

**SIXTH FORM  
OPTIONS BOOKLET  
2010 - 2012**

# **ABBOTSHOLME SIXTH FORM**

## **Outline**

The Sixth Form at Abbotsholme has a tradition of combining excellence in academic study with the acquisition of a broad cultural awareness and the development of personal and life skills. Such skills include communication, responsibility, independence, self-discipline, ability to work with others, leadership, organisation and respect for others. Abbotsholme has a strong spirit of community, akin to a family atmosphere. The Sixth Form should be seen within this context. The links between the Sixth Form and the rest of the school are critical in developing the personal qualities that we believe are so important enhancing the life chances of our young people.

All Sixth Formers share in the responsibility of the running of the school. The Upper Sixth take a greater role and there is a group of prefects who are the leaders of the pupil body and take on significant responsibility in shaping the life of the school.

The majority of pupils who join the school at an early age continue on into the Sixth Form and each year are joined by a number of pupils who enter for the 'A' level programme. The average number of pupils currently in the Sixth Form is 75.

## **Support and guidance**

At the beginning of the Sixth Form pupils are allocated a tutor from the small group of teaching staff who specialise in this work. Pupils regularly meet their tutor to monitor progress both within the classroom and in extra-curricular activities, discussing any problems or difficulties that may be experienced. Each pupil is allocated a study/study bedroom and in the Sixth Form the pupils are trained to become increasingly responsible for their own study programme so that they are prepared for a smooth transition into higher education. There is a programme of tutorials and forums for discussion on a variety of personal, social and life-skill topics.

The Head of the Sixth Form, the Assistant Head, the Headmaster, houseparents and tutors work in partnership to nurture and guide each sixth former throughout the two years. All staff and tutors are always available to meet Sixth Formers or parents to discuss any matter.

## **Social Life**

Members of the Sixth Form have a number of privileges and the use of a spacious common room. In their free time pupils have access to the wide range of social activities and societies within the school. There are events and activities arranged especially for the Sixth Form, such as theatre visits, talks and debates. Pupils are expected to have a say over events and outings they would like and to contribute towards the organisation and running events. The regular formal dinners are particularly popular.

## **Games & Activities**

All Sixth Formers have games lessons within the timetable, which we see as important in developing a healthy lifestyle. There is a wide range of choice of sporting activities. Competitive games are held in many sports and there is generally a fixture each week, on a Wednesday afternoon. A number of pupils with an expertise in a sport or activity help to assist with junior teams and groups.

On two other days each week, the afternoon finishes with activity periods. On Mondays, the Sixth Formers take part in the Abbotsholme Expectations (AX) programme, in which they undergo a rotation of three different activities over the year. The Lower Sixth follow courses in Debating, First Aid and Cookery for Life. Alternatively, they can join the Company Programme of the Young Enterprise scheme. The Upper Sixth courses are Money Management, Event & Project Management and Leadership & Personal Effectiveness. On Fridays, the pupils have the choice of finishing school at 4 p.m., taking part in one of a number of activities for the last hour of the day, or having a study period to help them manage their workload.

There are numerous music groups pupils can join, as well as concerts and recitals to attend. Each year there is a major school drama production. The Abbotsholme Singers (school choir) is largely made up of Sixth Form pupils.

At the start of the Lower Sixth, we run a challenging induction weekend, in which the pupils are exposed to a wide and novel range of experiences, to foster team skills, enable the whole year group get to know each other and provide a great deal of fun for all.

## **Outdoor Education and Duke of Edinburgh Award**

Abbotsholme outdoor education programme is one of the most comprehensive in the country and many Sixth Formers take advantage of opportunities to join international expeditions, such as recent trips to Canada, Nepal and the French Alps. A large percentage of pupils also choose to undertake the Gold Duke of Edinburgh Award and thus accumulate an impressive range of skills and experiences that help to give them a head start in university and career applications. Besides the conventional walking expeditions, there are opportunities for more unusual ventures. One group last year completed a biking expedition in Sweden and there is an opportunity to undertake the expedition by open canoe. We have the resources and skills to support pupils in pursuing whatever expedition they wish to undertake. For Upper Sixth form pupils there is the opportunity to complete the Basic Expedition Leader award, such that they can leave school with a recognised leadership qualification.

## **Round Square**

Abbotsholme is one of a handful of U.K. schools that are members of Round Square, an international grouping of schools from six continents that share a holistic philosophy of education, summarised by the pillars of Internationalism, Democracy, Environmental Awareness, Adventure, Leadership and Service. Sixth Form pupils are expected to undertake service projects and many take advantage of opportunities

for: exchange visits to other countries; international service projects (common destinations being Thailand, Kenya and India); and to be delegates to the Round Square International Conference, held in one of the member schools each year. We run our own environmental awareness and service project in Costa Rica each year, which provides a wonderful opportunity for pupils to stay and work in a small rural community that grows its own organic food and helps to conserve the rich biodiversity of the indigenous rainforest.

## **Careers Guidance**

The majority of pupils leave the school to enter courses at university or colleges of Higher or Further Education. Some leave to find employment directly and a few will take a gap year before entering university. The Head of Sixth Form, the Director of Studies, tutors and careers guidance staff work closely with the LEA Careers Service and ISCO (Independent Schools Career Organisation) so each pupil can make an informed choice of career.

To help the pupils the following are arranged:

- a) Meetings with the careers department to provide general advice.
- b) Interviews between pupil and tutor, Head of Sixth Form and Headmaster as well as meetings with careers organisations to make a more informed choice.
- c) Careers advice evenings at the school.
- d) Lectures, films and videos to provide thought and discussion.
- e) Open Days; the school takes all pupils to visit a Higher Education Fair and pupils are encouraged to make arrangements for individual visits to open days.
- f) Assistance with application and preparation for interviews. Tutors and the Head of Sixth Form give advice, plan and discuss applications and help to complete all the relevant forms.
- g) Mock interviews.
- h) Post 'A' level guidance. The Headmaster, Director of Studies and Head of Sixth Form are available for immediate help on the day of the results, in case pupils do not achieve the required grades for their chosen universities.

## **THE AS AND A LEVEL SYSTEM**

The heart of the academic programme for pupils in the Sixth Form at Abbotsholme, as in most schools, is the AS and A2 examinations system. The essential features of this system are as follows:

- Every subject is modular.
- The A level consists of two parts – AS which will be taken during Lower Sixth year, and A2, sat in January and June of the Upper Sixth year.
- AS will consist of two units, which will be of at a level of difficulty approximately half way between GCSE and A level
- A2 will consist of a further two units and most contain some synoptic papers, which will assess skills gained over all the AS and A2 modules
- AS and A2 will each contribute 50% towards the final A level result

- Each unit will be graded A-E, U and will be certificated
- AS results from the Lower Sixth will be part of a students UCAS application

## Which subjects can I choose?

Abbotsholme School offers a wide choice of subjects in the Sixth Form:

Art	Geography
Biology	History
Business Studies	BTEC – National Award in Agriculture
Chemistry	Environment.
Critical Thinking	Mathematics
Design and Technology	Music Technology
English Literature	BTEC – National Award in Sport
Film Studies	Physics
French	Psychology
Further Mathematics AS	Spanish
General Studies	Theatre Studies

You can find details of the content and assessment procedures of these courses later in the booklet.

The normal entry requirement for the Sixth Form at Abbotsholme School is five GCSEs at grade C or above. If you have not been educated up to 16 in the UK system, you will be asked to provide a transcript with an explanation of the levels achieved.

Most sixth formers here will study three subjects, although some do study four and a few will take two subjects. We would advise that only students of proven high ability should embark on an extra AS or A2 course and they should discuss this with their tutor, the teacher of the subject, the Head of Sixth Form and the Director of Studies before completing their A level choices.

In addition to this a number of periods per week will be used to provide a more broad education. We will offer lessons in General Studies, at AS level. A comprehensive PSHE programme will also address many of the specific features of the sixth form (e.g. sixth form responsibilities, the UCAS procedure etc.). For the purpose of timetabling, AS level subjects are arranged into four blocks which are given an equal time allocation of 8 periods per week; these courses terminate at the end of the Lower Sixth. Lessons in all the subjects in one block are taught simultaneously; therefore only **ONE subject** may be taken in each block.

<b>Option A</b>	<b>Option B</b>	<b>Option C</b>	<b>Option D</b>
Biology	Business Studies	Art	Agriculture
Film Studies	Chemistry	Geography	Equestrian Studies
Mathematics	English	History	French
	Further Mathematics	Music	Physical Education
	Technology	Psychology	Physics
		Spanish	Theatre Studies

General Studies, Critical Thinking and IELTS are taught outside option blocks.  
 Choices must be returned to the Director of Studies, Mr. G. C. Selwyn, by **Friday 12<sup>th</sup> February**.

### **The Timetable of A level choices and other significant Sixth form events**

	<b>Year 11</b>
March	A level choices made
August	Confirmation of A level choices after receiving your GCSE results
	<b>Lower Sixth</b>
September	Tutor allocation Lower Sixth Induction Programme Introduction to study skills
October	Hikes Assessments Founders Day Dinner
November	Parents Evening for Lower Sixth
December	Full school report to parents
November – March	Introduction to the mechanics of the UCAS system (Higher Education applications)
January	Some AS external exams
February	Assessments
March	Formal dinner Full school report to parents
March – May	Visit to the Higher Education Convention. All pupils interviewed by the Head of Sixth Form (Higher Education applications)
May	Assessments AS external examinations
June	AS external examinations
June	Lower Sixth Camps Decision on which subjects to continue after discussion with teachers, Tutor, Head of Sixth Form, Director of Studies. Final decisions made on Oxford and Cambridge applicants. Opportunities for personal visits to University Open Days. Full School report to parents
August	AS Results.

