 15 mins	37%
	Paper 3	**Unified biology:** Content – all modules	70	1 hr 30 mins	26%
	Non-exam assessment	**Practical endorsement for biology:**	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:** Biology 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 Entrance Biology/Biomedical Sciences	Oxford University Biology	A-levels: A*AA with the A* in a science or Mathematics. Candidates are expected to have Biology (or Human Biology) to A-level
	Reading University Biological Sciences	Typical offer: BBB/ABC from three A levels including a grade B in Biology plus one other science. ABB from three A Levels including Biology will also be considered for students with only one science A level.

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

Chemistry

Subject Name	Chemistry A
Exam Board	OCR
Course Code	A Level H432
Course Requirements	GCSE grade 7 or above in Chemistry or Combined Science and grade 6 or 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 Curriculum	Module 1 Development of practical skills • Skills of planning, implementing, analysis and evaluation Module 2 Foundations in chemistry Includes: • Atoms, compound, molecule and equations • Amount of substance • 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 Curriculum	Module 1 Development of practical skills • 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 Entrance (Medicine) Typically AAA plus either BMAT or UKCAT test taken	Imperial College London Medicine	**Typical offer:** AAA **Notes:** Must have chemistry or biology with another science or Mathematics. Candidates must also take the UK Clinical Aptitude Test (UKCAT)
University Entrance (Pharmacy)	King's College London Pharmacy	**Typical offer:** AAB **Notes:** Must have chemistry with another science or Mathematics.
University Entrance (Chemistry)	Reading University Chemistry	**Typical offer:** BBB **Notes:** Must have chemistry
Skills and Qualities for Study at KS5 and beyond	**Our course will develop the following skills and qualities that are essential for further studies in Chemistry.** • Motivation • 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	• **GCSE grade 6 in English Literature.** • A genuine interest in the Classical World: ancient Greece and ancient Rome • Skills in thinking critically and in a logical manner are essential • 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.
Overview	<u>Who is this course for?</u> 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, in-depth 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**: • The world of the Hero: Homer and Virgil • Invention of the Barbarian • Love and Relationships **<u>COMPONENT 1 – The World of the Hero</u>** • **40% of total A-level** • **2 hours, 20 minute written paper at the end of Year 13** In this component learners will study: • Homer's ***The Odyssey*** (year 12) • Virgil's ***Aeneid*** (year 13) ◎ literary techniques and composition ◎ characterisation and themes ◎ social, cultural, religious context of the texts

	<u>COMPONENT 2 – Invention of the Barbarian</u> • **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 **<u>COMPONENT 3 – Love and Relationships</u>** • **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 ◎ 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	OCR
Course Code	A Level in Computer Science (H446)
Course Requirements	GCSE Computer Science Grade 6 or above OR 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 Curriculum	Candidates complete three units. **Unit 1: Computer systems** In this unit students learn about the internal parts of the computer and how they work, computer networks and what equipment is needed to configure a network, and what protocols are used to aid data communication. Students also learn how the computer represents data using binary numbers. How Logic gates and Boolean Algebra used to calculate and process data. By studying legal, moral, cultural, and ethical issues you will learn about the impact of computers on society and also how to design and implement a database. This unit is worth 40% of your A2 grade. It is externally assessed through a 2 hour and 30 minute exam.

	Unit 2: Algorithms and programming In the unit student learn how to solve problems, they study a variety of topics including computational methods where they learn the theory of breaking down a problem using decomposition, using abstract to think about the important parts of that should be included in the final solution to be coded. Students also study different algorithms and data structure and understand how they are used in developing programs such as Facebook You tube and other industry programs. 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)** This unit the student complete a programming project. It is in this unit that student showcase what they have learnt from the course. Student have to create a fully functional software. Student decide on a problem to solve and select a programming language of their choice. They use a development methodology to analysis, design, implement and evaluate a solution to their problem. 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 Entrance	University of Sussex BSc Computer Science	**A Levels:** AAB-ABB **GCSE required:** Grade 6+ in Mathematics.

