

Choosing the appropriate courses

It is important for students to consider future career pathways when considering post 16 education. Many students will consider higher education and it is advisable to browse the UCAS website for information and guidance, to ensure a suitable post 16 pathway.

Details of the courses on offer at The Broxbourne School are in this booklet. These include the names of Heads of Department who can be contacted for further information about their subjects.

Some of the top universities in the country, known as the Russell Group universities, have identified the following subjects as 'Facilitating Subjects' and would recommend that students take two of these subjects as part of their curriculum: Mathematics and Further Mathematics, English Literature, Physics, Biology, Chemistry, Geography, History, Languages. Such a combination is not essential for entry into a top university and we will advise students on the best choice for each individual.

We would strongly advise that all students research possible post-18 routes and familiarise themselves with the entry requirements for the training, education or work placement that they are considering pursuing. The following websites are very helpful:

www.ucas.com
www.russellgroup.ac.uk

www.university.which.co.uk
www.studentladder.co.uk

Throughout the options process there will be a variety of events and opportunities to discuss choices and sample courses. It is very important to us that students feel as confident as possible that their choices are suitable and appropriate.

Whilst every effort is made to accommodate all choices for all students, we cannot guarantee that this will be possible. It is possible that a small number of students will not be able to pursue all of their options and they will also be required to make an alternative choice. In the event there are insufficient numbers choosing to study a particular course, that course may be withdrawn.


References will be taken up on external applicants and if these indicate that a student is unlikely to achieve the necessary standard in a particular subject or is currently showing insufficient commitment to the subject, they may be required to make an alternative choice.

Continuing in Year 13

Students are expected to demonstrate excellent behaviour, attendance and commitment during Year 12 in order to continue their studies in Year 13. In order to guarantee that you can continue a subject in Year 13, a minimum of grade D must have been achieved in the internal exam taken towards the end of Year 12. All Students are also required to take a minimum of three A-levels or equivalent in Year 13.

Entry requirements

Pathways and specific courses

Sixth Form Pathways at The Broxbourne School				
				
Average KS4 grades required for entry	Curriculum Pathways	Sixth Form Course	Length Of Course	Future choices
Gained at least five 9 - 5 (A* - C) grades including grade 5 in English and maths with specific entry grades for chosen course. See table 2.	<u>Pathway 1</u>	3 A-levels	2 years	University, training or employment
	<u>Pathway 2</u>	3 post 16 courses including at least 1 BTEC National course	2 years	University, training or employment
Achieve an Attainment 8 score of at least 75.	<u>Pathway 3</u>	4 A-levels	2 years	University, training or employment

In addition, all students will be able to take the Extended Project Qualification (EPQ).

We do not recommend taking pathway 3. This is because university offers are based on 3 A-levels and it is likely that, in most cases, studying 4 A-levels may impact negatively on grades compared with studying just 3 A-levels. Students wishing to pursue Pathway 3 must have a clear rationale for doing so, for instance a gifted mathematician may wish to take further maths as a fourth A-level. It should be noted that, if a subject is dropped before completion of the 2-year course, students will not be able to gain any qualification in that subject.

Entry grades for specific courses

Sixth Form Course	Course Specific Entry Grade (from KS4)
A-levels	
Art and Design	6
Biology	6 (triple science Biology GCSE), 7-7 Combined Science (specifically 7 in the Biology element)
Business Studies	6
Chemistry	6 (triple science Chemistry GCSE), 7-7 Combined Science (specifically 7 in the Chemistry element)
Drama	6
Economics	6 in Business Studies (if studied). If Business Studies was not studied then GCSE Grade 6 or above in both Maths and English Language.
English Literature	6 in English Language and English Literature
French	6
Further Mathematics (can only be taken in Pathway 3)	8
Geography	6
German	6
History	6
Italian	7
Mathematics	7
Music	6
Photography	6 (art or photography)
Physical Education	6 or Cambridge National Distinction in Sport
Physics	7 (triple science Physics GCSE) and 7 in Maths, 7-7 Combined Science (specifically 7 in the Physics element) and 7 in Maths
Psychology	6 (triple science Biology GCSE), 7-7 Combined Science (specifically 7 in the Biology element)
Religious Studies	6
Sociology	6 in English Language, English Literature, history, RE or geography
BTEC National Awards	
Business Studies	5 (Merit in BTEC TECH Award)

We are considering introducing a Level 3 Food Science and Nutrition Course this year.

We are considering introducing A-Level Computer Science Course this year.

Specific information on individual courses is available on our website. When internal applicants have made their initial subject choices, Heads of Department will be consulted. If it is judged that a student is unlikely to achieve the necessary standard in a particular subject or is currently showing insufficient commitment, they may be required to make an alternative choice.