	<b>Upper Sixth</b>
September - December	Completion of UCAS applications and confidential reports. Final decision on Higher Education and Gap Years.
October October – April	Hikes Assessments Founders Day Dinner University interviews and decisions
October	Parents meeting for Upper Sixth
December	Full school report to parents
January	Unit examinations for A2
February	Assessments
March	Formal Dinner Full school report to parents
May	Assessments
May – June	A2 examinations
July	Full school report to parents
August	A level results and confirmation of University places

### **An overview of the Post 16 Courses available in the Sixth Form**

<b>Subject</b>	<b>Board</b>
Art	EDEXCEL
Biology	OCR
Business Studies	AQA
Chemistry	OCR
Critical Thinking	OCR
BTEC National Award in Agriculture Level 3	EDEXCEL
Design and Technology: Product Design	OCR
English Literature	AQA
Film Studies	WJEC
French	EDEXCEL
Further Maths AS	EDEXCEL
General Studies	OCR
Geography	AQA
History	OCR
Mathematics	EDEXCEL
Music Technology	EDEXCEL
BTEC National Award in Sport Level 3	EDEXCEL
Physics	OCR
Psychology	AQA
Spanish	EDEXCEL
Theatre Studies	AQA

### **SUBJECT REQUIREMENTS for First Degree Courses, 2009**

The following is only a rough guide: **ALWAYS** consult the University and College Entrance Guide (copy in the Careers Room) and the individual prospectus for details of requirements for particular courses at particular universities.

The list of degree subjects is necessarily a selection only of what is available and the A-levels shown represent the usual minimum requirement for a particular degree. Students and their parents can find specific information in the subject entries in this booklet on the areas to which individual A-level courses can lead.

<b>DEGREE</b>	<b>A-Levels to be included in the 3 A2 subjects</b>
Accountancy	Maths sometimes required or preferred
Agriculture	Usually a science or Geography or sometimes 2 Sciences or Science plus Mathematics
American Studies	English or History usually required or preferred
Anatomy	2 Science/Mathematics <b>including</b> Chemistry and sometimes Biology
Anthropology	No special requirements
Archaeology	No special requirements
Architecture	Sometimes Mathematics required or a portfolio
Art	Art (often foundation year desirable)
Biochemistry	2 / 3 Science/Mathematics <b>including</b> Chemistry
Biology	Usually Biology, often with 1 / 2 sciences <b>including</b> Chemistry and/or Mathematics
Business Studies	No special requirements
Chemistry	Usually Chemistry, mainly with other science(s)/Mathematics
Classical Civilisation	No special requirements
Classics	Latin
Combined Arts	No special requirements
Combined Science	1 / 2 Science/Mathematics
Computer Studies	Usually Mathematics required
Dentistry	2 / 3 Science/Mathematics <b>including</b> Chemistry
Drama	Sometimes English
Economics	Sometimes Mathematics (but GCSE often enough)
Education	Should include a mainstream school subject
Engineering	Mathematics and 1 / 2 sciences, often <b>including</b> Physics
English	English
European Studies	1 or sometimes 2 modern foreign languages
French	French
Geography	Geography (some courses emphasise arts, other sciences)
German	German
History	History preferred
History of Art	No special requirements
Italian	Italian preferred (sometimes another modern foreign language acceptable)
Law	No special requirements
Material Science	Mathematics preferred and 1 / 2 sciences
Mathematics	Mathematics, and sometimes Physics or Further Mathematics

Medicine	Usually 3 or sometimes 2 Science/Mathematics <b>including</b> Chemistry
Music	Music
Nursing	A science often preferred, sometimes required
Pharmacology/Pharmacy	2 Science/Mathematics <b>including</b> Chemistry
Philosophy	No special requirements
PE	No special requirements
Physics	Mathematics and Physics often required
Physiotherapy	Usual 1 / 2 sciences; often a Biological Science preferred
Politics	No special requirements
Psychology	Some courses emphasise arts, others require 1 / 2 sciences
Russian	Russian preferred
Sociology	No special requirements
Spanish	Spanish
Sports Science	1 science often preferred
Surveying	No special requirements (except Mathematics sometimes)
Theology	No special requirements
Veterinary Science	3 Science/Mathematics <b>including</b> Chemistry and usually Biology
Zoology	2 Science/Mathematics <b>including</b> Biology and sometimes Chemistry

**Note:**

**Medicine:** Students hoping to apply for Medicine and Dentistry must take Chemistry or Biology. Physics or Mathematics is also desirable but not always essential. It is possible to study Medicine without having taken science A-levels but only a few medical schools offer this course and places are limited in number and much sought-after.

**Modern Languages:** Universities usually expect applicants for French, German and Spanish to have A-level. In other languages it is not essential but obviously an advantage. In any case the applicant must show evidence of linguistic ability (as least 1 language A-level and good grades and GCSE).

**Competitive subjects:** Although popular subjects such as Law or Psychology have no special subject requirements, they will ask for high grades. These are a top priority for anyone intending to study them.

Students applying for Law, Medicine and Veterinary studies are now required to take an admissions test to gain entry to many universities, (Further information in U.C.A.S. web site) these must be decided upon by October of the Upper Sixth.

## **ART AND DESIGN**

The AS/A Level course is structured around four modules or units, two of which make up the first year of the course and lead to the Advanced Subsidiary (AS) qualification, followed by a further two in the second year culminating in an Advanced Level qualification.

The AS component is self-contained and can be seen as a discreet qualification, or it may be the first half of a full A Level qualification. The Examination Board is EDEXCEL.

### **Advanced Subsidiary (AS)**

#### **Unit 1:**

*Coursework*

*60% of AS or 30% of the A Level*

Candidates will produce a range of work based on a theme or idea that is established by the student through discussion with their teacher. The student will be able to explore the theme or idea in a variety of painting, drawing, graphic design and 3-dimensional media.

#### **Unit 2:**

*Externally Set Assignment*

*40% of AS or 20% of the A Level*

From a question paper made available in the early part of the Autumn term candidates are asked to undertake investigative preparatory work on a topic of their choosing that will culminate in a timed (8 hour) period towards the end of the year.

### **Advanced Level (A2)**

#### **Unit 3:**

*Coursework*

*60% of A2,, 30% of A Level*

This unit consists of two linked elements: Practical Work and a Personal study. For the Practical work the student decides on a focus for the development of their work through discussion with their teacher. They will create a wide range of work that continues to explore the skills and understanding gained at AS Level.

From this work a written element (Personal Study) will evolve in which they establish coherent links between their practical work and the work of other artists. This can be in a number of forms: a written/illustrated thesis between 1000 and 3000 words; an annotated display with a written text of no fewer than 1000 words; a CD, DVD or moving image presentation with a text of no fewer than 1000words.

**Unit 4:**

*Externally Set Assignment*

*40% of A2, 20% of A Level*

From a question paper made available in the early part of the Autumn term candidates are asked to undertake investigative preparatory work on a topic of their choosing that will culminate in a timed (12 hour) period towards the end of the year.

# BIOLOGY

Biology is the study of living organisms, how they work and how they interact with each other. It is an excellent foundation for many university courses and careers, especially those in medicine, animal care, agricultural, environmental science and food and should be a subject of first choice for sixth formers interested in those disciplines. Biology is also an ideal complement to subjects such as chemistry and geography. The syllabus concentrates on human biology and as such, is intrinsically interesting to most students.

The course has been written for students who wish to continue their Biology study after GCSE.

Before you start this course, you should have achieved a grade B or above in GCSE Additional Science.

The course is divided into topics each covering different key concepts in Biology. Applications of biology are covered throughout the specification.

## AS Level

<b>Mandatory/ Optional</b>	<b>Unit Title and Description</b>	<b>Assessment Method And Weighting</b>
<b>Mandatory</b>	<b>F211: Cells, Exchange and Transport</b> <ul style="list-style-type: none"><li>• Cells</li><li>• Exchange and Transport</li></ul>	<b>1 hour written exam</b> <b>AS Level – 30%</b> <b>A Level – 15%</b>
<b>Mandatory</b>	<b>F212: Molecules, Biodiversity, Food &amp; Health</b> <ul style="list-style-type: none"><li>• Biological Molecules</li><li>• Enzymes</li><li>• Biodiversity and Classification</li><li>• Variation, Adaptation and Evolution</li><li>• Human Interactions</li></ul>	<b>1 hour 45 minutes</b> <b>Written exam</b> <b>AS Level – 50%</b> <b>A Level – 25%</b>
<b>Mandatory</b>	<b>F213: Practical Skills in Biology I</b> <ul style="list-style-type: none"><li>• Internal assessment of practical skills</li></ul>	<b>Internal Assessment</b> <b>AS Level – 20%</b> <b>A Level – 10%</b>

## A2 Level

<b>Mandatory/ Optional</b>	<b>Unit Title and Description</b>	<b>Assessment Method And Weighting</b>
<b>Mandatory</b>	<b>F214: Communications, Homeostasis &amp; Energy</b> <ul style="list-style-type: none"><li>• Communication</li><li>• Nerves &amp; Hormones</li><li>• Excretion</li><li>• Photosynthesis &amp; Respiration</li></ul>	<b>1 hour written exam A Level – 15%</b>
<b>Mandatory</b>	<b>F215: Control, Genomes &amp; Environment</b> <ul style="list-style-type: none"><li>• Cellular Control</li><li>• Biotechnology</li><li>• Ecosystems &amp; Sustainability</li><li>• Responding to the Environment</li></ul>	<b>1 hour 45 minutes Written exam A Level – 25%</b>
<b>Mandatory</b>	<b>F216: Practical Skills in Biology 2</b> <ul style="list-style-type: none"><li>• Internal assessment of practical skills</li></ul>	<b>Internal Assessment A Level – 10%</b>

## **BTEC NATIONAL AWARD IN AGRICULTURE LEVEL 3**

**About the course:** BTEC National Awards are designed to provide specialist work related qualifications in industry. Access to the school farm and estate make it possible for a practical course of this nature to be run within the school.