	Imperial College London BEng Computing	**A Levels:** A*A*A* including A* in Mathematics. Further Mathematics is also preferred
	Bournemouth University Games Programming	**A Levels:** BBB Including at least one of Computing, IT, Maths, Physics
	Degrees that would use Computing are Mathematics, Computer Science and Engineering.	
Skills and Qualities for Study at KS5 and beyond	• As a Computer Science student, you will develop the ability to work independently and as part of a team, as well as set and manage your progressing deadlines. • 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 the curriculum. • Technical skills are as important as written skills.	

Drama and Theatre Studies

Subject Name	Drama and Theatre Studies
Exam Board	AQA
Course Code	Specification code: 7262
Course Requirements	• GCSE Drama Grade of 6 or above (if taken) or • 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: <u>Component One:</u> Drama and Theatre. A 40% examination consisting of 3 essays written from the perspective of a director, actor or designer about *Hedda Gabler* by Henrik Ibsen, *The Glass Menagerie* by Tennessee Williams and an analysis of a piece of live theatre. <u>Component Two:</u> 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%). <u>Component Three:</u> 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 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 *Hedda Gabler* 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 and Spring 1**: Component 2 Creating Original Drama. Students will work practically to explore the work of a physical practitioner such as Berkoff or Artaud. Assessment includes a

	polished performance of the finished piece and submission of their working notebook. **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*. **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 and Spring 1:** 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. **Spring 2 and Summer 1:** Revision for final exam, and final exam.	
Learning Beyond the Classroom	**Enrichment** • 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 Entrance	**University of Bristol** **BA Theatre and English**	**Grade required:** AAA Notes: Subjects required Drama and English

	BA Theatre and Performance studies	**Grades required:** AAB **Notes:** Students are required to attend workshop and interview for both courses. Many Sacred Heart students have gone on to study Dram at Bristol.
	University of Manchester **BA Drama and Theatre Arts**	**Grades required:** AAB-ABB **Notes**: Audition and interview.
	University of Exeter **BA Drama**	**Grades required:** AAB-ABB **Notes:** Required to attend a day long workshop and interview. Ranked No.2 Drama course in the UK.
	University of Essex **BA Drama**	**Grades:** BBB **Notes:** No.3 university to study Drama in the UK in 2022. Many Sacred Heart students have gone on to study Dram at Bristol.
Skills and Qualities	A typical A Level Drama and Theatre Studies student, will have the opportunity to develop the ability to work independently and as part of a team. You will be able to direct groups of students and manage people in a professional way. You will be able to play a convincing role. You will be able to understand different ways in which a scene could be staged and performed. You will be able to write a coherent essay, which is well structured, analytical, expresses your own opinion and uses formal references. You will be able to appreciate the Arts and will be able to critically evaluate different styles of Theatre. You will increase your 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 Requirement	GCSE grade 6 or above in Economics or Business Studies (if taken) and in English Language
Overview	The aim of the course is to encourage those that are interested in Economics to: • Develop an interest in and enthusiasm for the study of the subject. • Appreciate the contribution of economics to the understanding of the wider economic and social environment. • Develop an understanding of a range of concepts and acquire an ability to use these concepts in a variety of different contexts. • Use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist. • Develop skills, qualities and attitudes which will equip them for the challenges, opportunities and responsibilities of adult and working life.
A Level Curriculum	The curriculum is split into two main sections, the first section 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 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. They should appreciate that value judgements play an important role in economic decision making. They should understand the 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	• 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 • Trips to enrichment events, workshops and conferences relevant to the study of Economics • Guest speaker events from economists and experts • Membership and support from professional industry • Support and provision of opportunities for relevant work experience	
University Entrance	University of Cambridge	**Typical offer:** 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	**Typical offer:** Economics AAB, Development Economics AAB; Economics and Finance AAB, Management AAB, History with Economics: ABB Economics and Business ABB
	University of Oxford (Economics and Management) or Oxford (PPE)	**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
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 *essential* 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	Unit 1 - Drama and poetry pre-1900 (40% exam) • Drama – Richard III by Shakespeare and A Doll's House by Henrik Ibsen • Poetry – The Merchant's Tale by Geoffrey Chaucer 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) • A Streetcar Named Desire by Tennessee Williams - close reading analysis 1000 words • Contemporary novel and poetry – 2000 word comparative essay – Small Island by Andrea Levy and Look We Have Coming to Dover! By Daljit Nagra

