

## **SUBJECTS 2012**

**Applied Science**

**Art**

**Biology**

**Business**

**Chemistry**

**Computing**

**Economics**

**English Language**

**English Language & Literature**

**English Literature**

**Extended Project**

**French**

**Geography**

**German**

**Health & Social Care**

**History**

**ICT**

**Mathematics and Further Mathematics**

**Mathematics with Mechanics**

**Mathematics with Statistics**

**Music**

**Performing Arts**

**Physical Education**

**Psychology**

**Physics**

**Product Design**

**Religious Studies (Philosophy and Ethics)**

**Spanish**

**Travel & Tourism**

COCKERMOUTH

SIXTH FORM

# Applied Science AS and A2 Level (OCR)



## What's in the Syllabus?

### Module 1

Investigating Science at Work: Involves investigating types of work done in local scientific organisations, including work on Health & Safety.

### Module 2

Monitoring the human body: Monitoring functions of the human body. Covering structure, function and imaging techniques. Assessment of ethical issues brought up by such monitoring.

### Module 3

Finding Out About Substances: Analysis and identification of many substances. Looking at work undertaken by analysts in areas such as forensic pathology labs.

### Module 4

Planning and carrying out an independent scientific investigation.

### Module 5

The Mind and Brain: How the brain works and what can go wrong with the brain. This involves looking at the how drugs affect the pathways in the brain

### Module 6

Working Waves: Looking at electromagnetic radiation. Then how different imaging and communication technology works.

## Why do it?

Science is all around you. This course will expand your knowledge and understanding of science and how it is used in real life situations. It gives you a broad science base with aspects of Biology, Chemistry and Physics.

## How is it taught?

Three Modules at AS:

1. Investigating Science at Work - Portfolio assessed
2. Monitoring the Human Body - Exam assessed
3. Finding out about Substances - Portfolio assessed

Three Modules at A2:

4. Planning & Carrying out Scientific Investigation - Portfolio
5. Mind and Brain - Portfolio
6. Working Waves – exam assessed

## How is the course assessed?

Two modules are portfolio work and one module is an external exam of 1½ hours.

## What other subjects does it link to and why?

This subject links well to Health & Social Care and PE.

## What career options will it give me?

A variety of vocational pathways and university courses. These include analysis and detection, environment, manufacturing, communication and a wide range of health related careers.

## What skills will I need?

Students must have achieved a C in GCSE English and a minimum of 2 C grades in GCSE Sciences. There are no entry restrictions against other A' levels.

Practical skills – the ability to work safely.  
Some ICT skills to access the internet and use datalogger.  
The ability to work independently to research a topic and produce a portfolio.

## Simple Mathematics skills.

## Any other useful information?

Some of the portfolio work will involve visits to local places where science is used, including Jennings and James Walker.

## What do other students say about the course?

'Applied Science is a combination of all the other sciences but has some differences because it's related to local industries. The two portfolios are a lot to manage, but it makes up for it that we only have one exam.'

'The visits we go on to the local industries are fun, and our input is important on these trips.'

'You need a lot of drive and determination for the course, and be good at organising work because there's a lot of written, time consuming, work to do which takes up a lot of free time as well as lesson time.'

**Mrs. Dumbill** - Head of Year 12    **Mr. King** - Head of Year 13

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# Art – Painting / Drawing / Textiles

## AS and A2 Level (OCR)

### Painting / Drawing (9309) : Textiles (9304)



#### What's in the Syllabus?

##### Year 12 - 2 Units Coursework.

1 controlled assignment (5 hours)

##### Year 13 - 1 Unit Coursework.

1 personal study

1 controlled assignment (15 hours)

#### Why do it?

- To explore Art as a form of communication and expression.
- Enjoyment of the visual language.
- Develop creative skills and the vast forms of art and other associated medium.

#### How is it taught?

Year 12 – The two research units are practical coursework that is a very broad based approach. Process is the key element.

Year 13 – The research unit is practically based. The emphasis is on product.

The personal studies are worked on concurrently in both Year 12 and Year 13.

#### How is the course assessed?

The coursework and personal study work are assessed at the end of each unit.

An external exam of 5 hours (AS) and 15 hours (A2).

Practical work is at the end of each year.

#### What do other students say about the course?

'Very hard work, takes up a lot of time, but enjoyable.'

'Art materials and fabrics, etc., can be expensive.'

'Fantastic atmosphere that encourages and supports the individual and develops their creativity.'

'Individuality is valued and students feel supported throughout the whole two years.'

#### What other subjects does it link to and why?

There are no restrictions: Biology to Criminology, Mathematics to Architecture, English to History, The Arts to Teaching, RS to Psychology, Chemistry to Psychiatry.

#### What career options will it give me?

Wide and varied, including:

The Media: TV, radio, theatre, photography.

Journalism: fashion, advertising.

Teaching: Primary or specialist secondary.

Design: costume, product, packaging, fashion, furniture.

Arts/Education: development in the Arts.

Regeneration: projects in the community.

#### What skills will I need?

- To be able to work independently and analyse/evaluate your own work and that of others.
- An appreciation of The Arts and a desire to work with a range of materials.
- To be able to record from direct observations and be capable of working in a practical way.
- Grade B at GCSE is desirable in Art/Textiles and a Grade C in English Language.

#### Any other useful information?

We aim to:

- Develop intellectual, analytical, imaginative and intuitive powers.
- Develop investigative, analytical, experimental, technical and expressive skills, aesthetic understanding and critical judgement.
- Develop knowledge and understanding of artists, crafts persons and designers, past and present.
- Develop an understanding of connections across the disciplines of art, craft and design.

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# Biology

## AS and A2 Level (AQA)



### What's in the Syllabus?

#### Year 12 – 3 units AS

- 1 – Biology and Disease
- 2 – The Variety of Living Organisms
- 3 – Centre Assessed Unit (CAU)

#### Year 13 – 3 Units A2

- 4 – Populations and Environment
- 5 – Control in Cells and in Organisms
- 7 – Centre Assessed Unit (CAU)

### Why do it?

You enjoy Biology. You have a good grounding in Science at GCSE. You are interested in biology. You may wish to study a science/medical science degree or just enjoy biology and wish to study a completely different degree.

### How is it taught?

Each year, the two theory units are taught by two teachers.

Practical work is taught in a double lesson each week. Practice unit tests will be set throughout the year.

The Centre Assessed Unit (Practical Assessment) will be assessed through the year during practical lessons and with an internally assessed ISA exam similar to GCSE.

There will be a field trip in Year 13.

### How is the course assessed?

AS – External Exams = 80%  
CAU = 20%

A2 – External Exams = 80%  
CAU = 20%

### What other subjects does it link to and why?

Geography, Chemistry, Physics, Mathematics, Psychology, RS, Music, History, etc.

### What career options will it give me?

Medicine, Medical Science, Nursing, Biophysics, Bio Medical Engineering, Pharmacy, Optician, Cybermatics, Research, Physiotherapy, Drugs Industry, Environmental Science, Pathology, Technician in hospital or industry.

### What skills will I need?

Committed, well organised, perseverance, good communication skills, good practical, data interpretation, analytical skills, biological sense of humour.

To take A' Level Biology pupils need a minimum of a Grade B in Core and Additional Science or a Grade B in GCSE Biology. They must have sat the higher tier paper in the Biology component of their Additional Science course.

### Any other useful information?

If you're interested in Biology, it will go with any combination of subjects. You can study areas of biology at university with no other specific A' levels.

### What do other students say about the course?

'If I'd known Biology was so interesting and I was good at it, I would have studied it at university.'

'Dissection is wicked – watch out for the fish teeth.'

'Relevant.'

'Challenging but rewarding.'

'Interesting.'

'Biochemistry, genetic engineering and oxygen dissociation curves did my head in!'

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# Business Studies

## AS and A2 Level (AQA)



### Over View

This will be the second year of our current course; we selected AQA, as over 85% of all A' Level Business Studies entrants are with this board. This ensures there is a vast array of resources, both printed and electronic, dedicated to this course.

### What's in the Syllabus?

The course has two modules in both year 12 and year 13 and it designed to provide a detailed understanding of the key aspects of business operations.

### Year 12

#### Unit 1 – Planning and Financing a Business

- Starting a Business - challenges and issues of starting a business; enterprise; entrepreneurs.
- Financial Planning - financial concepts needed to start a business including: costs, revenues, and profits; break-even analysis and cash-flow.

#### Unit 2 – Managing a Business

- Finance - budgets, cash flow and profits.
- People in Business - organisational structures, recruitment, training and motivation.
- Operations Management - decisions, quality, customer service, suppliers, technology.
- Marketing and Competition - marketing mix, market conditions and competitiveness.