This Award is recognized as equivalent to one 'A' level. It is nationally recognized and carries the same number of UCAS points as an 'A' level for the purpose of University entrance.

**Structure of the National Award:** The course is constructed of six units.

- Principles of plant and soil science
- Investigative project in the agricultural sector
- Work related experience in the agricultural sector
- Land based estate construction, repair and maintenance skills
- Sheep production
- Agriculture and the Environment **or** Agricultural Livestock Production

**How the course is delivered:** Pupils will spend approximately half of their time in the classroom and the other half carrying out practical projects on the farm and estate.

In class pupils will be required to record, analyse and report on work related projects and issues. Many of these issues will be current, for instance, pupils tracked the 2007 Foot and Mouth outbreak and the implications this had on the farming industry. They have also looked at the role of the Health and Safety Executive and have learned to carry out risk assessments on the farm. They have kept a spread sheet to monitor the health and productivity of the schools flock of breeding ewes.

Outside, pupils will help with routine livestock care, estate work such as fencing, path maintenance, plumbing and structural work. They will also maintain their own allotment, grow vegetables and flowers, take cuttings etc.

**How this fits into the school week/year:** The course is usually spread over two years. There will be 8 timetabled lessons per week. In addition pupils are required to help with routine animal husbandry duties which may involve coming into school earlier than usual on some occasions. There is also scope for pupils to be involved in relevant activities in their free time through involvement with the farm team e.g. lambing, conservation work. Agricultural work outside of school may also be used as evidence to meet some of the grading criteria.

**Assessment:** There are two forms of assessment:

- Assessment of written course work
- Assessment of practical work

There are no examinations. Assessment is continuous and therefore pupils need to apply themselves consistently throughout the course.

**Entry Requirements:** Pupils are normally required to have 4 GCSE passes at grade C or above. It is also an advantage to have practical work experience in the Land Based sector e.g. gardening, farm, equestrian or conservation work. Completion of Environmental and Land Based Science GCSE would be an advantage.

## **BUSINESS STUDIES AS**

This course is available as a one-year programme in the Lower Sixth, or as part of a two-year A level programme. We follow the AQA Business Studies specification (AS Award 1131 and A Level Award 2131).

### **What is Business Studies?**

Knowledge of the workings of business is important to everyone. As consumers, we depend on business to provide us with the things we want, from mobile phones to loaves of bread. Many people derive their livelihoods from businesses, as owners, employees or managers. Everyone is affected by the activities of businesses in their impact on society, the environment and the economy. Certain business people achieve a degree of fame or notoriety, from Bill Gates to Richard Branson. For these reasons, study of business can be seen as important in preparing young people to be effective in work, informed citizens and sophisticated and critical consumers.

People running businesses have many problems to deal with and decisions to make: What product should be made? How should it be produced? How should the product be marketed? How should the people in the business be recruited, trained and motivated? Where can the finance come from to set up or expand?

The course focuses on these and many other decisions, building up detailed knowledge on the process of setting up, running and developing a business. Attention is also given to the legal, social, moral and economic context in which businesses operate and how they respond to this dynamic external environment.

### **Who the course is aimed at**

The course is aimed at anyone with an interest in learning more about business activity. The subject is topical, directly relevant to the day-to-day experiences of young people and of considerable vocational significance.

There are no specific pre-requisites for studying Business A Level, other than the normal entry requirements for the 6<sup>th</sup> form. Given that the subject involves both extended written answers and numerical data handling, reasonable grounding in both English and Mathematics at GCSE level is expected.

As a subject that develops a wide range of skills and has strong vocational relevance, it is likely to appeal to those studying either science or arts subjects.

### **Transferable skills developed**

The course promotes the development of a range of important and transferable skills:

1. Data handling – interpretation and manipulation of data in various forms, including numerical and graphical.
2. Presenting arguments and drawing reasoned conclusions.
3. Problem solving and decision-making, both individually and as part of a team.

4. Planning and research
5. Challenging assumptions and developing a critical perspective.

### **The nature of the course**

A range of different strategies are used to deliver the course, including discussion and problem solving activities, role playing exercises and ICT activities. Given that the examination involves reasonably long written responses, emphasis will also be placed on practising work of this nature. Visits will be made to local businesses. Students will also find that following the Young Enterprise programme in activity time will strongly complement the course.

### **The specification content**

The AS specification focuses on small to medium-sized businesses operating within national markets.

## **Unit 1: Planning and Financing a new Business**

### **SECTION 1: Starting a new business**

This section gives an introduction to the subject within the context of starting a new business. It builds up an understanding of the range of activities involved in setting up a new business.

- Enterprise
- Generating and protecting ideas
- Transforming resources into goods and services.
- Developing business plans
- Conducting market research
- Understanding markets
- Choosing the right legal structure
- Raising finance
- Locating the business
- Employing people

### **SECTION 2: Financial planning**

This section provides an understanding of key financial concepts essential for planning.

- Calculating costs, revenues, profit.
- Using cash flow forecasting
- Setting budgets
- Assessing business start-ups.

## **Unit 2: Managing a Business**

This unit develops understanding of how business performance might be measured and how it can be improved.

## FINANCE

- Using budgets
- Improving cash flow
- Measuring and increasing profit

## PEOPLE

- Improving organisation structures
- Measuring workforce effectiveness
- Motivating employees

## OPERATIONS

- Making operational decisions
- Quality
- Customer service
- Working with suppliers
- Using technology

## MARKETING

- Effective marketing
- Designing an effective marketing mix
- Using the marketing mix: product; promotion; pricing and distribution.
- Marketing and competitiveness.

### Assessment of the course

PAPER	TITLE	NATURE OF ASSESSMENT	TIME	MARK ALLOCATION	TIMING
Unit 1 (BUSS1)	Planning and Financing a Business	Short answers and extended responses based on a mini case study	1 hour 15 minutes	40% of AS, 20% of A level	June of Lower 6 <sup>th</sup>
Unit 2 (BUSS2)	Managing a Business	Compulsory, multi-part data response questions	1 hour 30 minutes	60% of AS 30% of A level	June of Lower 6 <sup>th</sup>

Candidates are able to re-sit a unit, if they wish to aim for a better grade, in either January or June of the Upper Sixth.

### Assessment objectives

The following skills are tested at AS and at A level:

1. Knowledge and understanding of the subject content
2. Application of knowledge and understanding to particular business contexts.
3. Analysis of problems and issues.
4. Evaluation.

# **BUSINESS STUDIES A2**

The A2 course builds upon the AS course. Candidates who have not achieved a pass grade at AS would be advised not to continue with the A2 course. This course will provide a more academic challenge and provide an excellent foundation for study of business related subjects at university. It is also an excellent subject to study for those considering degrees in other fields.

## **The specification content**

At A2, the specification considers strategies for larger businesses and how managers might measure the performance of the business. Finally, it considers the effects that external factors can have on businesses and how a business can plan and manage change.

## **Unit 3: Strategies for Success**

### **FUNCTIONAL OBJECTIVES & STRATEGY**

#### **FINANCIAL STRATEGIES & ACCOUNTS**

- Understanding financial objectives.
- Using financial data to measure and assess performance.
- Interpreting published accounts
- Selecting financial strategies
- Making investment decisions

#### **MARKETING STRATEGIES**

- Understanding marketing objectives
- Analysing markets and marketing
- Selecting marketing strategies
- Developing and implementing marketing plans

#### **OPERATIONAL STRATEGIES**

- Understanding operational objectives
- Operational strategies:
  - Scale and resource mix
  - Innovation
  - Location
  - Lean production

#### **HUMAN RESOURCES STRATEGIES**

- Understanding HR objectives and strategies
- Developing and implementing workforce plans
- Competitive organisation structures
- Effective employer/employee relations

## Unit 4: The business environment and managing change

### CORPORATE AIMS AND OBJECTIVES

#### ASSESSING CHANGES IN THE BUSINESS ENVIRONMENT

- Economic
- Political/legal
- Social
- Technological
- Competitive

#### MANAGING CHANGE

- Internal causes of change
- Planning for change
- Key influences on change process
  - Leadership
  - Culture
- Making strategic decisions
- Implementing and managing change

#### Assessment of the course

PAPER	TITLE	NATURE OF ASSESSMENT	TIME	MARK ALLOCATION	TIMING
Unit 3 (BUSS3)	Strategies for Success	Extended answers based on an unseen case study	1 hour 45 minutes	50% of A2 25% of A level	June of Upper Sixth
Unit 4 (BUSS4)	The business environment and managing change	1 <sup>st</sup> section – extended answers to questions based on a pre-issued theme which is researched. 2 <sup>nd</sup> section – a choice from a number of essay titles.	1 hour 45 minutes	50% of A2 25% of A level	June of Upper Sixth

## CHEMISTRY

Chemistry is the study of the elements and their compounds. It is a science subject, so practical work is an important part of the course. With a qualification in Chemistry you could go on to further or higher education, studying Chemistry or one of the other sciences or related topics, or work in science based industry such as chemical engineering, materials science or biotechnology. It is essential for the medical field, pharmacy and environmental science. Chemistry is also a well-respected subject in its own right and suitable for entry into a wide range of professions.

Other subjects that go well with Chemistry at Advanced Subsidiary (AS) or Advanced GCE are Biology, Physics and Mathematics. However, very many other combinations of subjects are also suitable. You may be concentrating on arts, humanities or modern language subjects and wish to take Chemistry to AS to broaden your studies by continuing to take a science subject.

Before you start this course, you should have achieved a grade B or above in GCSE Additional Science.

The course is divided into chemical topics, each containing different key concepts of Chemistry. Once the key features of a chemical topic have been developed, applications are considered. For assessment purposes, knowledge and understanding of key concepts are treated separately at AS; important links between different areas of chemistry are largely assessed synoptically at A2. While the teaching of practical skills may be integrated with the theoretical topics, they are assessed separately. This allows skills to be developed in a way suited to each individual centre.