<table>
<tr><td>Learning Beyond the Classroom</td><td colspan="2">Enrichment

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.</td></tr>
<tr><td rowspan="4">University Entrance</td><td>Oxford or Cambridge University</td><td>AAA (A or A* in English Literature) and interview/aptitude test</td></tr>
<tr><td>University College London</td><td>AAA (including English Literature)</td></tr>
<tr><td>University of Reading</td><td>ABB - BBB (including English Literature)</td></tr>
<tr><td>University of Westminster</td><td>BCC (including English or at least one humanities-related subject)</td></tr>
<tr><td>Skill and Qualities for Study at KS5 and beyond</td><td colspan="2">Your ability to write clear and well-argued essays will be greatly enhanced by this subject.
You will develop your ability to think critically, to analyse language and to understand the importance of contexts.
You will develop the ability to work independently, as well as set and manage your progressing deadlines.
Do not join this course if you do not enjoy reading – this is a prerequisite for success.
You will gain vital transferable skills in reading closely and attentively, as well as becoming a more concise, rigorous and well-structured writer.
English Literature is a highly-regarded traditional A Level and degree subject which has been long respected by universities and employers alike.</td></tr>
</table>

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	**This qualification will enable you to:** • develop and improve your learning and performance as critical, reflective and independent learners • develop and apply decision making and problem solving skills • extend your planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills

French

Subject Name	French
Exam Board	AQA
Course Code	A2 7652
Course Requirements	**Essential:** A strong interest in the subject GCSE grade 7 or above in French
Overview	***Why study French at 6th Form?*** The course will allow you: • To develop and build on the language and communication skills acquired at GCSE. • To enhance employment prospects. • To gain an insight into another culture and society. • 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 French is spoken • consider their study of the language in a broader context • derive enjoyment and benefit from language learning • acquire knowledge, skills and understanding for practical use, further study and/or employment • communicate with speakers of the language • 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 place of voluntary work Artistic culture in the French-speaking world • A culture proud of its heritage • Contemporary francophone music • Cinema: the 7th 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 exchange. They are also given the opportunity to do work experience in France.

Further Mathematics

<table>
<tr><td>Subject Name</td><td>Further Mathematics</td></tr>
<tr><td>Exam Board</td><td>Edexcel</td></tr>
<tr><td>Course Code</td><td>Further Mathematics (9FM0)</td></tr>
<tr><td>Specific Course Requirements</td><td>GCSE grade 8 or above in Mathematics. Must be studied in combination with A-level Mathematics</td></tr>
<tr><td>Overview</td><td>In Further Mathematics we will continue to expand upon your prior 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 problem solving skills.</td></tr>
<tr><td>A-Level Curriculum</td><td>Further Mathematics students will cover Further Pure units with two additional Option papers (see below). There is no coursework required at A Level.
<table>
<tr><th></th><th>Overview</th><th>Assessment</th></tr>
<tr><td>Paper 1: Core Pure Mathematics 1
25%</td><td rowspan="2">Compulsory Content

Any content can be assessed on either paper</td><td>1.5 hours;
75 marks</td></tr>
<tr><td>Paper 2: Core Pure Mathematics 2
25%</td><td>1.5 hours;
75 marks</td></tr>
<tr><td>Paper 3: option 1
25%</td><td>Students take one of the following four options:
• Further Pure
• Further Statistics
• Further Mechanics
Decision Maths</td><td>1.5 hours;
75 marks</td></tr>
<tr><td>Paper 4: Option 2
25%</td><td>Students take one of the following four options:
• Further Pure
• Further Statistics
• Further Mechanics
• Decision Maths</td><td>1.5 hours;
75 marks</td></tr>
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</td></tr>
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<table>
<tr><td>Learning Beyond the Classroom</td><td colspan="2">

<u>Problem Solving Skills</u>

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.