### Year 13

#### Unit 3 - Strategies for Success

- Functional Objectives and Strategies - examining them in the context of objectives.
- Financial Strategies and Accounts - making investments, performance, financial decisions.
- Marketing Strategies - analysing markets, and selecting marketing strategies, marketing plans.
- Operations Strategies - operational issues, location, innovation, improving efficiency
- Human Resource Strategies - workforce planning, structures, employee relations.

#### Unit 4 – The Business Environment and Change

- Corporate Aims and Objectives - strategies, stakeholder perspectives.
- Assessing Change - changes in the economic, political, social, ethical and technological environment and responses of organisations.
- Managing Change - planning change, leadership and corporate culture, strategic decisions

### How is it taught?

The subject is taught through a range of activities, both individual and group. We have access to computers and a number of on-line resources. Each student is provided with a core text and the department has many others for reference. In addition, we provide opportunities to enter national competitions, attend revision conferences and take part in the Young Enterprise programme.

Homework, discussion, case studies and past exam papers are used as part of our intensive assessment preparation.

### How is the course assessed?

All modules are assessed by exam, there is no coursework.

AS Unit 1 – January – 1 hour 15 minutes

Short answers based on a case study

AS Unit 2 – June – 1 hour 30 minutes

Multi-part data response questions

A2 Unit 3 – January – 1 hour 45 minutes

Extended answers based on a case study

A2 Unit 4 – June – 1 hour 45 minutes

Also extended answers based on a case study

### What career options will it give me?

Business Studies has the 4<sup>th</sup> largest A' Level entry nationally because it is very flexible. It provides direct entry onto further studies such as Management, Marketing, Accountancy, Business or Economics. It also provides an excellent grounding for career entry in any of these fields. The skills learnt and developed are relevant and transferable to any career or study. Lastly, as all students will work for a business (or an organisation with business principles) it is very beneficial to understand and appreciate how they operate.

### What skills will I need?

The course requires a good standard of essay writing skills, and a comfort with numbers. Students are expected to be able to interpret data and write in a coherent and structured manner.

An equally important necessity is an inquiring mind; the willingness to find out what is going on, to read the news and to contribute to discussions.

**Mrs. Dumbill** - Head of Year 12    **Mr. King** - Head of Year 13

# Chemistry

## AS and A2 Level (AQA)



### What's in the Syllabus?

#### AS Units

1. Foundation Chemistry  
(Atoms, moles, bonding, periodic table)
2. Chemistry in Action  
(Energetics, kinetics, redox, metals, group 2&7)
3. Investigative and practical skills in AS Chemistry  
(ISA & PSA)

#### A2 Units

4. Kinetics, Equilibria and Organic Chemistry
5. Energetics, Redox and Inorganic Chemistry
6. Investigative and practical skills in A2 Chemistry  
(ISA & PSA)

### Why do it?

Chemistry is fun – where else are you actually allowed to burn things?

It is an important subject in its own right, but you can't do Medicine, Dentistry or Veterinary Science without it.

### How is it taught?

Two members of staff split the course (4:2), over 6 lessons.

CHEM1 – complete for January

CHEM2 – complete for May

CHEM3 – throughout the year - complete for May

CHEM4 – complete for January

CHEM5 – complete for May

CHEM6 – throughout the year - complete for May

### How is the course assessed?

CHEM1 – 1¼ hour exam – 33⅓% of AS

CHEM2 – 1¾ hour exam – 46⅔% of AS

CHEM3 – ISA & PSA assessed in school  
(similar to GCSE) – 20% of AS

This makes up 50% of the whole A2 qualification

CHEM4 – 1¾ hour exam – 20% Full A' Level

CHEM5 – 1¾ hour exam – 20% Full A' Level

CHEM6 – As AS – 10% Full A' level

### What other subjects does it link to and why?

Other science subjects or Mathematics are the best links. These have similar disciplines and are often required by universities. Geography also provides a link for environmental courses.

### What career options will it give me?

Chemistry is essential for vocational subjects such as Medicine, Dentistry and Veterinary Science, and a vast range of science based careers insist on Chemistry, eg. Biochemistry, Engineering, Food Science, Forensic Science, art restoration, Pharmacy, scientific sales or Journalism . . . or even Chemistry teaching! Chemists also work in Accounting, Investment Banking, Law, Retail, Politics and Management.

### What skills will I need?

A good work ethic is essential, and the ability to ask for help. Reasonable mathematical skills with an ability to analyse, evaluate, research, follow and develop an idea. Practical skills are essential.

To take A' Level Chemistry, pupils need a minimum of a Grade B in Core Science and a Grade B in Additional Science or a Grade B in Chemistry GCSE. They must have sat the higher tier paper in the Chemistry component of their Additional Science course.

### Any other useful information?

The Chemistry staff are the most valuable resources you have – use them wisely whenever you need them, even if they do not teach you.

### What do other students say about the course?

'Often demanding, never dull!'

'It is a lot more complex than GCSE, but as long as you ask questions when you don't understand, it's okay. It's important to learn and revise new things as often as possible.'

'Chemistry is a demanding but fun course.'

'It is a very hard subject and you must be dedicated to do it, but in the end it is very worthwhile.'

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# Computing AS and A2 Level (AQA)



## What's in the Syllabus?

At AS, candidates following this specification do not need to have prior knowledge of Computing or ICT. In the specification there are two units which allow candidates to demonstrate their knowledge of the fundamental principles of Computing.

Unit 1 is a practical, on-screen, exam allowing candidates to demonstrate their knowledge of the fundamental principles of the subject, focusing on programming through a problem-solving scenario using pre-release material.

Unit 2 focuses on the hardware and software aspects of Computing and the social and economic consequences of Computing.

A2 Unit 3 will focus on computational thinking, what can be computed, programming and problem-solving including communication and networking.

Unit 4 is an internally assessed unit, with candidates required to complete a report on a computer-based programmed solution to a problem solving exercise of their choice.

## Why do it?

If you enjoy problem solving and working logically. The main emphasis of the A' level Computing coursework is on programming to solve practical problems. This new specification is designed to encourage you to:

- develop your problem solving ability in a computing context using an algorithmic approach
- demonstrate your knowledge of programming through a problem solving scenario
- develop an understanding of the hardware and software aspects of Computing.

## How is it taught?

Students are usually taught by two members of staff who each teach one unit each in Y12 & 13.

Students have the opportunity to learn in a variety of ways including teacher led activities, practical activities and theory questions. There is a strong emphasis on programming, algorithms and software engineering. The theory is supported by the development of practical object-orientated programming skills, initially using Visual Basic, to write applications to store and process data.

## How is the course assessed?

Unit 1 is an on-screen 2 hour exam, weighting 60% of total AS, 30% of total A' Level marks. As part of the exam preparation, candidates will be given a task to do in lessons then submit print outs for external marking by AQA. In the exam they will write a program based on the context & answer short questions based on their work.

Unit 2 will be a written exam of 1 hour, weighting 40% of total AS, 20% of total A' Level marks. This will be a question paper/answer booklet examination, externally marked by AQA with short answer questions.

A2 Unit 3 will be a written 2½ hour exam, weighting 60% of total A2, 30% of total A' Level marks.

Unit 4 will be internally assessed coursework, weighting 40% of total A2, 20% of total A' Level marks.

Candidates will be required to document the analysis, design, construction, testing, training and maintenance of a programmed solution to a real identified problem.

## What other subjects does it link to and why?

Computing / Computer Science is about designing new algorithms to solve new problems. Many great challenges lie in the future for Computer Scientists to solve. This course, with its emphasis on abstract thinking, general problem-solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for understanding these future challenges. The subject links well to Mathematics and Sciences in particular, Physics and Chemistry.

## What career options will it give me?

This specification has been designed for students who wish to go on to higher education courses or employment where knowledge of Computing would be beneficial. Computing is a foundation for careers in software development, support and Computer Science, promoting a developer's view of systems. It also provides a good grounding for subjects such as Electrical engineering. One can also study Computing and go on to a career in Medicine, Law, Business, Politics or any science.

## What skills will I need?

You will need to be a good mathematician (GCSE B Grade - we also strongly recommend you take Mathematics A' level), have good problem solving skills, the ability to communicate, and possess strong analytical and evaluative skills. Grade B ICT is required.

## Any other useful information?

There is a clear distinction between this specification and the GCE ICT specification. This course has been written to avoid any overlap of subject content. Students following this specification do not need to have any prior knowledge of Computing or ICT. The course is not just about learning to use tools or just training in a programming language. Instead the emphasis is on computational thinking.