## AS Level

Mandatory/ Optional	Unit Title and Description	Assessment Method And Weighting
Mandatory	<b>F321: Atoms, Bonds &amp; Groups</b> <ul style="list-style-type: none"><li>• Atoms &amp; Reactions</li><li>• Electrons, Bonding &amp; Structure</li><li>• The Periodic Table</li></ul>	1 hour written exam <b>AS Level – 30%</b> <b>A Level – 15%</b>
Mandatory	<b>F322: Chains, Energy &amp; Resources</b> <ul style="list-style-type: none"><li>• Basic Concepts &amp; Hydrocarbons</li><li>• Alcohols, Halogenoalkanes &amp; Analysis</li><li>• Energy</li><li>• Resources</li></ul>	1 hour 45 minutes <b>Written exam</b> <b>AS Level – 50%</b> <b>A Level – 25%</b>
Mandatory	<b>F323: Practical Skills in Chemistry</b> <ul style="list-style-type: none"><li>• AS Internal assessment</li></ul>	<b>Internal Assessment</b> <b>AS Level – 20%</b> <b>A Level – 10%</b>

## A2 Level

Mandatory/ Optional	Unit Title and Description	Assessment Method And Weighting
Mandatory	<b>F324: Rings, Polymers &amp; Analysis</b> <ul style="list-style-type: none"><li>• Rings, Acids &amp; Amines</li><li>• Polymers &amp; Synthesis</li><li>• Analysis</li></ul>	1 hour written exam <b>A Level – 15%</b>
Mandatory	<b>F325: Equilibria, Energetics &amp; Elements</b> <ul style="list-style-type: none"><li>• Rates, Equilibrium &amp; pH</li><li>• Energy</li><li>• Transition Elements</li></ul>	1 hour 45 minutes <b>Written exam</b> <b>A Level – 25%</b>
Mandatory	<b>F326: Practical Skills in Chemistry 2</b> <ul style="list-style-type: none"><li>• A2 Internal assessment</li></ul>	<b>Internal Assessment</b> <b>A Level – 10%</b>

# DESIGN AND TECHNOLOGY

## PRODUCT DESIGN with the chosen subject of ENGINEERING

### Examination board OCR

### Syllabus code AS H053, A2 H453

These Design and Technology specifications are designed to offer candidates the opportunity to study, propose and realise prototype solutions closely linked to the real world of product manufacture in a range of material areas (Engineering). Recognising the routes that are pursued at GCSE, these specifications provide candidates the opportunity to continue their studies either exclusively or as a combination of focus material areas.

These specifications are designed to encourage candidates to:

- initiate design solutions, develop, test and trial working models and prototypes;
- develop and sustain imagination, innovation and flair when working with concepts and materials;
- develop an understanding of contemporary design and technological practices and consider the uses and effects of new technologies and modern materials;
- develop thinking skills, financial capability, enterprise and entrepreneurial skills.

### The Two-Unit AS

The Advanced Subsidiary (AS) GCE is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, i.e. between GCSE and Advanced GCE.

**F521: *Advanced Innovation Challenge*.** Candidates take part in a timed design challenge based on a pre-released theme, under examination conditions. The challenge consists of a workbook, a modelling exercise and a written paper. The challenge is held in the centre and is marked externally by OCR.

**F522: *The Product Study*.** Candidates should carry out an in-depth product analysis resulting in suggestions for improvements. This is a coursework component that is marked by the teacher, internally standardised within the centre and externally moderated by OCR.

### The Four-Unit Advanced GCE

In **F523: *Design, Make and Evaluate***, candidates are required to produce a portfolio and product. The project is marked by the teacher, internally standardised within the centre and externally moderated by OCR.

**F524: *Product Design*** is a written paper that consists of two components. Candidates are able to select questions across the focus material areas if they wish.

AS and A Level specifications in design and technology should encourage candidates to:

- make use of tacit knowledge and reflective practices in order to work on tasks that are challenging and often require definition
- develop and sustain their creativity and innovative practice
- recognise and overcome challenges and constraints when working towards the production of high-quality products
- develop a critical understanding of the influences of the processes and products of design and technological activities from a contemporary and historical perspective
- draw on a range of skills and knowledge from other subject areas
- draw on and apply knowledge, understanding and skills of production processes to a range of design and technology activities
- develop an understanding of contemporary design and technology practices
- use information and communications technology (ICT) and information handling skills to enhance their design and technological capability
- recognise the values inherent in design and technological activities, and develop critical evaluation skills in technical, aesthetic, ethical, economic, environmental, sustainable, social, cultural and entrepreneurial contexts.

### **Prior Learning/Attainment**

These specifications build on the knowledge, understanding and skills of KS3 and KS4 Design Technology. It is advised that a minimum of grade C or equivalent is required at GCSE Design and Technology. It is also recommended that candidates have attained communication and literacy skills at a level equivalent to GCSE Grade C in English.

## DRAMA AND THEATRE STUDIES

The Advanced Subsidiary GCE in Drama and Theatres Studies provides an opportunity for students to study plays from the point of view of a **director, designer, performer and critic**. The qualification is designed to enable students to acquire a knowledge and understanding of the language of drama and theatre as well as to develop their performing and analytical skills.

### AS

#### Unit 1: Exploration of Drama and Theatre

##### Content summary:

This unit introduces students to the content of plays written for the theatre. They will learn how to analyse plays in a variety of ways so that they become familiar with the way written plays can be interpreted for realisation in performance.

##### Assessment:

This internally assessed unit requires students to explore two contrasting play texts, chosen by the centre, in a practical and active way. At least one of the plays must be explored in the light of a recognised theatre practitioner.

A video/DVD of one session of the practical work must be made available for use in moderation. A set of *Exploration Notes* must be submitted. Students are also required to experience a live theatre performance and submit an evaluation.

### AS

#### Unit 2: Theatre Text in Performance

##### Content summary:

This unit offers students the chance to demonstrate skills in a performance environment. The knowledge and understanding gained during the study of two plays in Unit 1 can now be applied with a view to delivering a performance to an audience.

##### Assessment:

This is an externally assessed unit. The first section requires students to offer either a monologue or duologue. The second section requires students to contribute to a performance of a professionally published play by a known writer.

Students may offer either acting or a design form and must also provide a concept of the interpretation of their chosen roles or designs.

### A2

The full Advanced GCE in Drama and Theatres Studies aims to extend the knowledge, skills and understanding acquired in the previous units by enabling students to apply what they have learned in their own creative work.

In performing theatre, students' are required to apply their knowledge, skills and understanding within the structure of a director's interpretation of a play and to operate at a highly intellectual level as well as at a highly skilled practical level.

## **A2**

### **Unit 3: Exploration of Dramatic Performance**

#### **Content summary:**

This unit requires the creation of a unique and original piece of theatre. The knowledge and understanding gained in the AS units can now be applied to a created production. Students will be assessed on both the process of creation and the finished product in the form of a performance to an invited audience.

#### **Assessment:**

Students will be assessed on the research and development of their work as well as the final performance in front of an identified audience. They are also required to complete an evaluation on both the process and performance of their work.

Written evidence will be required reflecting the research and development work as well as a video/DVD of the final performance.

## **A2**

### **Unit 4: Theatre Text in Context**

#### **Content summary:**

This externally examined written unit requires the detailed study of one set play text and one prescribed historical period of theatrical development.

#### **Assessment:**

This externally assessed unit takes the form of a 2-hour-and-30-minute written paper in three sections.

Sections A and B require students to explore one play, from a choice of three set play texts, from the point of view of a director in both an academic and practical way.

In Section C a selection must be made of one from a choice of three historic periods of theatre history. A live performance of a play from the chosen period must be experienced and evaluated and a comparison made with the original staging conditions of the play.

## ENGLISH LITERATURE

Study at AS/A2 level is a stimulating step up from that of GCSE literature. Throughout both levels of entry the emphasis is very much upon the 'active'. Reading literature is not simply a passive task; it is one for the inquiring mind. By delving deeper into the social, historical, and cultural contexts of a novel, poem, or play, and by considering the many aspects of how literature communicates, informs, deceives, and startles the reader, it is possible to truly open up a world of literary possibilities.

Study of the AS/A2 courses is one of steady progression through developing analytical and written skills to a pre-university standard. Classroom teaching will take on a number of guises ranging from lecture style sessions, discursive seminars, contextual and close analytical studies, to student led presentations. Also, in addition to the wide range of study modules, students will also develop their understanding of the history of literature, and the many issues that affect and inform this academic pursuit.

The English Department at Abbotsholme follow the AQA A syllabus for English Literature (Courses 5741 + 6741) of which the broad progression of study is briefly outlined below.