<u>Master Classes</u>

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.

<u>Mathematical Society</u>

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.</td></tr>
<tr><td rowspan="3">University Entrance</td><td>Oxford/ Cambridge Mathematics</td><td>Typical offer: A*A*A*
Notes: It is highly recommended that students have studied Further Mathematics</td></tr>
<tr><td>Lancaster University Mathematics</td><td>Typical offer: AAA – ABB (Depending on the course)</td></tr>
<tr><td>Oxford Brookes University Mathematics</td><td>Typical offer: BBC
Notes: Must have Mathematics at grade B.</td></tr>
</table>

		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 requirements	**Essential:** A strong interest in the subject GCSE Geography 6 or above **Desirable:** Participation in Duke of Edinburgh Award at Bronze level or above
Aims of the course	***Why study Geography at 6th 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 own …because 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
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

	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 6th 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. **Talks and events:** 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 6th form geographers and have a taste of university life.		
Studying Geography at 6th form and University Entrance	Most frequent Geography combinations for A-Levels: Mathematics, Economics, History, English, MFL, Chemistry, Biology & Physics.		
Studying Geography at 6th form and University Entrance **Skills and Qualities for Study at KS5 and beyond**	Most frequent Geography combinations for A-Levels: Mathematics, Economics, History, English, MFL, Chemistry, Biology & Physics As a Geography student at 6th form you will have the opportunity to 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	Oxbridge typical offer Geography BA/BSc	AAA – Including Geography A or A* at A-Level
		Russell Group typical offer Geography BA/BSc	AAA – Including Geography A or A* at A-Level
		Other and new universities typical offer Geography	280 UCAS points (BBC or equivalent) including 80 (C) in Geography at A-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. • **Paper 1** – Government and politics of the UK • **Paper 2** - The Government and politics of the USA and Comparative Politics • **Paper 3** – Political Ideas Each paper is worth 1/3 of the overall grade, and is based upon 3 two-hour exams.

<table>
<tr><td>Learning Beyond the Classroom</td><td colspan="2">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.</td></tr>
<tr><td rowspan="3">University Entrance</td><td>History and Politics at University of Oxford</td><td>Typical offer: A*AA
Notes: Students have to complete an admissions test and receive an interview. History A-Level is highly recommended.</td></tr>
<tr><td>Economics and Social Sciences at University of Manchester</td><td>Typical offer: AAB</td></tr>
<tr><td>Politics BA Hons Swansea University</td><td>Typical offer: BBC (excluding General Studies)</td></tr>
<tr><td>Skills and Qualities for Study at KS5 and beyond</td><td colspan="2">• Politics at Sacred Heart equips students with political knowledge to challenge arguments and make sustained judgements in an ever changing world.
• Students will develop analytical, research and communication skills by engaging in independent, as well as collaborative study.
• The transferable skills that are gained in the study of this vibrant discipline at A-Level are invaluable for further study and future employment.</td></tr>
</table>

History

Subject Name	History
Exam Board	AQA
Course Code	A-level 2041
Course Requirements	GCSE grade 6 or above in History
Overview	• Studying History at A-Level gives students an unrivalled opportunity to develop an in-depth understanding of development and change over time. • At AS Level students will study Democracy and Nazism: Germany 1918-45 as well as The British Empire 1857-1967. • 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. • A qualification in AS /A2 History reveals an ability to think, analyse and present information—this is a valuable skill required for many occupations.
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 Germany 1918-1933, focusing on the development of

	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.