Computational thinking is a kind of reasoning used by both humans and machines. Thinking computationally is an important life skill. Thinking computationally means using abstraction and decomposition. The study of computation is about what can be computed and how to compute it. Computer Science involves questions that have the potential to change how we view the world.

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# Economics

## AS and A2 Level (AQA)



Visit our Moodle site at A-Level Economics September 2012

### What's in the Syllabus?

The course is broken down into two modules in each year. Modules 3 and 4 in year 13 build upon modules 1 and 2 from year 12.

Year 12:- *Module 1* - Markets & Market Failure and *Module 2* - The National Economy

Year 13:- *Module 3* - Business Economics and *Module 4* - National and International Economy

Modules 1 and 3 relate to individuals and firms, along with their activities (Microeconomics).

Modules 2 and 4 relate to Government and the whole country (Macroeconomics).

### Why do it?

Economics is highly regarded as a 'premium' A' level by universities.

Students will develop an understanding of the economy and the role of governments. Economics will enable students to develop their thinking on how resources in the world are allocated. It develops the core life skills of analysis and evaluation.

### How is it taught?

The course is taught through a range of methods including case studies, computer packages, past papers and the use of current data.

In addition, speakers and visits are organised to apply and further understand the material. We also attend revision conferences as part of the exam preparation

### How is the course assessed?

In Year 12, there are two exams with multiple choice and data response parts. Both exams are 1¼ hours in length. One exam is taken in January and one in June.

In Year 13, there are two exams, both with data response and optional essay parts. Both exams are 2 hours in length. Again we have a January and a June exam.

### What other subjects does it link to and why?

- English - Essay writing skills
- Mathematics - Analysis of data and information
- History - Research techniques
- ICT - Research and document writing
- Geography - Individual behaviour
- Sciences - Logic and decision making
- Business Studies - All of the above

### What career options will it give me?

There are a range of career opportunities including Finance, Banking, Insurance, Accountant, Management, Marketing, Education and Public Services. Economics graduates earn on average 23% more than other graduates.

### What skills will I need?

Grade C or above in English Language and Mathematics. It is important to have an understanding of academic and environmental issues in which both businesses and the Public Sector have to operate. An awareness of key world issues is also important.

### Any other useful information?

Economics can lead directly to the following courses of study: BA and BSc in Economics; BSc Financial Economics; BSc International Economics or use as entry into any Business related course, e.g. Business Studies, Management, Marketing, Accountancy, Business Law.

One of the main benefits of studying Economics is that as a traditional subject. It is a viable entry subject for any degree course at any university and as such does not limit your careers options in anyway.

Economics is a dynamic and ever changing subject, it is therefore always interesting and varied, and cannot become staid, repetitive and boring.

### What do other students say about the course?

Students find the course interesting and enjoyable that whilst challenging is thought provoking and relevant to other subjects.

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# English Language (Specification B) AS (1706) and A2 (2706) Level (AQA)



## What's in the Syllabus?

### Year 12 – 2 Units

- 1 – Categorising Texts.
- 2 – Creating Texts.

### Year 13 – 2 Units

- 3 – Developing Language.
- 4 – Investigating Language.

## Why do it?

You enjoy exploring and using language. You appreciate how useful a tool language is.

## How is it taught?

Usually two teachers, teaching three lessons per week.

## How is the course assessed?

### A. Coursework:

1. A portfolio of two pieces of original writing and two commentaries for AS.
2. A portfolio of two pieces for A2.

Timed practice essays; presentations; investigations; visits to external resources.

### B. External examinations.

## What other subjects does it link to?

English Literature, Sociology, Psychology, Media, Drama, History.

## What career options will it give me?

Wide and varied. Journalism, Advertising, Media.

## What skills will I need?

Analyse, evaluate, link, developing own ideas, interpretation, being objective.

## Expected level of entry:

B grade or above in English Language. In exceptional circumstances the department may consider a student with a C grade in English Language at GCSE.

## Any other useful information?

It can lead to a variety of university courses:

English & History/Psychology/Sociology/Theology/ Philosophy, etc.

## What do other students say about the course?

'You need to be prepared to learn the skills and terminology; you can't just learn a book.'  
'Lively debate and discussion.'  
'It's about the world we live in now; TV, people, newspapers, etc.'

# English Literature (Specification B) AS (1746) and A2 (2746) Level (AQA)



## What's in the Syllabus?

### Year 12 – 2 Units

- 1 – Aspects of Narrative
- 2 – Dramatic Genres

### Year 13 – 2 Units

- 3 – Texts and Genres
- 4 – Further and Independent Reading

## Why do it?

You enjoy reading; you enjoy thinking about being human; you enjoy appreciating the writer's craft.

## How is it taught?

Usually two teachers each teaching three lessons per week.

## How is the course assessed?

1. Coursework – a portfolio of two pieces for AS and a portfolio of two pieces for A2.

Timed practice essays; presentations; analysis of scenes / acts / chapters / poems, etc.

2. External examinations.

## What do other students say about the course?

'Demanding but stimulating.'  
'An introduction to many 'worlds'.'

## What other subjects does it link to and why?

English Language, History (background to text, setting of time and/or place), RS (Moral/ethical issues explored in texts), Philosophy.

## What career options will it give me?

Wide and varied. Any form of work with books/magazines/media requiring critical analysis.

English Literature is recommended if you intend to study a traditional literature based course at University.

## What skills will I need?

Analyse; evaluate; link; developing own ideas; being objective, etc.

## Expected level of entry:

B grade or above in English Literature and C or above in English Language. In exceptional circumstances the department may consider a student with a C grade in Literature and Language at GCSE.

## Any other useful information?

University courses to follow are wide and varied. English & History/Psychology/Theology/Philosophy, etc.

# English Language & Literature (Specification B) AS (1726) and A2 (2726) Level (AQA)



## What's in the Syllabus?

### Year 12 - 2 units

Unit 1 Introduction to Language and Literature study  
Unit 2 Themes in Language and Literature

### Year 13 - 2 units

Unit 3 Talk in Life and Literature  
Unit 4 Text Transformation

## Why do it?

Because you have an interest in both language and literature, and want to find out how they link and overlap.

## How is it taught?

Usually two teachers teach three lessons per week.

## How is the course assessed?

### 1. Coursework:

A two part assignment for AS.  
A folder of transformed texts and associated commentary or commentaries for A2.

Essays, analyses and presentation are also used throughout the course.

### 2. External Examination

## What do other students say about the course?

'It allowed me to do a bit of both when I couldn't make up my mind which one to do.'  
'The study of one helps the study of the other.'

## What other subjects does it link to and why?

Sociology, Psychology, Media, Drama, History, RS.

## What career options will it give me?

These are wide and varied. You could pursue any form of work requiring critical analysis or creativity using language.

## What skills will I need?

Analyse; evaluate; link; explore; research; developing own ideas; objectivity.

## Expected level of entry:

B grade or above in English Language and English Literature. In exceptional circumstances, the department may consider a student with C grades in Literature and Language at GCSE.

## Any other useful information?

A variety of university courses can be followed.

## Who should undertake an Extended Project?

The Extended Project at Level 3 is suitable for students studying 3 A' Levels who are looking to study an extra AS. It is also suitable for students studying 4 A' Levels although the delivery would need to be flexible as these students would have less available time on their timetable.

## What's in the Syllabus?

There is no syllabus as such; students will undertake a research project leading to a 5000 word essay, or the creation of an artefact, an experiment, a recording of a performance or a school or community project, supported by a 1000 to 5000 word report.

There is great flexibility to adapt the project to suit the learner's area of interest. Students will identify, design, plan and complete an individual or group project on a topic of their choice, either linked to A' Level studies (though not duplicating any part of the course) or in an area of personal interest. Students will be expected to obtain and select information from a range of sources, analyse data and synthesise material, showing links between sources and ideas explored. Students will need to learn a variety of research skills, including the formulation of a research question, methodology, the validation of sources, the compilation of questionnaires and conducting interviews. Students will also be required to present their research to an audience and to write an evaluation of the project.

Examples of topics chosen in recent years include a study of the development of India's economy during the last 30 years, an investigation of the links between physics and music, the ethical issues raised by pre-implantation genetic testing and America's response to the war in Iraq.

## Why do it?

The main reason is because you are intrinsically interested in the subject you are researching and will enjoy the opportunity to work independently, under the guidance of a teacher. The process will encourage you to develop independent thinking, research skills, critical thinking skills, extended argumentation skills and essay writing, as well as basic presentation skills. All of these will be valuable for Higher Education and will provide useful evidence of subject interest when you apply to university. It could also give you the opportunity to explore an aspect of a subject you hope to study at university but which you don't study at school, such as Medicine, Engineering or Law.