<b>AS</b>		<i>Examination</i>	
		<i>Unit 1 Texts in Context</i>	
		<b>Written Paper</b>	<b>Open Book</b>
		2 hours	<b>Weighting</b>
			60% of the total AS marks
			30% of the total A Level marks
		One set of poetry text plus wider reading in the area of study: Either Option A – Victorian Literature <b>Or</b> Option B – World War One Literature <b>Or</b> Option C – The Struggle for Identity in Modern Literature <b>Candidates answer two questions.</b> <b>Question 1 invites candidates to link their wider reading to the focus of a given passage.</b> Question 2 assesses the set poetry text.	
		<i>Unit 2 Creative Study</i>	
		<b>Course Work</b>	
			<b>Weighting</b>
			40% of the total AS marks
			20% of the total A Level marks

		One prose text and one drama text
		Two tasks – 2000 -2500 words in total. The first piece will be a personal informed response to the prose text and may be a re-creative piece. The second will be on the drama text.
		<i>AQA's assessment structure has been designed to achieve a balance between rigour, reliability and demands on candidates.</i>
<b>A2</b>		<i>Unit 3 Reading for Meaning</i>
		Written Paper <span style="float: right;">Closed Book</span>
		2 hours 30min <span style="float: right;"><b>Weighting:</b> 60% of the total AS marks 30% of the total A Level marks</span>
		Candidates must answer two compulsory questions involving unprepared extracts and wider reading on the unit theme 'Love Through the Ages.'  The questions will require candidates to comment critically on the extracts which will be linked by the theme; compare and connect text to their wider reading; offer informed and creative interpretations; and evaluate the significance of contextual factors.
		<b>Unit 4 Extended Essay and Shakespeare Study</b>
		Coursework
		<b>Weighting:</b> 40% of total A2 marks 20% of total A Level marks
		Three texts with a shared theme: any two texts of any genre of the candidate's choice, plus any one Shakespeare play.  One task, an extended essay (3000 words) comparing three texts and focused on: <ul style="list-style-type: none"> <li>- comparison</li> <li>- appreciation of the writer's choices of form, structure and language</li> <li>- exploring interpretations of text</li> <li>- Some understanding of the significance of context.</li> </ul>
		<i>AQA's assessment structure has been designed to achieve a balance between rigour, reliability and demands on candidates.</i>

English Literature at AS and A2 is a fabulous voyage of discovery amongst some of the greatest written texts penned by both men and women. You will quickly realise that this is a subject of study which will go as far as you try to take it. However, it

must be borne in mind that it is an examinable course and, as such, **is a step above even good GCSE work**. The development and honing of a pupil's written and oral expression is an integral part of study at these levels, and should enable them to achieve the highest grades, yet we would recommend that anyone interested in following this study should have gained good GCSE passes in English and English Literature.

# FILM STUDIES

Lower Sixth – AS Level

## Unit I (FMI)

This unit focuses on the micro features of film. The following key concepts will be explored:

Narrative	Investigations into storytelling structures.
Genre	The conventions and codes used within the above categories.
Mise-en-Scene/ Cinematography	The use and significance of sets, costumes, make up, lighting, framing, composition, camerawork, special effects, acting styles.
Editing	The organisation of time and space, the principle of continuity editing, shot/reverse shots, montage editing.
Sound	The use and significance of speech, music, noise, in relation to the above.
Performance	Physical expression, vocal delivery and interaction between performers.

As well as these concepts being applied to specific films, they will also be explored through the use of film making by the student via digital cameras and computer editing; still images as well as moving images.

### Assessment:

A portfolio of the following will be developed containing two main items:

(a) *Written Analysis I (1500 words): 30 marks*

This will focus on how one or more of the above concepts create meaning and generate responses in the viewer/audience. The Gangster genre will be the focus for this and a sequence of 3-5 minutes duration from one of the films studied is recommended for this task. Pupils are encouraged to support their work with illustrative material.

(b) *Creative Work (50 Marks)*

Consisting of a creative piece of work by the candidate which should involve:

- A brief account of the cinematic ideas to be developed including a brief synopsis. This will then become:

- A storyboard (drawn or photographed) of 10-25 shots  
OR  
An extended step outline of 1000 words representing between 5-8 scenes (to include direction to actors, cameramen etc)  
OR  
A short film or film extract between 1-2 minutes in length. ( This is available as group work only)
- (40 marks)
- An evaluation of the whole process (750 words)
- (10 marks)

## Unit 2 (FM2)

### British and American Film

Learning in this module focuses on the interaction between the cinema industry (UK and USA). Pupils work will be backed up by their own research into a range of contemporary films.

#### Assessment:

Assessment will involve an examination of 2½ hours. Three sections, one question to be answered from each of the following sections:

- Section A: Producers and Audiences (40 marks)  
Section B: British Film Topics (40 marks)  
Section C: US Cinema Comparative Study (40 marks)

#### Section A

Pupils will study the workings of the film industry in both the UK and American film industries. Aspects of finance, organisation, production, distribution, marketing and exhibition will be studied through case studies. The importance of genre and stars for producers and audiences will be examined along with ideas relating to supply-led and demand-led film production.

#### Section B

Pupils will study British film culture. Learning in this module focuses on issues of representation – class, gender, sexuality, the family, race or regional identity. The theme ‘Swinging Britain’ will form the focus of this topic.

#### Section C

In this section two films from a specific genre or dealing with a specific theme will be studied. The two films should enable sufficient comparison and contrast to be made in order to ensure films made at different historical moments may be chosen.

## **Upper Sixth - A2**

The Upper Sixth Course builds on and extends the work of FM1 and FM2 in the AS course in the Lower Sixth.

### **Unit 3 (FM 3)**

#### **Film Research and Creative Projects**

This unit focuses on two projects related to the production of meaning: one is research-based and the other is creative.

#### **Assessment**

##### **1. Small Scale Research Project**

Pupils will complete and present to their group a research project based on one focus film, making reference to at least two other related films. Pupils will establish an area of investigation that relates the chosen film to one of the following frameworks.

- Star/performer
- Genre
- Auteur
- Social, political and cultural studies
- Gender issues
- Ethnicity
- Institution
- Technology

The project will contain the following:

An annotated catalogue (1000 words) of 10 to 15 key items researched (DVDs, books, websites etc).

(15 marks)

A presentation script (1500 words) which will form the basis of the presentation to the whole film studies group.

(25 marks)

##### **2. Creative Project**

Pupils are required to produce:

**Aims and Context:** a clarification of the ideas to be included in the creative project.

The candidate will then produce:

Either:

Screenwriting: A complete screenplay for a short film. Using the standard conventions of screenplay writing it should not exceed 1800 words including dialogue and directions.

Or

Film Making: a complete film or film extract of between three and five minutes in length.

(45 marks)

A reflective analysis (1000 words) will be written upon completion of the project. Pupils are encouraged to be critical of the creative process and the success or otherwise of the finished product.

(15 marks, including aims and context)

## **Unit 4 (FM4)**

### **Varieties of Film Experience – issues and debates**

Learning in this unit will focus on forms of cinema that provide a contrast to mainstream Hollywood.

#### **Section A: World Cinema**

##### **European Surrealist / Fantasy Cinema**

Using a variety of films from early Bunuel (Un Chien Andalou and L'Age D'Or) to Lynch (Eraserhead) and Caro & Jeunet (Delicatessen / City of Lost Children) the idea of a film style or 'movement' having a trans-national significance will be explored.

##### **Section B: Spectatorship Topics**

The study of 'alternatives' to mainstream film form will form the basis of this section. Documentary film will be the focus for this section. The idea of 'observational' film and the overtly persuasive will be questioned

##### **Section C: Single film – Critical Study**

The ability of pupils to engage in critical study of a single film will be examined here. There is a synoptic dimension here as there is an expectation that pupils prior learning will be brought to bare in this study. A film chosen by the teacher will be the focus for this section.

#### **Assessment – 2 3/4 hour examination**

Section A – One essay on Surrealist / Fantasy cinema  
(30 marks)

Section B – One essay on the film studied  
(20 marks)

Section C – One essay on the chosen film

## FRENCH

As with many other comparable A Level subjects, the French Course lasts for two years. Many of the components will have been studied previously as part of a GCSE foreign language course.

### The aims of the course are as follows:

- To develop awareness of various aspects of a society or societies in which the target language is spoken.
- To develop a high level of communication skills and competence in the target language.
- To extend students intellectually and to develop their general study skills.
- To prepare students for use of the target language in work, further study, training or leisure.
- To promote the acquisition of the following receptive and productive language skills.
  - (a) The ability to understand the spoken language.
  - (b) The ability to read and understand the written language.
  - (c) The ability to write the language with accuracy and fluency.
  - (d) The ability to use the spoken language with accuracy and fluency.

The course is divided into four units and is assessed with the following weighting:

		<b>% OF AS/A2</b>	<b>% OF ADVANCED GCSE</b>
<b>UNIT 1</b>	Spoken expression & response in TL	30% of AS	15%
<b>UNIT 2</b>	Listening/ Reading Writing	70% of AS	35%
<b>UNIT 3</b>	Understanding and response in TL	35% of A2	17.5%
<b>UNIT 4</b>	Research and Written response in TL	65% of A2	35.5%

## COURSE CONTENT

As well as the usual grammar expectations the emphasis throughout the two years will be on independence involving research on topics and greater cultural awareness.

Students will need to show that they have undertaken the research to find out about Geography, History, Literature and Aspects of Modern Society of France.

The general topic areas include Youth culture and concerns, Lifestyle Health and Fitness, the World around us (travel and environment), and Education and Employment. Added to these are the areas of custom, traditions and religion; National and International events; Literature and the Arts.

There is no coursework content. Students can choose to study a specific topic, book or play, which can be assessed in Unit 4.

For those wishing only to continue for the first year of sixth form, the AS course gives a good opportunity to broaden their language skills and knowledge of the country as well as supporting the rigours of further study at A2 in the second year.

The two years are split up as follows;

<b>UNIT 1</b>	Spoken expression & Response	8-10 minutes
<b>UNIT 2</b>	Understanding & Written Response	2½ hrs
<b>UNIT 3</b>	Understanding and Spoken Response.	11-13 minutes
<b>UNIT 4</b>	Research, Understanding and Written Response.	2½ hrs

## GENERAL STUDIES

Pupils in the Lower Sixth will follow the OCR General Studies (H079) programme and take the AS examination in June.

The aims of the General Studies course are to encourage students to:

- View issues from a wide range of perspectives than those offered by subject specialisms;
- Integrate knowledge from a range of disciplines in order to :  
Develop an understanding of the interrelationships between them.  
Encourage a broader and deeper understanding of issues.
- Think logically and creatively in order to :  
-assess the relative merits of evidence.  
-make informed decisions.  
Reach justifiable conclusions.

### Course Overview

The course is split into three teaching modules:

Module 1: The Cultural and Social Domains.

- Political systems, processes and goals.
- Social and economic trends and constraints.
- Explanation and evaluation of human behaviour.

Module 2 : The Scientific Domain.

- Beliefs, values and moral reasoning.
- Media and communication.
- Creativity and innovation.

Module 3 : Science, Mathematics and Technology.