<table>
<tr><td>Learning Beyond the Classroom</td><td colspan="2">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.</td></tr>
<tr><td rowspan="3">University Entrance</td><td>History at Oxford University</td><td>Typical offer: A*AA (excluding general Studies.)
Notes: Students have to complete an admissions test and receive an interview.</td></tr>
<tr><td>History at a Russell Group University</td><td>Typical offer: AAB/ABB (excluding General Studies).</td></tr>
<tr><td>Other and new universities typical offer for History</td><td>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</td></tr>
<tr><td>Skills and Qualities for Study at KS5 and beyond</td><td colspan="2">History challenges students at KS5 to develop their reading, writing and analytical skills.
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.
These skills will allow students to demonstrate that they are prepared for the demands of undergraduate study and the working world.</td></tr>
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Mathematics

<table>
<tr><td>Subject Name</td><td>Mathematics</td></tr>
<tr><td>Exam Board</td><td>Edexcel</td></tr>
<tr><td>Course Code</td><td>A-Level Mathematics (9MA0)</td></tr>
<tr><td>Specific Course Requirements</td><td>GCSE grade 7 or above in Mathematics</td></tr>
<tr><td>Overview</td><td>If you are considering Mathematics at A Level, you will learn to:
develop your understanding of Mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment
develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs
extend your range of mathematical skills and techniques and use them in more difficult, unstructured problems
develop an understanding of coherence and progression in Mathematics and of how different areas of Mathematics can be connected
recognise how a situation may be represented mathematically and understand the relationship between ‘real-world’ problems and standard and other mathematical models and how these can be refined and improved</td></tr>
<tr><td>A-Level Curriculum -</td><td><table>
<tr><td></td><td>Overview</td><td>Assessment</td></tr>
<tr><td>Pure Mathematics 1
33%</td><td rowspan="2">Any Pure content from AS and A level can be assessed on either paper</td><td>2 hours; 100 marks</td></tr>
<tr><td>Pure Mathematics 2
33%</td><td>2 hours; 100 marks</td></tr>
<tr><td>Statistics & Mechanics
33%</td><td>Section A: Statistics (50 marks) Section B: Mechanics (50 marks)</td><td>2 hours; 100 marks</td></tr>
</table></td></tr>
<tr><td>Learning Beyond the Classroom</td><td><u>Problem Solving Skills</u>
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.
<u>Master Classes</u>
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:</td></tr>
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<tr><td></td><td colspan="2">

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.

<u>Mathematical Society</u>
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.

</td></tr>
<tr><td rowspan="3">University Entrance</td><td>Oxford/ Cambridge
Mathematics</td><td>Typical offer: A*A*A*
Notes: It is highly recommended that students have studied Further Mathematics</td></tr>
<tr><td>Bath University
Mathematics</td><td>Typical offer: AAA
Notes: It is highly recommended that students have studied Further Mathematics</td></tr>
<tr><td>Queen Mary University
Mathematics</td><td>Typical offer: 340 points (AAB)
Notes: A Level Mathematics grade A required or a grade B in both Mathematics and Further Mathematics.</td></tr>
<tr><td>Skills and Qualities for Study at KS5 and beyond</td><td colspan="2">Students who study Mathematics at Sacred Heart will be able to:

use Mathematics as an effective means of communication
read and comprehend mathematical arguments and articles concerning applications of Mathematics

</td></tr>
</table>

	• 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 Requirements	GCSE grade 6 or above in Music and grade 5 music theory Students should be aware that performing skills need to be at the standard of **Grade 7/8** 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 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

	(WCM) composed between 1650 and 1910, and one that is not based in WCM.	
Learning Beyond the Classroom	• There will be opportunities to participate in workshops, master classes at the London based music colleges and concert / theatre trips. • Many opportunities to perform as soloists and/or as part of an ensemble.	
University Entrance	**MUSIC** at Oxford	**Typical offer:** AAA at A2 Level with an A in Music. **Notes:** 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. 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.
	MUSIC at the Royal College of Music, London.	**Typical offer:** A level Music at 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 AND PERFORMANCE. **MUSIC, TECHNOLOGY AND INNOVATION** De Montfort University	**Typical offer:** BBC (with at least grade B in music) **Notes:** You must also have five GCSEs grades A–C or new grade 5 or above including English Language or Literature at grade C or above.
Skills and Qualities for Study at KS5 and beyond	Studying music at A Level will develop important qualities of listening, self-discipline and confidence that will stay with you for 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. • Commercial awareness - 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 striving for improved performance.	