## How is it taught?

Generic research and presentation skills will be taught to the group to equip students to undertake their research independently and to present their findings in written and spoken form. Each student will also be assigned a supervisor who will work with them individually, to guide them and to ensure that they are often working towards the stated objectives. This supervisor will have some knowledge and expertise in the subject being researched. The student will meet regularly with the supervisor, though not necessarily weekly.

## What do other students say about the course?

"This project has been a huge learning experience for me, giving me an incredible sense of achievement"

"I have more confidence in myself as a writer and as an academic"

"I've enjoyed getting to know my community through interviews and investigation"

"I have found the whole experience to be extremely valuable and finish feeling extremely proud to have completed such a task"

"I feel that my project is a piece of work with genuine validity"

"I have improved my style of writing and especially my time management skills"

## How is the course assessed?

There is no exam. You will need to produce a log, documenting your research process, a product (essay or artefact + report) and a presentation to an audience. You will be awarded marks for your management of the project, use of resources, quality of the final product and your review and evaluation of your research.

## What other subjects does it link to and why?

It can link to any of your A' Level subjects in terms of the content. It can be undertaken in any subject area including the Arts, Literature, Mathematics, Science, Social Sciences and Technical subjects. It is similar in method to the Personal Study undertaken in History and project and portfolio work undertaken in ICT, Art, Product Design, Health & Social Care, Travel & Tourism and Business, though the Extended Project is more open-ended, not constrained by a syllabus.

## What career options will it give me?

It will provide knowledge and generic skills useful in many career areas. The topic chosen can be directly related to a career such as Law, Medicine, or Engineering.

## What skills will I need?

You will need to be willing to develop skills in time management, independent thinking, evaluation, analysis, ICT, communication, both written and spoken, problem-solving and reflection, leading to improving your own learning and performance.

# French

## AS (5651) and A2 (6651) Level (AQA)



### What's in the Syllabus?

Advanced Subsidiary (AS) will comprise of two teaching and learning modules assessed at the end of Year 12. The course will develop students' knowledge of language, their skills and their appreciation of France and French speaking countries.

The Advanced Level (A2) will comprise of a further two modules assessed at the end of Year 13. In the Advanced Level part of the course, students will be expected to develop a wider knowledge of vocabulary and linguistic structures and a deeper understanding of culture and French society, together with a higher level of critical awareness.

### How is it taught?

#### Year 12

Students study four topics:

Media – television, advertising, communication technology

Popular culture – cinema, music, fashion/trends

Healthy living/lifestyle – sport/exercise, health and well-being, holidays

Family/relationships – relationships within the family, friendships, marriage, partnerships

#### Year 13

Students study three topics plus two out of five cultural topics:

Environment – pollution, energy, protecting the planet

The Multicultural Society – immigration, integration, racism

Contemporary Social Issues – wealth and poverty, law and order, impact of scientific and technological progress.

The cultural topics are:

- A French-speaking region or community
- A period of French 20<sup>th</sup> century history
- The work of a French author
- The work of a French dramatist or poet
- The work of a French director, architect, musician or painter

### What other subjects does it link to and why?

Many degree subjects encourage students to combine their subject with a foreign language to enable them to spend part of the degree programme abroad at a partner institution enhancing language skills and career options.

### What career options will it give me?

Commerce, industry, tourism, education, journalism, media, travel, literature, communications, finance, the professions. Having French at AS or A' level will improve employability options, particularly with companies having international links.

### How is the course assessed?

Continuous assessment by teachers throughout the course.

AS Unit 1 tests Listening, Reading and Writing

AS Unit 2 tests Speaking

A2 Unit 3 tests Listening, Reading and Writing

A2 Unit 4 tests Speaking

### Any other useful information?

The course can lead to either degree courses with French, or any subject with a language option combined.

To do this course, you will need a minimum of a grade B at GCSE.

### What do other students say about the course?

'Languages are not only interesting and practical, they offer many career opportunities.'

'It is a good feeling to communicate with French people on a wide range of meaningful subjects.'

'A challenge but very enjoyable trying to overcome them.'

**Mrs. Dumbill** - Head of Year 12    **Mr. King** - Head of Year 13

# Geography

## AS (1031) and A2 (2031) Level (AQA)



### What's in the Syllabus?

Y12

Desert Environments, Cold Environments, Fluvial Environments, Population, Energy in the 21<sup>st</sup> century.

Y13

Development & Globalisation, Contemporary Conflicts, Weather and Climate, Plate Tectonics and Associated Hazards

### Why do it?

The Physical Geography units will suit students interested in the natural world and its management. Human Geography units cover key issues for the next century such as population growth, inequality and conflicts, preparing students who want to be decision-makers of the future.

This course combines the Arts and Sciences and creates well-informed students with a rounded understanding of how the world works. Pupils study the processes that shape the physical environment and explore the issues associated with a sustainable future for human society on planet earth.

### How is it taught?

One teacher for Physical Geography and one for Human Geography. Lessons cover the principles of each topic and case studies to illustrate them. Students are expected to do research on some issues. There are a range of presentations for students to undertake, and practical lessons such as Decision-Making activities.

Fieldwork on Physical and Urban Geography leads to analysis of data in class. Survey methods and statistical techniques are taught. Students are expected to take part in fieldwork offered as part of the course. Fieldwork is assessed in an exam rather than a piece of coursework.

### How is the course assessed?

AS Unit 1 - Physical & Human Geography (35%)

AS Unit 2 - Geographical Skills (15%)

A2 Unit 3 - Contemporary Geographical Issues (30%)

A2 Unit 4 - Issue Evaluation based on pre-released material (20%)

There is no coursework. Fieldwork techniques are assessed in AS Unit 2.

### What other subjects does it link to and why?

Geography involves scientific content, useful for pupils otherwise doing all 'Arts' subjects. Writing essays and developing logical arguments benefits those pupils otherwise doing all 'Science' subjects, in which they would otherwise develop limited writing skills.

Geography links particularly well with Sciences, Mathematics, History, Design. Geography draws on all these disciplines to help understand the physical and human world.

### What career options will it give me?

This A' Level is a good foundation for any career in management in a variety of settings including: Planning, Environmental Management, Conservation, Civil Service, Local Government, Overseas Development, Business and Administration, Marketing, and Landscape Design.

### What skills will I need?

A good grade in Geography is preferable (Grade A\*- B), and sound background in Mathematics and English. If you did not do Geography at GCSE then a grade A\*- B in English will be required. Research skills are developed in the course.

### Any other useful information?

Most universities offer BA and BSc Geography degree. Many offer specialisation in second and third years into areas such as Environmental Management, Meteorology, Urban Planning and, Hydrology that are likely to lead to vocations.

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# German

## AS (5661) and A2 (6661) Level (AQA)



### What's in the Syllabus?

Advanced Subsidiary (AS) will comprise of two teaching and learning modules assessed at the end of Year 12. The course will develop students' knowledge of language, their skills and their appreciation of Germany and German speaking countries.

Advanced Level (A2) will comprise of a further two modules assessed at the end of Year 13. In the Advanced Level part of the course, students will be expected to develop a wider knowledge of vocabulary and linguistic structures and a deeper understanding of culture and German society, together with a higher level of critical awareness.

### How is it taught?

#### Year 12

Students study four topics:

Media – television, advertising, communication technology

Popular culture – cinema, music, fashion/trends

Healthy living/lifestyle – sport/exercise, health and well-being, holidays

Family/relationships – relationships within the family, friendships, marriage, partnerships

#### Year 13

Students study three topics plus two out of five cultural topics:

Environment – pollution, energy, protecting the planet

The Multicultural Society – immigration, integration, racism

Contemporary Social Issues – wealth and poverty, law and order, impact of scientific and technological progress.

The cultural topics are:

- A German-speaking region or community
- A period of German/Austrian/Swiss 20<sup>th</sup> century history
- The work of a German/Austrian/Swiss author
- The work of a German/Austrian/Swiss dramatist or poet
- The work of a German/Austrian/Swiss director, architect, musician or painter

### What other subjects does it link to and why?

Many degree subjects encourage students to combine their subject with a foreign language to enable them to spend part of the degree programme abroad at a partner institution enhancing language skills and career options.

### What career options will it give me?

Commerce, Industry, Tourism, Education, Journalism, Media, Travel, Literature, Communications, Finance, the professions. Having German at AS or A' level will improve employability options, particularly with companies having international links.

### How is the course assessed?

Continuous assessment by teachers throughout the course.

AS Unit 1 tests Listening, Reading and Writing

AS Unit 2 tests Speaking

A2 Unit 3 tests Listening, Reading and Writing

A2 Unit 4 tests Speaking

### Any other useful information?

This course can lead to either degree courses with German or any subject with a language option combined.