Course information

(Course specifications are subject to change)



ART AND DESIGN

Head of Department: Miss N Sagar

BOARD

AQA

COURSE CONTENT

This course takes an adventurous and an enquiring approach to art and design. Students should be able to demonstrate an understanding of past and contemporary art and design practice and be able to produce artwork that embraces a range of ideas. The course is structured on two units for the full A-level certificate. The first term of Year 12 will act as a period to develop skill base and be challenged with media and briefs that may fall outside of the students comfort zone, ultimately encouraging progress, confidence and higher level thinking. The final two terms of Year 12 see students begin their personal investigations (Component 1). This supports students in developing their individual style and beneficially provides a slightly longer time period to decide on a personal focus. Sketchbook, mount boards and final pieces are completed over the year that will be submitted for the A-Level coursework unit.

				ART, CRAFT & DESIGN	GRAPHICS
Year 12	First year of A-level course	Component 1 (Most of the work completed will be submitted towards the 60% of A- level)	Coursework	1 (or more) sketch book A1/A2 Mount boards Studies experimenting with different materials and techniques such as painterly, photographic, sculptural and print. 3 or more resolved pieces across a range of media.	1 (or more) sketch book A1/A2 Mount boards Studies experimenting with different materials and techniques such as Photoshop, Illustrator, gouache paint, Ink work, photography and print. 3 or more resolved pieces across a range of media.
		Component 1	Teacher set examination period	Pupils responding to centre set theme 10 hour test piece 2 resolved pieces, 1 in test time	Pupils responding to centre set theme 10 hour test piece 2 resolved pieces, 1 in test time
Year 13	A-level	Component 1 60% of A-level	Coursework - Critical Investigation	Study of a chosen area with practical outcomes. 1 written response in either book, folder or typed in essay format that supports a personal project documented in 1 or 2 sketchbooks – minimum of 1000 words. 3 or more resolved pieces.	Study of a chosen area with practical outcomes. 1 written response in either book, folder or typed in essay format that supports a personal project documented in 1 or 2 sketchbooks – minimum of 1000 words. 3 or more resolved pieces.
		Component 2 40% of A-level	Examination/ Work	Externally set theme 15 hour test piece 3 resolved pieces, 1 in test time	Externally set theme 15 hour test piece 3 resolved pieces, 1 in test Time all presented on A1 boards

METHODS OF ASSESSMENT

Year 12 Component 1 will be internally set and marked, with staff assessing outcomes against national standards for the examination board; this will result in a department awarded grade. Year 13 Component 1 will be internally set and marked, then externally moderated. Year 13 Component 2 is externally set, internally marked and externally moderated.

In May/early June of each course year, students will need to present units for internal (Yr12) or external (Yr13) moderation. This will take the form of an exhibition. Each student will be allocated one or two panels of display screen and a table.

Both components must be submitted for Year 12 and both components for the A-level. (The exam piece and supporting work and the complete coursework units).

Assessment is based on the ability to:

- Develop ideas through sustained investigations and exploration
- Analyse and evaluate critically, showing understanding of purpose meanings and contexts
- Record in an appropriate manner
- Present a resolved response which realises intentions

The four assessment objectives above are the same for both years. The written investigation element assesses pupil's written communication, use of specialist terminology and ability to express ideas fluently.

OTHER INFORMATION

Students need to visit galleries, museums and art centres regularly to inform their research and knowledge. A wealth of knowledge can be acquired from the media. A constant awareness of, and an interest in visual Information, will be helpful and stimulating to the development of coursework. A gradual collection of art equipment is essential to create breadth to the range of work undertaken.

ENTRY REQUIREMENTS

GCSE 6 Art, 6 Graphic Communication, 6 Photography



BIOLOGY

Head of Department: Miss H Ward

BOARD

OCR

COURSE CONTENT

Module 1 – Development of practical skills in Biology

Learners develop and practise a wide range of practical skills throughout the course to enhance their understanding of the subject but also serve as a suitable preparation for the demands of studying Biology at a higher level. The skills acquired are assessed in the written examinations and the Practical Endorsement.

Module 2 – Foundations in Biology

This module gives learners the opportunity to use microscopes to study cell structure. Biologically important molecules such as carbohydrates, proteins, water and nucleic acids are studied with respect to their structure and function. The structure and mode of action of enzymes in catalysing biochemical reactions is studied as well as membranes within, and at the surface of, cells, and the division and subsequent specialisation of cells.

Module 3 – Exchange and transport

Learners study the structure and function of gas exchange and transport systems in animals and plants. The significance of surface area to volume ratio in determining the need for ventilation, gas exchange and transport systems in multicellular organisms is emphasised.