- Characteristics of the sciences (physical, life and earth).
- Understanding of scientific methods, principles, criteria and their application.
- Mathematical reasoning and its application.

### Assessment

The AS course is assessed though two written examinations;

#### **Unit F731: The Cultural and Social Domains**

This is a two hour exam, worth 70% of the AS mark.

The exam is split in to four sections, two focusing on aspects of the course in the Cultural Domain, and two on content from the Social Domain. In the first section for each area of study candidates are given focused resource material on which they answer a series of short structured questions. The second section for each requires candidates to write at greater length.

#### **Unit F732 : The Scientific Domain**

This is a one hour exam, worth 30% of the AS marks.

This paper is split in to two sections, on using short structured questions based on focused resource material provided, and one requiring the candidates to write at greater length.

# GEOGRAPHY

Contemporary Geography is a subject which engages with the relationships of human populations to each other over space and time and their relationships with their environment at a variety of scales from local to global.

Geography will be available at AS level and at A2 level following the AQA Specification (A). Two modules of work make up the AS course and an additional two modules are studied to complete the A2 qualification. Normally the AS modules will be studied during the lower sixth and then examined in the June of that year, whereas the A2 modules will be covered in the upper sixth and then examined in the June of that year.

Background knowledge in Geography is useful, although students who have not studied GCSE Geography can take the course. This requires them to complete extra reading to build up their knowledge of the subject. All Geography students need to be prepared to keep themselves informed of current affairs, and are encouraged to read subject related magazines such as the Geography Review.

Fieldwork is an integral part of the course, allowing students to observe record and identify geographical processes first hand. Students opting for the course are therefore expected to participate in a residential field course, which includes time spent in Snowdonia and the Peak District in the summer term. The charge for this residential is covered by the all inclusive fee.

## Summary of Course Content (AS)

### Unit I – Geog I

#### Physical and Human Geography

2 hour exam.

Structured short and extended questions.

70% of the total AS marks and 35% of the total A level marks.

### Section A

#### Physical Geography

- (a) Rivers, Floods and Management (core) and **one** option from :
- (b) *Cold Environments*,
- (c) *Coastal Environments*
- (d) *Hot Desert Environments and their Margins*.

### Section B

#### Human Geography

- (a) Global Population Change (core) and **one** option from :
- (b) *Food supply issues*.
- (c) *Energy Issues*.
- (d) *Health Issues*.

## **Unit 2 – Geog 2**

### **Applied Geography**

Structured skills and generic fieldwork questions.

1 hour

30% of the total AS marks and 15% of the total A level marks.

Candidates are taught a variety of geographic skills as an integral part of Unit 1 Physical and Human Geography and not as a separate unit. In each exam series a range of skills will be tested from at least 3 of the 6 categories : basic, investigative, ICT, graphical, cartographical and statistical. In order to develop the skills required for this section the candidates will need to take part in personal investigative work in the field.

### **Summary of Course Content (A2)**

The two AS modules must be completed and in addition to unit 3, either unit 4a **or** 4b.

## **Unit 3 – Geog 3**

Contemporary Geographic Issues

Structured short and extended questions and an essay.

2.5 Hours

30% of the total A level marks.

In this unit, candidates must study at least three of the six sections, at least one from the three physical options and at least one from the three human options.

The Physical Options

- (a) Plate tectonics and associated hazards.
- (b) Weather and climate and associated hazards.
- (c) Challenges Facing Ecosystems.

The Human Options

- (a) World cities – evolution or revolution?
- (b) Development and Globalisation.
- (c) Contemporary conflicts and challenges.

## **Unit 4a – GEOG4A**

### **Geography Fieldwork Investigation**

Structured and short and extended questions based upon candidates own fieldwork investigation.

1.5 hours.

20% of the total marks.

Candidates taking Unit 4a have the opportunity to extend an area of the subject content into a more detailed study.

Candidates are required to undertake a fieldwork investigation to develop skills associated with planning, collection of primary and / or secondary data, presentation, interpretation and evaluation.

The unit is assessed as a one and a half hour examination, asking the candidate to evaluate their own fieldwork.

OR

## **Unit 4b – GEOG4B**

### **Geographical Issue Evaluation**

Structured short and extended questions based on an Advanced Information Booklet.

1.5 hours.

20% of the total A level marks.

This is an issue evaluation exercise, requiring the development of the range of geographical skills, knowledge and understanding identified in the course specification. Preparation for this unit may require the development of a deeper understanding of the connections between different aspects of geography detailed in the specification.

# HISTORY

## Introduction

A Level History is a study about peoples, societies, governments, and institutions in the past. It enables students to gain an understanding of significant events, ideas and issues; to understand the past through a range of different perspectives, and to appreciate the social, cultural, religious and ethnic diversity of men and women. It requires a study of national and international events underlining and supporting the importance on an international dimension in education.

It encourages the development of important literary skills.

## Development of skills and practices

A Level History builds on practices in earlier years:

- The value of comparing different sources of information, both primary and secondary, and evaluating them for reliability. Throughout the course, students are provided with a range of reading material, and guidance is provided in analysis of texts, and note making techniques.
- The skills of analytical writing, emphasising that ultimately students are judged by their ability to write effectively. The department places great value on the development of this technique, recognising that it is not an innate skill, but needs to be taught, and learned through conscientious effort. A Level History questions are not simply descriptions, accounts, or narratives: they require an answer to a problem or judgement or analysis of a source. This is achieved by bringing to bear a range of skills: selection of relevant material, used in a supporting role: analysis of the issue at regular and planned moments, and effective communication of the answer.
- History is at its best a unique combination of intellectual and linguistic skills, resulting in the presentation of carefully crafted writing.
- The course provides a broad and diverse perspective by exposing students to British, European and World History. It is hoped that this will provide insight into the common humanity between different countries.

## Suitability for the course

- It is useful, but by no means essential, for candidates to have completed GCSE History to a satisfactory level.
- Those that fit most easily into the course, are those of a literary bent, who find reading and writing congenial occupations, and who look forward to learning new skills, and discovering fresh material.

### **Extracurricular events**

- The department organises various historical events and we particularly encourage participation by our Sixth Form.
- The department organises excursion throughout the age range such as the Cold War Exhibition and the Imperial War Museum (North).

### **The syllabus**

- The syllabus we follow is the OCR syllabus: History AS H106; A2 H506

### **AS Level**

- There are two sections both of which are examined in June at the end of the AS year.
  1. Crises in the Middle East 1948-2003
  2. England and the New Century.

### **A2 Level**

- There are two sections which are assessed during the A2 year.
  1. Centre designed coursework on the Cold War 1941-1956.
  2. Either, Civil Rights in the USA 1865-1992 **or** the Changing Nature of Warfare 1792-1945.

Each section is worth 25% of the overall A Level grade.

## I.E.L.T.S

### What is IELTS?

IELTS is the International English Language Testing System, is designed to assess the language ability of candidates who need to study or work where English is the language of communication

IELTS is jointly managed by the University of Cambridge ESOL Examinations (Cambridge ESOL), British Council and IDP: IELTS Australia. IELTS conforms to the highest international standards of language assessment. It covers the four language skills – listening, reading, writing and speaking.

IELTS is recognized by universities and employers in many countries, including Australia, Canada, New Zealand, the UK and the USA. It is also recognized by professional bodies, immigration authorities and other government agencies.

### Academic Training

IELTS is available in two formats – Academic and General Training.

The Academic Reading and Writing Modules assess whether a candidate is ready to study or train in the medium of English at an undergraduate or postgraduate level. Admission to undergraduate and postgraduate courses is based on the results of these Modules.

### Text Format

#### LISTENING

TIME: approximately 30 minutes

Candidates listen to a number of recorded texts. These include a mixture of monologues and conversations and feature a variety of English accents and dialects.

#### ACADEMIC READING

TIME: 60 minutes

There are three reading passages with tasks. Texts are taken from books, Magazines, journals and newspapers, all written for a non-specialist audience. At least one of the texts contains a detailed argument.

#### ACADEMIC WRITING

TIME: 60 minutes

Candidates write a description of at least 150 words. This is based on material found in a chart, table, graph or diagram and demonstrates their ability to present information and to summarize the main features of the input.

#### SPEAKING

TIME: 11 – 14 minutes

The test is a face-to-face interview. Candidates are assessed on their use of spoken English to answer short questions, to speak at length on a familiar topic, and also to interact with the examiner.

## Test Scores

IELTS provides a profile of the candidate's ability to use English.

Candidates receive scores on a Band Scale from 1 to 9.

A score is reported for each module of the test. The individual module scores are then averaged and rounded to produce an Overall Band Score according to a confidential Band Score conversion table. Overall Band Scores and Listening and Reading scores are reported in whole and half Bands; Writing and Speaking Band Scores are reported in whole Bands only.

## IELTS Band Scores

<b>9</b>	<b>Expert user</b>	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
<b>8</b>	<b>Very good user</b>	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstanding may occur in unfamiliar situations. Handles complex detailed argumentation well.
<b>7</b>	<b>Good user</b>	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings. Generally handles complex language well and understands detailed reasoning.
<b>6</b>	<b>Competent user</b>	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
<b>5</b>	<b>Modest user</b>	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
<b>4</b>	<b>Limited user</b>	Basic competence is limited to familiar situations. Has a frequent problem in understanding and expression. Is not able to use complex language.
<b>3</b>	<b>Extremely limited user</b>	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
<b>2</b>	<b>Intermittent user</b>	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.

<b>1</b>	<b>Non user</b>	Essentially has no ability to use the language beyond possibly a few isolated words.
<b>0</b>	<b>Did not attempt test</b>	No assessable information provided.

## Results

Assessment of performance in IELTS depends on how the candidate's ability in English relates to the language demands of courses of study or training, not on reaching a fixed pass mark.

The table below gives guidance on acceptable levels of performance for different courses.