To do this course you will need a minimum of a grade B at GCSE.

### What do other students say about the course?

'Languages combine well with all other subjects, sciences and arts, and it is a skill that will always be useful.'

'It is really interesting discussing major issues in a foreign language - yes, it is demanding, but very rewarding.'

'Knowledge of German is a major advantage in the modern business world.'

'Languages are not only interesting and practical, they offer many career opportunities.'

**Mrs. Dumbill** - Head of Year 12    **Mr. King** - Head of Year 13

# The Advanced GCE in Health & Social Care AS and A2 (OCR)



## What's in the Syllabus?

Year 12 : AS – 3 mandatory units:

Unit 1. Promoting quality care (external test)

Unit 2. Communication in Care Settings (portfolio)

Unit 3. Promoting good health (portfolio)

Year 13 : A2

Unit 10. Care practice & provision (portfolio) (mandatory)

Plus 2 optional units from an extensive list. (1 portfolio and 1 externally tested).

## Why do it?

- To develop and sustain an interest in health, early years care and education, social care and issues affecting the care sector
- To acquire knowledge and develop skills to enable you to make an effective contribution to the care sector

## How is it taught?

Assignment based activities.

Research opportunities.

Projects using investigative and problem solving skills.

Presentations.

Group, pair and individual tasks.

## How is the course assessed?

A mixture of portfolio and external tests, depending upon optional choices.

Students are tracked throughout to determine the level of achievement.

## What other subjects does it link to and why?

Biology, RS, PE. Health and Social Care is heavily portfolio based because of similar subject choices may overload students.

## What career options will it give me?

These are wide and varied throughout the Health and Social Sector, from Nursing to Teaching and Social Work.

This Course is an excellent foundation for comparative studies in further and higher education.

## What skills will I need?

Analysis, evaluation, research, problem solving, presentation techniques.

## Any other useful information?

Achieving a B grade in English is advisable to complete coursework to the satisfactory standard in this subject, but definitely a C grade at least.

## What do other students say about the course?

'A lot of on-going coursework.'

'I don't like exams and feel I can cope with the coursework.'

'Interesting and a good basis for teaching, but it is a lot of hard work.'

'The course is well planned but deadlines set have to be met.'

Mrs. Dumbill - Head of Year 12 Mr. King - Head of Year 13

# History

## AS and A2 Level (AQA)



### What's in the Syllabus?

#### Year 12 AS

##### British History

Unit i: Britain 1603-1642

##### European History

Unit ii: Life in Nazi Germany 1933-1945

#### Year 13 A2

##### British History

Unit iii: British Monarchy: the crisis of State 1642-1689.

##### Historical Enquiry – coursework unit

Unit iv: Covers a period of approximately 100 years, focussing on key individuals and their place in History as a hero or villain. You will look at controversial figures and the differing views they inspire. You will then choose own of these or a topic of your own to base a coursework essay question on. You will receive help and supervision to answer it.

### Why do it?

If you enjoy it.

### How is it taught?

Students have the opportunity to learn in a variety of ways including teacher-directed activities, seminars, discussion, research, note-taking and essay writing. There are annual visits to Lancaster University Library and London to visit places of historical interest.

### What do others say about the course?

'You have to use your head, but it's really good stuff.'

### What skills and grades will I need?

Strong analytical, evaluative and literacy skills. Enjoy reading widely and be prepared to develop essay writing skills.

A grade A\*- B in GCSE History. If you did not do History at GCSE then a grade A\*- B in English will be required. Talk to Mrs Greenhalgh if in doubt.

### How is the course assessed?

#### AS

Units i and ii are assessed by two exam papers. Unit i is 1¼ hours and includes a choice of optional questions. Unit ii is 1½ hours and includes optional and compulsory source based questions.

#### A2

Unit iii is assessed by a 1½ hour essay paper. Unit iv is an independent enquiry of approximately 3500 words – it is assessed internally and moderated externally.

### What other subjects does it link to and why?

Historians share a central interest with English students in understanding texts; a passion for understanding the human condition and examining issues of great moral significance like R.S.; an enthusiasm for appreciating other cultures which Modern Languages can assist; a critical analysis of economic activity and a concern for the role of science and technology in the modern state.

### What career options will it give me?

History is an ideal preparation for the legal profession as it involves gathering and examining evidence to produce coherent arguments in pursuit of the truth. It is a good foundation for those seeking a career in Journalism as it enables them to analyse the roots of modern events and write clearly and thoughtfully to explain them. The skills of research and analysis also lend themselves to a wide variety of management positions.

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# ICT AS and A2 Level (WJEC)



## What is in the syllabus?

The AS syllabus has two units of work which encompass a substantial body of knowledge and provides a framework for exploration of the application of ICT in the context of government, business, industry education leisure and the home and the opportunity to study how it can be used in the solution of a variety of problems. There is no specific requirement for prior learning

### Unit 1 (60% of AS) Information Systems.

This section is about acquiring knowledge and understanding of information systems. It includes data, information and knowledge, value and importance of information, quality of information, Validation and verification, capabilities and limitations of ICT, uses of ICT in business, health, education, home. Presenting information – formats media and audience, networks, HCI, Social issues and database systems. Together with a practical task which accounts for 25% of the IT1 marks using spreadsheet modelling to solve a realistic problem.

### Unit 2 (40% of AS) Presenting information

This unit requires candidates to use ICT hardware and software to solve a problem involving three separate tasks: the production of (i) a document such as a leaflet or magazine (ii) a document containing automated routines, such as a mail merged letter. (iii) a presentation to an audience, such as a web page or slide type show.

### A2 Unit 3 (60% of A2) USE AND IMPACT OF ICT

This unit will investigate networks and network topologies, software components, the internet, HCI, working with ICT. ICT security policies, database systems, management of change, management of information systems, system life cycle,

### Unit 4 (40% of A2)

This unit requires candidates to produce a relational database project. Candidates are encouraged to develop a realistic system.

## Why do ICT?

An increasingly important subject in our evolving information-based world, the course aims to develop knowledge and skills that will help candidates meet challenges in both ICT related fields and other subjects.

The subject is innovative and frequently changing, keeping the topics up to date and relevant.

## How is it taught?

Students are taught by two members of staff who each have specialist areas of interest. Students will be involved in organised and planned teaching but will also have the opportunity for active learning, independent learning, collaboration with peers and staff. They will be given regular feedback with high expectations of student achievement.

## How is the course assessed?

Unit 1 is a 2 hr 15 minute written paper Sections A & B hard copies of the spreadsheet task are taken into the exam to answer questions on section B.

Unit 2 is coursework DTP and multimedia tasks for internal assessment then externally moderated by WJEC.

Unit 3 2hr 30 minute written paper. With Sections A and B Section B allows candidates to select 2 questions to answer.

Unit 4. Candidates analyse, design, implement, test and evaluate a solution to a problem of their choice requiring the use of a relational database.

This is a substantial piece of work, undertaken over an extended period of time. It is internally assessed and moderated by WJEC.

## What subjects does ICT go well with?

ICT has traditional links to Mathematics, Business, Economics, Physics, Chemistry and Design technology. In recent years, however, ICT has been introduced into the syllabus in nearly every subject and therefore it goes well with pretty much everything!

## What career options will it give me?

ICT is likely to be used extensively in any profession you choose. The ability to use it effectively may give you the competitive edge over others in the same field.

A very small example of ICT related jobs might be:

- Systems Analyst
- Computer Forensic Scientist
- Database Developer
- Web Developer
- Graphic Designer
- Network Analyst

... but skills learnt in ICT are transferrable to almost any career.

## What skills will I need?

You will need to have a good general education with the ability to communicate and analyse data. We would expect you to have achieved a distinction in the OCR national's short course. Or a GCSE in ICT.

## Any other useful information?

ICT A' level teaches the use of computers as a powerful tool that can be used to your advantage in many fields of life. From web development and mobile networks through to artificial intelligence,

ICT will equip students with an essential life skill in today's technological world.

The course aims to teach skills that are usable in the business world and not just taught as a theory.

**Mrs. Dumbill** - Head of Year 12   **Mr. King** - Head of Year 13

# Mathematics and Further Mathematics (Double Mathematics) AS and A2 Level (Edexcel)



## What's in the Syllabus?

This course leads to 2 A' levels and takes up 2 option blocks.

In Year 12 there are six lessons per week of Pure Mathematics, two of Statistics, two of Decision Mathematics and two of Mechanics. This leads to an AS in Mathematics and an AS in Further Mathematics.

The same distribution of lessons takes place in Yr13 leading to an A' Level in Mathematics and A' Level in Further Mathematics.