Module 4 – Biodiversity, evolution and disease

In this module learners study the biodiversity of organisms; how they are classified and the ways in which biodiversity can be measured. It serves as an introduction to ecology, emphasising practical techniques and an appreciation of the need to maintain biodiversity. The learners also study pathogens and disease.

Module 5 – Communication, homeostasis and energy

It is important that organisms are able to respond to stimuli. This is achieved by communication within the body, which may be chemical and/or electrical. Both systems are covered in detail in this module. The formation and use of ATP and the biochemical pathways of photosynthesis and respiration are also considered.

Module 6 – Genetics, evolution and ecosystems

This module covers the role of genes in regulating and controlling cell function and development. Heredity and the mechanisms of evolution and speciation are also covered. Some of the practical techniques used to manipulate DNA are considered and their therapeutic medical use. Learners gain an appreciation of the role of microorganisms in biotechnology and in recycling, maintaining balance within ecosystems, as well as the impacts of human activities on the natural environment and biodiversity.

METHODS OF ASSESSMENT

Content Overview	Assessment Overview	
Content is split into six teaching modules: <ul style="list-style-type: none">Module 1 – Development of practical skills in biologyModule 2 – Foundations in biologyModule 3 – Exchange and transportModule 4 – Biodiversity, evolution and diseaseModule 5 – Communication, homeostasis and energyModule 6 – Genetics, evolution and ecosystems Component 01 assesses content from modules 1, 2, 3 and 5. Component 02 assesses content from modules 1, 2, 4 and 6.	Biological processes (01) 100 marks 2 hour 15 minutes written paper	37% of total A-level
	Biological diversity (02) 100 marks 2 hour 15 minutes written paper	37% of total A-level
	Unified biology (03) 70 marks 1 hour 30 minutes written paper	26% of total A-level
	Practical endorsement in biology (04) (non-exam assessment)	Reported separately

Component 03 assesses content from all modules (1 to 6).		
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OTHER INFORMATION

There is a compulsory 3-day ecology trip at a Field Studies centre in the autumn term of Year 13. During this residential trip a significant part of the course is taught by a specialist tutor and important practical field skills are developed.

ENTRY REQUIREMENTS

6 (triple science Biology GCSE), 7-7 Combined Science. (7 in Biology element)



BUSINESS STUDIES

Head of Department: Mrs K Lamb

BOARD

AQA

COURSE CONTENT

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

METHODS OF ASSESSMENT

What is Assessed	Assessment	Questions
Paper 1 Topics 1-6 above	Written exam: 1 hour 30 minutes	Three compulsory sections: Section A 10 multiple choice questions Section B short answer questions Section C two data response questions
Paper 2 All topics above	Written exam: 2 hours	Three data response compulsory questions
Paper 3 All topics above	Written exam: 2 hours	One compulsory case study followed by approximately six questions

OTHER INFORMATION

Students have the opportunity to visit actual businesses both in the UK and abroad to put theory into context.

Guest speakers from industry are invited to speak to students on alternative weeks.

ENTRY REQUIREMENTS

GCSE 6 Business Studies or BTEC Merit or (if Business was not studied) GCSE 6 Maths.

BTEC NATIONAL IN BUSINESS

BTEC National Diploma (equivalent to 2 A-levels)

Or BTEC National Extended Certificate level (equivalent to 1 A-level)

Head of Department: Mrs K Lamb

BOARD

Edexcel

COURSE CONTENT

BTEC Business is made up of units of study. The number of units studied will vary from 4 for the Extended Certificate, to 8 for the Diploma. Half will be studied in the first year, which unlike A-levels is equally weighted with Year 13.

Extended Certificate students will complete the stand-alone Certificate (worth one AS) by the end of Year 12. While Diploma students will complete the Extended Certificate in the first year (as already stated worth one A-level) by the end of Year 12.

The units studied in Year 12 are:

Extended Certificate and Diploma

- Exploring Business
- Developing a Marketing Campaign

Diploma only

- Personal and Business Finance
- One additional Optional unit (TBC)

The six units studied in Year 13 are:

Extended Certificate only

- Personal and Business Finance
- One additional Optional unit (TBC)

Diploma only

- Managing an Event
- International Business
- Principle of Management
- One additional Optional unit (TBC)

METHODS OF ASSESSMENT

Three methods of assessment are used with between 50 and 60% internally assessed:

EXTERNALLY ASSESSED

EXAMINATION Formal written examination, but unlike A-level these can be sat in January and re-sat in the Summer.

ASSESSED TASKS Students complete in controlled conditions a task tackling an everyday challenge.

INTERNALLY ASSESSED

ASSIGNMENTS Students complete a series of tasks in a work-related scenario. This can include practical as well as writing skills. Working independently and with others.