Product Design

Subject Name	Product Design
Exam Board	AQA
Course Code	A2 Award; 7552
Course Requirements	GCSE grade 6 or above in DT and Mathematics
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 Curriculum	Students complete two written papers and a non-exam assessment **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 Beyond the Classroom	**Enrichment** Product Design students will be expected to contribute to the 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.

<table>
<tr><td></td><td colspan="2">Young Engineers:
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.</td></tr>
<tr><td rowspan="3">University Entrance</td><td>Engineering MEng
Cambridge University</td><td>Typical offer: Three A or A*'s

Course Requirements:
Essential: A Level Mathematics and Physics
Highly desirable: A Level in a third Mathematics/ science/ technology subject</td></tr>
<tr><td>Product Design MDes
Leeds University</td><td>Typical offer: AAA

Course Requirements:
An Art and Design related A Level such as Design, Design Technology or Art and Design.
GCSE Mathematics and Science at grade B or higher.</td></tr>
<tr><td>Product Design and Manufacture BEng
Nottingham University</td><td>Typical Offer: ABB

Course Requirements:
A Level in Mathematics. Art or Design and Technology are desirable</td></tr>
<tr><td rowspan="2">Skills and Qualities for Study at KS5 and beyond</td><td colspan="2">The Product Design course will develop the following skills and qualities that are essential for further studies
Creativity
Motivation
Curiosity
Interest in the designed world
Interest in classic and contemporary design and designers
Appreciation of sustainable design
Collaborative working practices
Ability to identify and research areas of relevance and interest
High level practical and CAD/ CAM manufacturing skills</td></tr>
<tr><td colspan="2">Students Paths from A level Product Design (2019)
Our students have gone to University to study:
Product Design
Fashion
Interior Architecture and Design
Industrial Design and Technology</td></tr>
</table>

Physical Education

Subject Name	Physical Education
Exam Board	OCR
Course Code	H555
Course Requirements	GCSE grade 6 or above in PE or a science-based subject. 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 (written examinations)	**Component 1: Physiological factors affecting performance** (01) * * Applied anatomy and physiology * Exercise physiology * Biomechanics (90 marks - 2 hour written paper) **30% of total A level** **Component 2: Psychological factors affecting performance** (02)* * Skill acquisition * Sports psychology (60 marks - 1 hour written paper) **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 Practical performance	**Component 4: Performance in Physical Education (04)*** * Performance or Coaching * 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 Classroom	**Clubs and competitions -** Pupils will have the opportunity to 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

	knowledge from their Sports Leaders qualification. This will develop their leadership skills and enhance their knowledge and understanding within practical section of the course. Pupils will also be given the chance to take part in various coaching/ officiating courses.	
University Entrance	Loughborough Sports and Exercise Science BSc	**Typical offer:** AAA **Notes:** At least one of the following A level subjects: biology, Mathematics, physics, chemistry, psychology, sociology, history and English (literature or language)
	Exeter Sports and Exercise Science BSc	**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