## Why do it?

- Excellent preparation for degrees in Mathematics, Engineering and Physics at top universities. Past students have found it very useful once they have got these.
- A' Level will be too easy for some people.
- You enjoy Mathematics.

## How is it taught?

All work is presented through development of theory, followed by examples and practice, covering as wide a range of activities as possible. There are many aspects of the course which will be familiar from GCSE. There will be a large emphasis on algebra. The course leads to A' level Mathematics and A' level Further Mathematics exams. The Further Mathematics will contain much more demanding material, with some interesting concepts and techniques.

## What do other students say about the course?

'A' level is too easy for very strong mathematics students. Further Mathematics offers much more challenge. Some of the topics in Pure Mathematics are very interesting.'

'You do not need to be a genius to do Further Mathematics.'

## How is the course assessed?

At end of Year 12 - Sit AS Mathematics and Further Mathematics: Core 1, Core 2, Mechanics 1, Statistics 1, Decision Mathematics 1 and Further Pure 1.

During Yr 13 - Sit Core 3, Core 4, Mechanics 2, Statistics 2, Decision Mathematics 2 and Further Pure 2.

## What other subjects does it link to and why?

Physics.

## What career options will it give me?

Mathematics, Engineering, Computing.

## What skills will I need?

Organisation and commitment. Mathematical ability – an A\* is ideal, though pupils with a high grade A have done well in the past.

# Mathematics with Mechanics

## AS and A2 Level (Edexcel)



### What's in the Syllabus?

Four lessons a week of Core Mathematics, focusing on algebraic techniques, trigonometry and calculus. Two lessons a week of Mechanics – using Mathematics to solve physical problems, e.g. falling objects, ladders resting against walls.

### Why do it?

- University courses in Mathematics, Business, Economics, Computing and Engineering, among others, can follow on from this course.
- You enjoy Mathematics.

### How is it taught?

All work is presented through development of theory, followed by examples and practice, covering as wide a range of activities as possible. There are many aspects of the course which will be familiar from GCSE. There will be a large emphasis on algebra.

### What do other students say about the course?

'If you are prepared to work hard and can organise yourself to do the regular practice, you can do very well.'

### How is the course assessed?

At the end of the first year, 2 Core and 1 Mechanics units are assessed

At the end of the course, 2 Core and another Mechanics units are assessed.

### What other subjects does it link to and why?

Any Science or course requiring a numeracy content.

### What career options will it give me?

Engineering, Computing, Finance.

### What skills will I need?

Commitment and organisation. Some mathematical ability. Ideally at least grade A at GCSE. Pupils with a grade B will be accepted, but have in the past generally struggled. Of those pupils who start with a grade B, very few achieve high grades at AS' level.

# Mathematics with Statistics

## AS and A2 Level (Edexcel)



### What's in the Syllabus?

Four lessons a week of Core Mathematics, focusing on algebraic techniques, trigonometry and calculus. Two lessons a week of Statistics – using Mathematics to solve statistical problems, e.g. Probability, presenting data, the Normal distribution, hypothesis testing.

### Why do it?

- University courses in Mathematics, Business, Economics, among others, can follow on from this course.
- You enjoy Mathematics.

### How is it taught?

All work is presented through development of theory, followed by examples and practice, covering as wide a range of activities as possible. There are many aspects of the course which will be familiar from GCSE. There will be a large emphasis on algebra.

### What do other students say about the course?

'If you are prepared to work hard and can organise yourself to do the regular practice, you can do very well.'

### How is the course assessed?

At the end of the first year, 2 Core and 1 Statistics units are assessed

At the end of the course, 2 Core and another Statistics unit are assessed.

### What other subjects does it link to and why?

Any Science or course requiring a numeracy content.

### What career options will it give me?

Business, Economics, useful for biological sciences.

### What skills will I need?

Commitment and organisation. Some mathematical ability. Ideally at least grade A at GCSE. Pupils with a grade B will be accepted, but have in the past generally struggled. Of those pupils who start with a grade B, very few achieve high grades at AS' level.

# Music

## AS and A2 Level (AQA)



### What's in the Syllabus?

#### AS Unit 1 – Influences on Music

Written exam with listening examples

- Study of one set work
- Study of Baroque Choral Music, Popular Music or Musicals

#### AS Unit 2 – Creating Musical Ideas

Compose one of the following – the different options allow more guided work through to free choice:

- Adding harmony and melody
- Arranging a given melody
- Free composition

#### AS Unit 3 – Interpreting Musical Ideas

Choose two of the following options:

- Solo performance on instrument or voice
- Solo performance on second instrument
- Ensemble performance
- Sequencing of four parts
- Multi-track recording of four parts

#### A2 Unit 4 – Music in Context

Written exam with listening examples

- Study of one set work
- Study of 20<sup>th</sup> Century Choral Music, Chamber Music or Jazz & Blues

#### A2 Unit 5 – Developing Musical Ideas

Compose one of the following – the different options allow more guided work through to free choice:

- Completion of chorale and string quartet excerpts
- Arranging a classical melody in a popular style
- Free composition

#### A2 Unit 6 – A Musical Performance

Choose one of the following options:

- 10-15 minute programme on instrument or voice
- 10-15 minute recorded performance of 6-part sequenced/multi-tracked material
- Shorter recital combined with shorter recorded piece

All performances may be in any style and may be recorded more than once.

### How is it taught?

Listening examples with sample questions  
Study of scores with exercises and essay questions  
Composing techniques with exercises and assignments  
Performance recitals during the course

### How is the course assessed?

#### **Year 12**

Unit 1 – internal assessment of exercises, with 1hr 45 minute final written exam

Unit 2 – timed assignments, externally assessed

Unit 3 – internally assessed performances

#### **Year 13**

Unit 4 – internal assessment of exercises, with 2hr 15 minute final written exam

Unit 5 – timed assignments, externally assessed

Unit 6 – externally assessed performances

### What career options will it give me?

This course can lead to university courses in Music, Music Therapy, Sound Recording.

Other courses in Performance and Composition are available through the Music Conservatoires.

Career options include Teaching, Composing, Performing, Music Therapy, Sound Recording, Music Publishing, Arts Administration.

### What skills will I need?

Grade B in GCSE Music is normally expected.

Students without this will be considered if they are considered to have the necessary skills to complete the course, and should speak to the Head of Music.

### Any other useful information?

Performance is an important part of the course and students are strongly encouraged to have instrumental or vocal tuition. Weekly tuition in voice and on most instruments is available at no extra cost to AS and A2 Music students.

### What do other students say about the course?

'Very enjoyable and rewarding, but also challenging. Lots of opportunities to extend knowledge and enhance performance skills.'

### Why choose Music?

You do not have to be considering a career in music to take the subject in Year 12. Creating and performing music help you to develop self-confidence and co-operation with others, listening to and describing music helps to develop analytical ability. These and other musical skills such as non-verbal reasoning, problem solving and working as part of a team are valuable in their own right and transferable to many other areas of life. Music is for everyone.

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# Performing Arts

## AS (8781) and A2 Level (9781) (Edexcel)



### What's in the Syllabus?

#### Year 12 - 3 Units

Unit 1 – Developing Skills for Performance (internally assessed coursework)

Unit 2 – Planning for a Creative Event (internally assessed coursework)

Unit 3 – Performing to a Commission (externally assessed practical exam)

#### Year 13 – 3 Units

Unit 4 – Employment Opportunities in the Performing Arts (internally assessed coursework)

Then either:

Unit 5 – Advanced Performance Practice (internally assessed coursework) or

Unit 6 – Advanced Production Practice (internally assessed coursework) and

Unit 7 – Production Delivery (externally assessed coursework)

### Why do it?

This is a very practical course that not only develops your understanding of the world of performance, technical theatre and theatre production in a very vocational manner but also develops skills in communication, creativity and working constructively with others. You'll learn a great deal about yourself, become an independent thinker and learner, and develop your self confidence, all skills that universities look for in applicants and potential employer's desire.

So really, the question is not why do it, but why wouldn't you do it?

### How is it taught?

Year 12 – Students are led through a series of practically based units. Coursework is marked on both the student's practical work (text based & devised) and the evidence they submit to support their learning. There is an externally assessed practical exam in the summer term.

Year 13 – Students take more responsibility over the content of their work and take on full play texts and performance tasks. There is an externally assessed practical exam in the summer term.

### How is the course assessed?

Students will be encouraged to demonstrate their skills and talent by being assessed in practical ways with no formal written exams. They will be assessed through portfolio and performance by their teacher. Their work will be moderated by a visiting examiner.

### What other subjects does it link to and why?

English (any course), Design & Technology, Art, PRS, Textiles.