Language skills can be matched to particular courses. For example, if a course has a lot of reading and writing, but no lectures, listening comprehension might not be quite as important and a score of, perhaps, 5.5/6 in Listening might be acceptable if the Overall Band Score was 7. However, for a course where there are lots of lectures and spoken instructions a score of 5.5/6 in Listening might be unacceptable even though the Overall Band Score was 7.

<b>Band</b>	Linguistically demanding <b>academic</b> courses e.g. Medicine, Law, Linguistics, Library Studies	Linguistically less demanding <b>academic</b> courses e.g. Agriculture, Pure Mathematics, Technology, Computer-based work, Telecommunications	Linguistically demanding <b>training courses</b> e.g. Air Traffic Control, Engineering, Pure Applied Sciences, Industrial Safety	Linguistically less demanding <b>training courses</b> e.g. Animal Husbandry, Catering, Fire Services
<b>9.0 – 7.5</b>	Acceptable	Acceptable	Acceptable	Acceptable
<b>7.0</b>	Probably Acceptable	Acceptable	Acceptable	Acceptable
<b>6.5</b>	English study needed	Probably Acceptable	Acceptable	Acceptable
<b>6.0</b>	English study needed	English study needed	Probably Acceptable	Acceptable
<b>5.5</b>	English study needed	English study needed	English study needed	Probably Acceptable

## Test Registration and Administration

IELTS management is centrally controlled but the administration of the test takes place in local test centers. This guarantees flexibility and adaptability, and ensures a very rapid turnaround from registration to results.

Most centers conduct a testing session at least once a month and more often in peak times.

There are several I.E.L.T.S. test centers within reasonable distance of Abbotsholme (such as Birmingham and Coventry) so our students have a wide choice of examination dates. Abbotsholme students sit the examination either in January/February or May/June. The student's level of English will be assessed by the EAL department at the beginning of the Lower Sixth to determine whether they will follow a one year course or a two year course. In the Upper Sixth, their level will again be assessed to decide whether they sit the exam in January or in June. Special arrangements can be made for students to sit at other times if necessary.

**Candidates with Specific Learning difficulties (e.g. dyslexia)**

If candidates have dyslexia or other specific learning difficulty, they may need extra time to complete a paper. This might be necessary if, for example, it takes a candidate a long time to read the question or write their answers.

They may normally apply for up to 30 minutes extra time for completion of the Reading and Writing Modules.

# MATHEMATICS

The Advanced level qualification consists of six modules:

- Four in Pure Mathematics
- Two in Applied Mathematics.

An Advanced Subsidiary qualification consists of three modules:

- Two in Pure Mathematics
- One in Applied Mathematics.

## Pure Mathematics

Pure Mathematics at Advanced Level extends a students' knowledge of topics in mathematics such algebra, coordinate geometry, series and trigonometry as well as introducing new areas of mathematics such as calculus. Students who enjoyed the challenge of problem solving at GCSE using such mathematical techniques also enjoy the challenge of advanced level mathematics.

Although many of the concepts in Pure Mathematics are interesting in their own right, they also serve as an important foundation for other branches of Mathematics, known as 'Applied Mathematics' specifically, Mechanics, Statistics and Decision Mathematics. Of the applied courses it is usual for students at Abbotsholme to study Mechanics in the lower sixth and Statistics in the upper sixth.

## Mechanics

The study of mechanics teaches students how to describe mathematically the motion of objects and how they respond to forces acting upon them, from cars in the street to satellites revolving around the planet. It involves the technique of mathematical modelling; which means turning a complicated physical problem into a simpler one that can be analysed and solved using mathematical models. Many of the ideas met in the course form an almost essential introduction to such important modern fields of study such as cybernetics, robotics, biomechanics and sports science, as well as the more traditional areas of engineering and physics.

## Statistics

Statistics involves students in the analysis and summarising of numerical data in order to make predictions and in some cases arrive at conclusions. Many of the Data Handling concepts and techniques covered at Higher Level GCSE are revisited and extended including Probability Theory. The advent of computers and increased amount of data available means that the ability to analyse and use to good effect

statistics is important in many careers: accountancy, actuarial work, medicine, banking, insurance and many other fields of scientific research.

## **The Course Modules**

A Level Mathematics is taught through a modular course leading to a number of different A and AS Level combinations. The great advantage of the modular approach is that students may sit modules as they complete them and, subject to some restrictions, re-sit them to improve their grades. Marks are published at each stage so that students can measure their progress accordingly.

The course makes Mathematics at AS and A level accessible to a wide range of students. At least a grade B at higher level GCSE is, however, a realistic minimum requirement. It is very important that students who have not achieved the highest grades at GCSE have shown us that they have an exceptional work ethic that will enable us to assist them in bridging the gap.

### **Edexcel AS level Mathematics (8371)**

The first three units of the A level, gained in the Lower sixth, will lead to an AS Mathematics award. Some students prefer to continue Mathematics beyond GCSE as a fourth AS to supplement their chosen A level courses. It may be possible to follow different combinations leading to AS awards in Pure Mathematics or Applied Mathematics, subject to timetabling considerations.

### **Edexcel Advanced GCE in Mathematics (9371)**

Six units accumulated over a period of two years is the normal route to a single A level in Mathematics. The standard group of units offered will be C1, C2 C3 and C4 (Pure Mathematics) together with M1 (Mechanics) and S1 (Statistics). (It may be possible for students to do additional or alternative units but this would depend on ability and timetabling considerations).

### **Edexcel Advanced Subsidiary GCE in Further Mathematics (8372)**

It is possible for suitably able students to follow a Further Mathematics course. This involves the study of units FP1, FP2 and M2. Other combinations are available according to students' future aspirations. For the more able it is a good background for university courses in Mathematics, Physics and Engineering, but may be taken in combination with a wide range of subjects. Pupils wishing to study this subject must show an aptitude for Mathematics that goes beyond the requirements of A level Mathematics. For this reason, this course is only offered in the Upper Sixth to those who have gained top grades in their AS Mathematics in the Lower Sixth, and in the opinion of the staff would be able to meet the challenges of the subject.

### **Award of A\* at Advanced Level from 2010**

To be awarded a grade A\* at GCE A Level, a candidate must

1. achieve a grade A overall for the A Level. This can also be described as having to achieve 80% of the total uniform marks.

AND

2. achieve 90% of the combined uniform mark total for the A2 units.

For example:

For a 4 unit A Level, a candidate must achieve at least 320 of the 400 uniform marks and 180 of the 200 uniform marks for the A2 units.

For a 6 unit A Level, a candidate must achieve at least 480 of the 600 uniform marks and 270 of the 300 uniform marks for the A2 units.

# MUSIC TECHNOLOGY

## Introduction

- Emphasis on music technology as an area of advanced study in its own right.
- Musical performance defined as an interpretative and creative skill using Music Technology.
- Music Technology studied within the context of its influence on the way Music is produced and listened to.
- Encourages the use of Music Technology as a tool for creative arranging.
- Provides a thorough grounding in sequencing and recording skills.
- Introduces the principles of Music Technology and aural skills through practical and theoretical means.
- 60 per cent coursework.

The department follows the EDEXCEL specification.

## AS

### Unit 1

#### Content summary

Students will learn and use a variety of music and music technology skills in order to complete this unit. MIDI sequencing and multi-track recording as well as arranging skills are all key components assessed through the practical work carried out. Students must complete three tasks which together make the Music Technology Portfolio 1:

Task 1A: Sequenced Realised Performance

Task 1B: Multi-track Recording

Task 1C: Creative Sequenced Arrangement.

Students will also submit a logbook that will provide information on the resources used in each task as well as assessed questions on their creative sequenced arrangement.

#### Assessment

Students will produce an audio CD entitled 'Music Technology Portfolio 1', containing three tracks of work as specified in the three tasks above. They will also present a logbook. The work is to be done under coursework conditions between the issue of the stimulus material in September and the submission date. The logbook will detail equipment used and be used to answer two assessed questions on their creative sequenced arrangement.

## **Unit 2**

### **Content summary**

This unit provides students with an opportunity to study the styles most common in popular music. Students will have the opportunity to demonstrate this knowledge using aural discrimination skills. Students are required to study the development of popular music styles from 1910 through to the present day. This is not intended to be a comprehensive and in-depth study of every popular, jazz or rock music style, but an overview of the main styles and trends during the development of popular music. Two special focus styles will be selected each year for more in depth study. For the special focus styles, in addition to the main fingerprints of the style, students will be expected to have an extended knowledge and understanding of context.

### **Assessment**

Assessment involves a 1 hour 45 minute listening examination, externally assessed, in the summer of the year of entry. Each student will have a copy of an audio CD supplied by EDEXCEL, containing recorded excerpts.

## **A2**

## **Unit 3**

### **Content summary**

Unit 3 builds on skills acquired in Unit 1, and extends these to include a composition task. Students must complete three tasks which together make the Music Technology Portfolio 2:

Task 3A: Sequenced Integrated Performance

Task 3B: Multi-track Recording

Task 3C: Composing using Music Technology.

Students will also submit a logbook which will provide information on the resources used in each task.

### **Assessment**

Students will produce an audio CD entitled 'Music Technology Portfolio 2', containing three tracks of work as specified in the three tasks above. They will also present a logbook, detailing equipment used. The work is to be done under coursework conditions between the issue of the stimulus material in November and the submission date.

## **Unit 4**

### **Content summary**

Students will be expected to demonstrate their knowledge of music and the principles of music technology through a series of written commentaries, manipulations and production tasks using material provided on an examination paper and recorded on an audio CD. The examination will test students' musical understanding, their ability to manipulate and correct recorded music and their ability to write commentaries on technological processes. They will also be tested on their ability to produce a balanced stereo mix.

### **Assessment**

This assessment will take the form of a 2-hour examination. Each student will have an audio CD, which will contain a series of music files to be imported into music production software. Each student will also have an examination paper in which some or all of the CD tracks will be notated as conventional staff notation, editing grids or numerical data.