Subject Name	Physics A
Exam Board	OCR
Course Code	A Level H556
Specific Course Requirements	GCSE grade 7 or above in Physics or Combined Science and grade 6 or above in Mathematics. Must be studied in combination with A-level Mathematics.
Overview/aims of the course	We aim to develop the student's interest in, and enthusiasm for physics, 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 Curriculum	**Module 1: Development of practical skills.** • 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 Curriculum	**Module 1: Development of practical skills.** • 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 physics** Content – Modules 1, 2, 3, 5	100	2 hr 15 mins	37%
Paper 2	**Exploring physics** Content – Modules 1, 2, 4, 6	100	2 hr 15 mins	37%
Paper 3	**Unified physics** 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:** Physics 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 Entrance (Physics)	A	Oxford BSc Physics	**Typical offer:** Grade A*AA (The A* must be in maths or physics) **Notes:** 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.
	B	Imperial College London BSc Physics	**Typical offer:** A*AA (The A* 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 Notes: Must have maths and physics.
	B	Queens University Belfast BEng	**Typical offer:** BBB **Notes:** Must have maths and physics and GCSE English grade B or better.
	C	Kent BEng	**Typical offer:** BBB **Notes:** Must have maths.
Skills and Qualities for Study at KS5 and beyond	**Our course will develop the following skills and qualities that are essential for further studies in physics.** Motivation Mathematical & Scientific Ability Curiosity Interest in physics either for its own sake or its applications Interest in problem solving Interest in working with others Ability to research areas of interest		

Psychology

Subject Name	Psychology
Exam Board	AQA
Course Code	Psychology 7181, 7182
Course Requirements	Grade 6 or above in Mathematics
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 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 term • 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 year 2, schizophrenia, relationships, Forensic Psychology (2 hours, 33% of the A Level)

<table>
<tr><td>Learning Beyond the Classroom</td><td colspan="2">Students are advised to subscribe to the British Psychological 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</td></tr>
<tr><td rowspan="3">University Entrance</td><td>University of Cambridge
Psychological and Behavioural Sciences</td><td>Typical offer: A*AA
Essential No specific subjects
Useful Mathematics, science subjects, humanities subjects

Many colleges will ask you to sit the 90 minute Thinking Skills Assessment (TSA) test.</td></tr>
<tr><td>Queen Mary, University of London
Psychology</td><td>Typical offer: AAB
Normally to include A Level Psychology, Mathematics or a Science subject (excluding General Studies)

Must have GCSE Mathematics grade C and GCSE English Language grade C</td></tr>
<tr><td>The University of West London
Psychology</td><td>Typical offer: 200 points (CCE)
GCSE English and Mathematics at grade C or above normally required</td></tr>
<tr><td>Skills and Qualities for Study at KS5 and beyond</td><td colspan="2">Students develop some of the key skills of a Psychologist throughout the course. They learn how to plan, carry out, and 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, many of the examination questions require students to apply their knowledge to real life situations. During lessons they will be required to improve their listening and interpersonal skills which are paramount in Psychology. Other more generic skills that they we acquire will be effective writing skills. They are required to write focused, concise and well balanced essays.</td></tr>
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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 Requirements	**GCSE RE Grade 6 or above** • A real commitment to the subject is essential. • Students should be interested in and curious about the subject matter. • 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	<u>Who is this course for?</u> 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 nature of the soul, mind and body ◎ arguments about the existence or non-existence of God ◎ the nature and impact of religious experience ◎ the challenge for religious belief of the problem of evil ◎ ideas about the nature of God ◎ issues in religious language.

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<tr><td></td><td colspan="2">Religion and ethics 33.3% of total (2 hour written paper)
Learners will study:
◎ 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 beliefs.

Developments in Christian religious thought 33.3% of total (2 hour written paper)
Learners will study:
◎ religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
◎ sources of religious wisdom and authority
◎ 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</td></tr>
<tr><td>Learning Beyond the Classroom</td><td colspan="2">• Attendance at 6th form conferences on Philosophy and Ethics.
• Lectures at university – with undergraduates.
• University ‘taster’ days.
• Subscription to online journals.
• Royal Institute of Philosophy lectures.
• Significant wider reading materials.</td></tr>
<tr><td rowspan="3">University Entrance</td><td>Theology & Religious Studies at Cambridge.</td><td>Typical offer: A*AA</td></tr>
<tr><td>Philosophy at York</td><td>Typical offer: AAB
Notes: A2 Philosophy helpful but not essential. Mix of Arts and science subjects encouraged.</td></tr>
<tr><td>Philosophy & Theology at Nottingham University</td><td>Typical offer: (AAB)</td></tr>
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<tr><td></td><td></td><td>GCSE English Language and Mathematics at grade C</td></tr>
<tr><td></td><td>University of Southampton
Philosophy Ethics and Religion</td><td>Typical offer: (ABB)
EPQ offer: ABB - BBB and Grade A in the EPQ</td></tr>
<tr><td>Skills and Qualities for Study at KS5 and beyond</td><td colspan="2">The majority of universities look for the following qualities in their theology and philosophy students.