### What career options will it give me?

Very open – obviously Performing Arts, but every university course, job, career or industry you may wish to enter will need individuals with the skills you will develop on this course.

### What skills will I need / develop?

You will succeed on this course if you wish to develop:

- your own performance skills, with an opportunity to specialise in either performance or production support
- an understanding of all aspects of performing arts
- an insight into the nature of the performing arts industry
- a knowledge of the working methods used by professionals: as an individual in teams, with clients, commissioners and audiences.

### What do other students say about the course?

Fun.  
Interesting.  
Demanding.  
Exciting.  
Better than GCSE.

**Mrs. Dumbill** - Head of Year 12   **Mr. King** - Head of Year 13

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# Physical Education

## AS (H154) and A2 (H554) Level (OCR)



### What's in the Syllabus?

#### Year 12 – Two Units

G451 – Introduction to PE (60%)  
Anatomy and Physiology  
Acquiring Movement Skills  
Socio Cultural Studies

G452 – Performance, Skills & Evaluation (40%)  
Performance - The syllabus allows performance in TWO Different sports OR Performance and Coaching (different sports) OR Performance and Official (different sports).

For Coaching it is expected the student will have a NGB Award and log of involvement in that sport at Easter of AS.

For Official it is expected the student will have NGB Award and log of involvement by Easter of AS.

We will offer and lead Performance in ONE sport (games based) AND a Training unit that counts as ONE Performance sport.

Any second Performance Sport will be student lead.

#### Year 13 – Two Units

G453 – Concepts across different PE areas (70%)  
A – Socio Cultural  
History of Sport  
Comparative Studies

B – Scientific Focus  
Exercise Physiology  
Psychology of Sport

You must study 3 units with at least ONE from each section (A and B).

G454 – Performance and its Evaluation (30%)

Performance of ONE sport  
Evaluation of performance

### Why do it?

You are keen on sport and want to add detailed theory to your knowledge.

### How is it taught?

You will have 6 lessons per week  
We will have 1/2 practical and 4/5 theory lessons per week depending on the time of year.  
You will also get to play sport on Wednesday afternoons.

### How is the course assessed?

G451 has a 2 hour written paper

G452 is externally set, internally assessed and externally moderated (as GCSE)

G453 has a 2.5 hour written exam

G454 is the same as G451

### What other subjects does it link to and why?

It can be linked with any subject, but obvious ones are Biology and History.

### What career options will it give me?

It does not preclude any career, but is obviously beneficial for any sport related courses, Teaching, Coaching or sports science.

### What skills will I need?

Physical competence and a willingness to improve.

A desire to learn about the various theoretical elements of sport.

### Entry requirements:

5 A\* - C GCSE.

### Any other useful information?

The course is split 60/40 theory/practical, so you need to be keen to learn about sport AND playing sport!

# Physics

## AS and A2 Level (AQA)



### What's in the Syllabus?

AS consists of 3 modules

1. Particles, Quantum Phenomena and Electricity
2. Mechanics, Materials and Waves
3. Practical Investigation (ISA)

A2 consists of 3 modules

1. Fields and Further Mechanics
2. Nuclear and Thermal Physics and Turning Points
3. Practical Investigation (ISA)

### Why do it?

The fundamental processes studied in physics are those that occur in all branches of science and underpin the way the universe behaves. An understanding of physics helps us to understand why events happen in the way they do. Whether you take other sciences or not, physics at A' Level will make you see the world through different eyes.

### How is it taught?

Each topic is taught by theory lessons, supported where possible with practical work. Homework is set regularly and help is readily available in and out of lesson time. Some lessons are timetabled as doubles for extended experimental work.

### How is the course assessed?

Students sit two exams in each year and complete a centre assessed unit (ISA) that focuses on practical skills.

### What other subjects does it link to and why?

Mathematics is a useful, though not essential, partner; we use it to model and understand our studies. If you don't take Mathematics A' Level, you'll have a Mathematics lesson once a week taught by the physics department.

Physics links in a logical way to the other sciences, particularly chemistry. Those doing non-science subjects may wish to consider physics without fear of incompatibility.

### What career options will it give me?

Physics is a highly regarded A' Level that can lead to courses in many areas; Science, Engineering, Aviation, Radiography and Medicine etc. Less obviously it has enjoyed links in this school to Law, Accountancy and Architecture.

### What skills will I need?

Good GCSE grades in science (core and additional) and Mathematics are essential. Commitment to work at set problems is important from the beginning. You should be prepared to challenge what you are told and what you believe you know.

To take A' Level Physics, pupils need a minimum of a Grade B in Core Science and a Grade B in Additional Science, or a Grade B in Physics GCSE. They must have sat the higher tier paper in the Physics component of their Additional Science or Physics GCSE.

### Any other useful information?

If you want to know what you or the universe is made of, its history and how it ticks, and assuming you have the skills mentioned above, physics may be the subject for you.

Terry Pratchett describes science teachers as 'the tellers of lies to children'. The truth starts here - be prepared for a few surprises.

### What do other students say about the course?

'Physics is a demanding subject that requires 100% effort to remain on top of the workload. However, it is a rewarding and interesting subject, with teachers ready and willing to help at any point. There is a balance of theory and practical work.'

'A rewarding subject that is interesting at every corner. The practical work is fun and the department is one of the more enjoyable to be part of. An entertaining challenge after GCSE. Quite a step up, because the course stretches your knowledge of everything. It is taught in an entertaining way.'

**Mrs. Dumbill** - Head of Year 12   **Mr. King** - Head of Year 13

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# Product Design

## AS (3822) and A2 (7822) Level (OCR)



### What's in the Syllabus?

#### Year 12 – 3 modules

- 1 – Advanced Innovation Challenge – Design & Model a Product (40% AS, 20% A' level)
- 2 – Product Study – ( Product , product development, prototype modelling & Testing (60% AS, 30% A' level)

#### Year 13 – 3 modules

- 3 – Coursework Designing, Making & Evaluating (30% A' Level)
- 4 – Product Design – written paper exam (20%)

### Why do it?

Product Design AS/A2 is a vehicle to pursuing a specialist design based course/career in the world of work. It is also a method of obtaining a high points score for university entrance generally.

### How is it taught?

Module 1 – Advanced Innovation Challenge  
Module 2 – AS coursework: Product Analysis and Design Proposal presented as a model  
Module 3 – Coursework Designing, Making & Evaluating  
Module 4 – Product Design A' level exam  
Theory / preparation

### How is the course assessed?

During the course there are coursework modules as above. At the end of Year 13 there is a 2½ hour written exam.

### What do other students say about the course?

'Due to the coursework element being 80% of the A' level and its modular nature, this is an intensive, exciting, varied, hands-on course; for those with good time management planning skills.'

### What other subjects does it link to and why?

Art, Design based courses, Mathematics, Physics, Civil Engineering, Architecture.

### What career options will it give me?

Design based – many and varied, i.e. Interior Design, Graphic Design, Civil Engineering, Automotive Design, Industrial Design, '3D' Design, Architecture. It can lead to a degree in Design, and some find it useful as a third A' level for points entrance.

### What skills will I need?

Preferably a grade A/B or, in discussion with Head of the Department, even a C in GCSE Electronic Products/Graphic Products/Resistant Materials.  
Good time management, being able to work to a deadline, or even two at the same time.  
To be able to research topics independently outside of school.  
To be prepared to meet the commitment of time outside school hours demanded by coursework.  
To be prepared to source and acquire materials outside of school.  
To be innovative/creative.  
Have a genuine interest and aptitude for a design based course.  
To be a good role model for Year 7 – 11 students in the department.

### Any other useful information?

The course has proved to be a 'high points' score for those students pursuing university entrance. We have a proven track record of success.

Many students have progressed to, and are currently studying, Architecture, Civil Engineering, Interior Design and Automotive Design courses at university.

# Psychology AS and A2 Level



## What's in the Syllabus?

### Year 12 – Two Units

Each unit will make up 50% of the AS course

#### Unit one

- Research Methods
- Cognitive Psychology
- Developmental Psychology

#### Unit two

This is made up with a combination of:

- Biological Psychology
- Social Psychology
- Individual Differences

### Year 13 – Two Units

Each unit will make up 50% of the A level

#### Unit three

Topics in Psychology.

Three topics are studied (final selection to be confirmed) e.g.: Relationships, Gender, Aggression, Intelligence and learning, Eating behaviour.

Look at research methods, approaches and ethical issue involved in each topic.

#### Unit four

- Psychology in action
- Application of research methods

## Why do it?

You are interested in the study of people and the reasons behind their behaviours.

## How is it taught?

You will have 6 lessons per week. These will be split between the two units in accordance with their examination weighting.