## **AWARD IN BASIC EXPEDITION LEADERSHIP**

The Basic Expedition Leader Award (BEL) is administered by the British Sports Trust's and will probably be run over a series of weekends during the Upper Sixth form. It will consist of training and assessment both in classroom sessions and practical outdoor sessions.

The course will consist of units in leadership, party management, instructional methods, planning, conservation, navigation, equipment, living out of doors, first aid and emergencies, fitness and weather and practical leadership experience.

The award is a common foundation qualification for leaders involved with schools, scouts, cadets, D of E groups and outdoor centres. It will appeal to anyone who has an interested in:

- Lead groups in lowland areas
- Have responsibility for the care of others when outdoors including day journeys
- Organising base and mobile camps.
- Developing personal confidence and leadership skills.

Participants would also be expected to take part in the Gold Duke of Edinburgh Award training programme. The BELA award could count as the service section of the Gold Award.

# PHYSICAL EDUCATION

## BTEC NATIONAL AWARD IN SPORT

### BOARD EDEXCEL

The BTEC National Awards have been developed to focus on:

- Giving pupils the opportunity to gain a nationally recognised vocationally specific qualification.
- Giving pupils the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life.

The subject specification has been structured to allow pupils maximum flexibility in selecting specialist units, so that particular interests and career aspirations within sport can be reflected in the choice of unit combinations. A full description of each available unit will be available at the beginning of the New Year.

BTEC National awards in Sport will give pupils a solid foundation in the sector, enabling them to develop essential skills required for gaining employment, securing career progression, or progressing to further qualifications and training required to achieve their goals.

The Edexcel Level 3 BTEC National Award in Sport consists of 3 CORE units plus 3 specialist units that provide for a combined total of 360 guided learning hours.

The 3 CORE Units are: (all these units are compulsory)

- The Body in Action
- Health and Safety in Sport
- Training and Fitness for Sport

There are a number of units to choose from to make up the 3 Specialist Units. These range from:

- Sports Coaching
- Sports Development
- Practical Team Sports
- Practical Individual Sports
- Outdoor and Adventurous Activities
- Sport and Society
- Leadership in Sport
- Exercise, Health and Lifestyle

This course will be assessed throughout the two years, through practical assessments and varying levels of coursework. There are no written examinations within the course.

Assessments will be carried out using a combination of methods, such as:

- Case Studies

- Written Assignments
- Work based assignments
- Projects
- Performance Observation

Pupils are internally assessed through their coursework, where they are required to demonstrate effective performance, the use of tactics and to observe rules.

The grading has now been brought into line with A Level grading. For the BTEC National Award in Sports the grades are:

Distinction = A grade at A Level

Merit = C grade at A Level

Pass = E grade at A Level

## PHYSICS

To study Physics is to seek a better understanding of our universe. Physics is a science that is central to many other scientific disciplines and to all types of engineering. Physics A Level is an essential requirement for many career choices and is a preferred subject for many others. It is also seen as a good subject in some non-scientific degrees (e.g. Law)

Other subjects that go well with Physics are: Mathematics, Chemistry, Design and Technology, Biology and IT. However, a wide range of combinations is possible and pupils may choose to take Physics alongside other subjects.

Pupils who do not take A Level Mathematics are expected to have achieved at least a grade C at GCSE and to be prepared to develop their mathematical skills. It is also recommended that a pupil has achieved at least a grade B in GCSE Additional Science.

AS/A Level Physics has been developed for students who wish to continue with a study of Physics after GCSE.

Some students may wish to follow a Physics course for only one year as an AS GCE, in order to broaden their curriculum. Others will continue their course for a further year extending their course to Advance GCE. Such a course will prepare students to progress into further education, to follow courses in Physics, Engineering, one of the other sciences or related subjects, or to enter employment where a knowledge of physics would be useful.

For assessment purposes, knowledge and understanding of key concepts are treated separately at AS; important links between different areas of physics are largely assessed synoptically at A2. While the teaching of practical skills may be integrated with the theoretical topics, they are assessed separately. This allows skills to be developed in a way suited to an individual centre.

### AS Level

Mandatory/ Optional	Unit Title and Description	Assessment Method And Weighting
<b>Mandatory</b>	<b>G481: Mechanics</b> <ul style="list-style-type: none"> <li>• Motion</li> <li>• Forces in Action</li> <li>• Work &amp; Energy</li> </ul>	<b>1 hour written exam</b> <b>AS Level – 30%</b> <b>A Level – 15%</b>
<b>Mandatory</b>	<b>G482: Electrons, Waves and Photons</b> <ul style="list-style-type: none"> <li>• Electric current</li> <li>• Resistance</li> <li>• DC Circuits</li> <li>• Waves</li> </ul>	<b>1 hour 45 minutes</b> <b>Written exam</b> <b>AS Level – 50%</b> <b>A Level – 25%</b>

	<ul style="list-style-type: none"> <li>Quantum Physics</li> </ul>	
<b>Mandatory</b>	<b>G483: Practical Skills in Physics</b> <ul style="list-style-type: none"> <li>Internal assessment of practical skills</li> </ul>	<b>Internal Assessment</b> <b>AS Level – 20%</b> <b>A Level – 10%</b>

### A2 Level

<b>Mandatory/ Optional</b>	<b>Unit Title and Description</b>	<b>Assessment Method And Weighting</b>
<b>Mandatory</b>	<b>G484: Newtonian World</b> <ul style="list-style-type: none"> <li>Newton's laws and momentum</li> <li>Circular Motion and Oscillations</li> <li>Thermal Physics</li> </ul>	<b>1 hour written exam</b> <b>A Level – 15%</b>
<b>Mandatory</b>	<b>G485: Fields, Particles and Frontiers of Physics</b> <ul style="list-style-type: none"> <li>Electric and Magnetic fields</li> <li>Capacitors and exponential decay</li> <li>Nuclear Physics</li> <li>Medical Imaging</li> <li>Modelling the Universe</li> </ul>	<b>1 hour 45 minutes</b> <b>Written exam</b> <b>A Level – 25%</b>
<b>Mandatory</b>	<b>G86: Practical Skills in Physics 2</b> <ul style="list-style-type: none"> <li>Internal assessment of practical skills</li> </ul>	<b>Internal Assessment</b> <b>A Level – 10%</b>

# PSYCHOLOGY

Psychology is the study of the brain and behaviour and involves areas such as individual differences, physiology, social factors and research methods. Psychology is an academic, multidisciplinary subject requiring skills from many different areas and involving the use of complex terminology. It is therefore recommended that all students have at least C grade GCSE in Maths, English and Science, as well as a good use of the English Language and advanced essay writing skills.

Psychology is a subject that fits well with many A Level combinations; it can be combined with sciences, humanities, arts or business.

Psychology is one of the fastest growing subjects at both A Level and at degree level. After studying A Level Psychology students can go on to a range of different degree courses. For those with a degree in Psychology many avenues are open, both in specific areas of Psychology and in Advertising, Marketing, Sales, Market Research, Education, Personnel, General Management and the Media.

## AS Psychology

### Unit 1

- Cognitive psychology, including memory and eyewitness testimony
- Developmental psychology, including early social development, attachment and the effects of day care
- Research methods, in the context of the topic areas.

### Unit 2

- Biological psychology, including stress, factors affecting stress, coping with stress and managing stress.
- Social psychology, including majority and minority influence, obedience and independent behaviour.
- Individual differences, including definitions of abnormality, approaches and therapies.

## A2 Psychology

### Unit 3

- Biological Rhythms and Sleep
- Eating Behaviour
- Gender

### Unit 4

- Psychopathology
- Psychology of Addictive Behaviour
- Psychological Research and Scientific Method

## SPANISH

As with many other comparable A Level subjects, the Spanish Course lasts for two years. Many of the components will have been studied previously as part of a GCSE foreign language course.

### The aims of the course are as follows:

- To develop awareness of various aspects of a society or societies in which the target language is spoken.
- To develop a high level of communication skills and competence in the target language.
- To extend students intellectually and to develop their general study skills.
- To prepare students for use of the target language in work, further study, training or leisure.
- To promote the acquisition of the following receptive and productive language skills.
  - (e) The ability to understand the spoken language.
  - (f) The ability to read and understand the written language.
  - (g) The ability to write the language with accuracy and fluency.
  - (h) The ability to use the spoken language with accuracy and fluency.

The course is divided into four units and is assessed with the following weighting:

		<b>% OF AS/A2</b>	<b>% OF ADVANCED GCSE</b>
<b>UNIT 1</b>	Spoken expression & response in TL	30% of AS	15%
<b>UNIT 2</b>	Listening/ Reading Writing	70% of AS	35%
<b>UNIT 3</b>	Understanding and response in TL	35% of A2	17.5%
<b>UNIT 4</b>	Research and Written response in TL	65% of A2	35.5%

## COURSE CONTENT

As well as the usual grammar expectations the emphasis throughout the two years will be on independence involving research on topics and greater cultural awareness.

Students will need to show that they have undertaken the research to find out about Geography, History, Literature and Aspects of Modern Society of Spain.

The general topic areas include Youth culture and concerns, Lifestyle Health and Fitness, the World around us (travel and environment), and Education and Employment. Added to these are the areas of custom, traditions and religion; National and International events; Literature and the Arts.

There is no coursework content. Students can choose to study a specific topic, book or play, which can be assessed in Unit 4.

For those wishing only to continue for the first year of sixth form, the AS course gives a good opportunity to broaden their language skills and knowledge of the country as well as supporting the rigours of further study at A2 in the second year.

The two years are split up as follows;

<b>UNIT 1</b>	Spoken expression & Response	8-10 minutes
<b>UNIT 2</b>	Understanding & Written Response	2½ hrs
<b>UNIT 3</b>	Understanding and Spoken Response.	11-13 minutes
<b>UNIT 4</b>	Research, Understanding and Written Response.	2½ hrs