ACADEMIC
• Interest / enthusiasm and motivation /commitment to the subject – beyond the requirements of the A level syllabus
• Evidence of relevant wider and independent reading beyond the syllabus
• 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)

OTHER
• Involvement in relevant extra-curricular activities
• Involvement in employment or voluntary work (especially in areas related to the proposed degree subject)

Both Oxford and Cambridge state that a balance of Arts and Science subjects at A-Level is useful in developing the essential skills for degree level Philosophy. Oxford states that A-Level Mathematics and/or Physics are useful, though not essential, to the study of Philosophy.</td></tr>
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Sociology

Subject Name	Sociology
Exam Board	AQA
Course Code	7191 & 7192
Course Requirements	Grade 6 or above in English Language
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 achievement by class, gender and ethnicity, the impact of educational policies, • **Research Methods:** methods of studying society and debates about methodology • **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) • **ASSESSMENT**: Internal
Year 13 Curriculum	**TOPICS AT YEAR 13** • **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.) • **Crime and deviance with research methods** (the social distribution of crime and deviance, contemporary crime, criminal justice systems, patterns in suicide, approaches to

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<tr><td></td><td colspan="2">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, 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)</td></tr>
<tr><td rowspan="4">Learning Beyond the Classroom

University Entrance</td><td colspan="2">• Revision conferences run by expert sociologists
• Debating is ideal for A-level sociology students, as debates cover a range of topics and themes, often with a contemporary agenda.
• Visit to the Old Bailey to explore the criminal justice system
• Guest speakers
• University links</td></tr>
<tr><td>Durham University
Combined Honours in Social Sciences</td><td>Typical offer: A*AA

Various subjects expected, depending on the route chosen (excluding Critical Thinking and General Studies).</td></tr>
<tr><td>London School of Economics and Political Science (University of London)
Social Policy and Sociology</td><td>Typical offer: ABB (one sitting preferred)

GCSE Mathematics at grade C or new Grade 5 or above.</td></tr>
<tr><td>The University of Kent
Social Sciences</td><td>Typical offer: BBB

GCSE English at grade C or new Grade 5</td></tr>
<tr><td>Skills and Qualities for Study at KS5 and beyond</td><td colspan="2">• Sociology is the study of life in this society. It is therefore relevant to all students who will live and work in this society in their future.
• After taking A Level Sociology, students go on to study a wide range of degree subjects and go on to careers in health, education, police/probation work, business, personnel, marketing, recruitment, care work, law, journalism and media.
• Students will develop essay 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.</td></tr>
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Spanish

Subject Name	Spanish
Exam Board	AQA
Course Code	A2 7692
Course Requirements	**Essential:** A strong interest in the subject GCSE grade 7 or above in Spanish
Overview	***Why study Spanish at 6th Form?*** 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 • acquire knowledge, skills and understanding for practical use, further study and/or employment • take their place in a multilingual global society.
Year 12	Modern and Traditional values in Spain and Latin America • The changing nature of the family • Attitudes towards marriage and divorce • The influence of the Catholic Church Cyberspace • The importance of the Internet in modern society • The influence of smart-phones • Social media Gender Equality • Women in the workplace • Machoism and Feminism • The rights of the LGBT+ community

	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 x 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 the Classroom	Pupils are encouraged to read Spanish magazines and newspapers 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.