## What other subjects does it link to and why?

It can be linked with any subject. It links with both Humanities, in being language based and analytical, and the Sciences, in carrying out research and presenting results.

## What career options will it give me?

It does not preclude any career, but it is an advantage if you wish to enter any of the professions where dealing with people is expected e.g.: Human Resources, Public Relations, Social work, Teaching, etc.

## What skills will I need?

A good grounding in English will be required as it is a language based subject.

A desire to learn about the various theoretical elements of human behaviour.

## Any other useful information?

You will have to carry out some independent research and this will involve dealing with either the general public or outside agencies.

### AS – Two units

50% for each unit  
90 minute exam in each unit

The units make up 100% of the AS and 50% of the A2

### A2 – Two units

50% for each unit  
90/120 minute exams

The units make up 50% of the A level

## GCSE Grades required

Minimum of grade C in English Language, Mathematics and Science.

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# Religious Studies (Philosophy and Ethics)

## AS and A2 Level (OCR)



### What's in the Syllabus?

This course is suitable for anyone who has achieved good grades at GCSE level. A GCSE grade in Religious Studies is not required, what is required is an enquiring mind that is prepared to think critically. The course is divided into 2 parts – The Philosophy of Religion and Religious Ethics. This is an exciting and thought provoking course which challenges students to question the nature of reality and truth, and to examine the ethics of many relevant and stimulating moral dilemmas. To many of the questions posed there are no certain answers, rather there are many answers that have been given which can be studied, analysed and evaluated. An open and tolerant mind is required.

### Why do it?

The best reason is because you enjoy it. It is for anyone who is interested in philosophy, religion and ethics and is interested in following a course full of academic rigour and mental stimulation. If you have an enquiring mind, are receptive to new ideas and enjoy asking fundamental questions about important issues, then this subject is right for you. You will also gain a qualification respected by universities and employers alike.

### How is it taught?

As with other Humanities subjects, Religious Studies is taught using a variety of methods, the particular emphasis being on discussion. You will be encouraged not only to learn the 'facts', but to understand how the theories work, developing skills of evaluation and analysis, and using synthesis and critical thinking. You will be encouraged to analyse and study resources objectively, to marshal facts and present arguments logically.

### How is the course assessed?

Year 12 – 2 units are studied, Philosophy of Religion and Religious Ethics, and will be externally assessed through examination.

Year 13 – A further 2 units are studied, Philosophy of Religion and Religious Ethics, and will be externally assessed through examination.

### What other subjects does it link to and why?

Many other subjects would go well with Religious Studies, for example English, History and Geography in the Humanities. Religious Studies also complements Science subjects well, particularly for those who wish to follow a career in Medicine.

### What career options will it give me?

In the world of work, employers look for someone with an enquiring mind, an appreciation of different viewpoints, and an ability to make clear, balanced decisions. The skills developed through this course could be particularly useful for careers in Law, Medicine, Administration or the Media. Any career that involves working with people, dealing with logic and reasoning would follow on from Religious Studies.

### What skills will I need?

You will need to have an open and tolerant mind, and an ability to share your thoughts and ideas with others.

Candidates should at least achieve a B grade at GCSE in Religious Studies, English, or a similar humanities subject.

### Any other useful information?

Studying this course can lead to university courses in Law, Humanities, Social Services, etc.

### What do other students say about the course?

'A thought provoking course linking social skills with the stimulating academic qualities of philosophical studying.'

**Mrs. Dumbill** - Head of Year 12   **Mr. King** - Head of Year 13

# Spanish AS and A2 Level (AQA)



## What's in the Syllabus?

Advanced Subsidiary (AS) will comprise of two teaching and learning modules assessed at the end of Year 12. The course will develop students' knowledge of language, their skills and their appreciation of Spain and Spanish speaking countries.

Advanced Level (A2) will comprise of a further two modules assessed at the end of Year 13. In the Advanced Level part of the course, students will be expected to develop a wider knowledge of vocabulary and linguistic structures and a deeper understanding of culture and Spanish society, together with a higher level of critical awareness.

## How is it taught?

### Year 12

Students study four topics:

Media – television, advertising, communication technology  
Popular culture – cinema, music, fashion/trends  
Healthy living/lifestyle – sport/exercise, health and well-being, holidays  
Family/relationships – relationships within the family, friendships, marriage, partnerships

### Year 13

Students study three topics plus two out of five cultural topics:

Environment – pollution, energy, protecting the planet  
The Multicultural Society – immigration, integration, racism  
Contemporary Social Issues – wealth and poverty, law and order, impact of scientific and technological progress.

The cultural topics are:

- A Spanish-speaking region or community
- A period of Spanish 20<sup>th</sup> century history
- The work of a Spanish author
- The work of a Spanish dramatist or poet
- The work of a Spanish director, architect, musician or painter

## What other subjects does it link to and why?

Many degree subjects encourage students to combine their subject with a foreign language to enable them to spend part of the degree programme abroad at a partner institution enhancing language skills and career options.

## What career options will it give me?

Commerce, industry, tourism, education, journalism, media, travel, literature, communications, finance, the professions. Having Spanish at AS or A' level will improve employability options, particularly with companies having international links.

## How is the course assessed?

Continuous assessment by teachers throughout the course.

AS Unit 1 tests Listening, Reading and Writing

AS Unit 2 tests Speaking

A2 Unit 3 tests Listening, Reading and Writing

A2 Unit 4 tests Speaking

## Any other useful information?

This course can lead to either degree courses with Spanish or any subject with a language option combined.

To do this course you will need a minimum of a grade B at GCSE.

## What do other students say about the course?

'Languages combine well with all other subjects, sciences and arts, and it is a skill that will always be useful.'

'Learning Spanish has been hard, as I couldn't speak a word of it when I started. However, it's a really relaxed and musical language so I found it really enjoyable to learn. It's great for your CU, especially if you like languages and want to continue with them when you leave school because it's similar to other European languages.'

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# Travel & Tourism

## Applied AS and A2 Level OCR



### What's in the Syllabus?

Year 12 – AS Travel and Tourism

- Unit 1 - Introducing Travel & Tourism
- Unit 2 - Customer Service
- Unit 3 - Travel Destinations

Year 13 – A2 Travel and Tourism

- Unit 9 - Tourism Development
- Unit 10 - Event Management
- Unit 14 - Cultural Tourism

### Why do it?

Travel & Tourism encourages candidates to develop broad skills, knowledge and understanding of the travel and tourism industry.

The travel and tourism industry is a significant and growing sector (¼ of all Lake District residents work in tourism) that offers a wide range of future career opportunities.

Alternatively the course can be used as part of the A-level subject package that will allow effective post sixth form study.

### How is it taught?

You will have six lessons each week, probably split across two teachers. The course uses case studies, visits and speakers in addition to traditional learning styles. There are also opportunities for work placement

You will be assessed through a combination of exam and portfolio work, plus your ability to organise and manage a travel and tourism trip.

### How is the course assessed?

At AS level, two units will be assessed internally through a teacher-assessed portfolio (units 2 and 3) and one unit will be assessed externally, as an exam, set and marked by OCR (unit 1). One of the portfolios will be submitted as a January module and the other, along with the exam, will be finished in Summer.

To complete the course at A' level, a further two units will be assessed internally through coursework (units 10 and 14) and one unit will be assessed, externally set and marked by OCR (unit 9) and as before one is submitted in January and the others are completed in June.

### What do other students say about the course?

This will be the eighth year of this exciting course which is a popular choice, leading to a variety of options on university courses.

Students appreciate the opportunity for 'hands-on' learning through involvement with travel and tourism providers and also the chance to plan, run and lead their own event/trip for other pupils.

### What other subjects does it link to and why?

Some of the many links that Travel & Tourism has with other subjects are:-

- Business – Industry structure and marketing
- English – Portfolio writing and research skills
- Geography – Resources, culture and travel
- History – Development over time
- ICT – Portfolio production skills
- Languages – Foreign culture & communication
- Mathematics – Visitor data and event finances

### What career options will it give me?

All careers related to travel & tourism, event management, customer service and human resources are appropriate to someone with a Travel & Tourism background.

This may include roles in management, promotion, public relations, travel firms, tour work, event organisation, project leadership and many others.

Successful completion of the course is also an excellent indication of your ability to take on a new challenge and see it through.

### What skills will I need?

It is important that you are willing and able to carry out personal research, that you can communicate effectively with other people, that you can manage your time well and that you are able to demonstrate good literacy skills.

### How do I find out more information?

Speak to Mr Dawson (Head of Leisure and Tourism) or visit our Moodle page **A' level Travel & Tourism September 2012**