METHODS OF ASSESSMENT	YEAR	COURSE	UNITS
EXAMINATION	12	Diploma	Personal and Business Finance
	13	Extended Certificate	Personal and Business Finance
EXTERNALLY ASSESSED TASK	12	Extended Certificate and Diploma	Developing a Marketing Campaign
	13	Diploma	Principles of Management
ASSIGNMENTS	12	Extended Certificate and Diploma	Exploring Business
		Diploma	Optional unit (TBC)
	13	Diploma	Managing an Event International Business
		Extended Certificate and Diploma	Optional unit (TBC)

OTHER INFORMATION

- This course has been developed in consultation with over 5000 HE Institutions, employers and teachers to develop a balance between practical, research and behavioural skills.
- Because the assessments are linked to task scenarios the approach is far more applied and helps prepare students for studying independently at university and for the world of work.
- BTEC Nationals will have UCAS equivalence with A-levels and is already accepted by a number of highly regarded universities.
- While many students also use BTEC Nationals as a stepping stone to employment.

ENTRY REQUIREMENTS

GCSE 5 Business Studies or Merit in BTEC Business.

CHEMISTRY

Head of Department: Mrs M Jones

BOARD

OCR

COURSE CONTENT

The course is designed to encourage students to develop their interest in and enthusiasm for Chemistry. Students develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of 'how Science works'. The course allows students to develop essential knowledge and understanding of different areas of Chemistry and how they relate to each other.

There are 6 modules:

1. Practical skills
2. Foundations in Chemistry
3. Periodic Table and Energy
4. Core Organic Chemistry
5. Physical Chemistry and Transition Elements
6. Organic Chemistry and Analysis.

Module 1: **Practical skills** which will be taught throughout the course.

Module 2: **Foundations in Chemistry** involves atomic structure and bonding, formulae, equations, reactions of acids, redox reactions, quantitative chemistry (moles).

Module 3: **Periodic Table and Energy** involves group and periodic properties, enthalpy changes, rates of reactions, reversible reactions, equilibrium.

Module 4: **Core Organic Chemistry** involves nomenclature and formula representation of organic molecules, functional groups, organic reactions and synthesis.

Module 5: **Physical Chemistry and Transition metals** builds on the concepts covered in module 3 and involves rates of reactions, energy cycles, equilibrium, transition metals.

Module 6: **Organic Chemistry and Analysis** builds on the concepts covered in module 4 and includes organic compounds and their reactions, pharmaceuticals and analysis.

METHODS OF ASSESSMENT

During Year 12 you will study modules 1 to 4.

During Year 13 you will study modules 5 and 6 as well as building on the practical skills of Module 1.

There are three exams:

Exam 1 : Modules 1,2,3,5 (37%)

Exam 2 : Modules 1,2,4,6 (37%)

Exam 3 : All 6 modules (26%)

Practical skills (module 1) will be taught throughout the course and will be examined on the exam papers. You will also have some class practicals for which you will receive a Practical Endorsement. You will be expected to display your competency in the following procedures through a range of experiments:

- Following procedures
- Applying an investigative approach when using equipment
- Working safely
- Making and recording observations
- Researching, referencing and reporting

OTHER INFORMATION

Throughout the course students become aware of the applications of the subject: social, economic, environmental and technological. The scheme lays a secure foundation for those who will continue their studies in this or related subjects as well as providing an appropriate course for those who intend to end the study of this subject at this stage. It is an essential requirement for many science, medical, dentistry, veterinary university courses.

ENTRY REQUIREMENTS

6 (triple Science Chemistry GCSE), 7-7 Combined Science. (7 in Chemistry Element)

COMPUTER SCIENCE (This subject is under consideration. Please see application form)

Head of Department: Mrs A Mountain

BOARD

OCR

WHY CHOOSE AN A-LEVEL IN COMPUTER SCIENCE

"At its heart lies the notion of computational thinking: a mode of thought that goes well beyond software and hardware, and that provides a framework within which to reason about systems and problems." (CAS-Computer Science a Curriculum for Schools).

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real world systems.

An intensely creative subject combines invention and excitement, and can look at the natural world through a digital prism.

Completing this course will allow you to value computational thinking, developing the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.

You will develop an ability to analyse, critically evaluate and make decisions. The project approach is a vital component of 'post-school' life and is of particular relevance to Further Education, Higher Education and the workplace.

METHODS OF ASSESSMENT

What is Assessed	Assessment	Content
Paper 1 Computer Systems (01)	Written exam: 2 hour 30 minutes 140 Marks (40%)	<ul style="list-style-type: none">• The characteristics of contemporary processors, input, output and storage devices• Software and software development• Exchanging data• Data types, data structures and algorithms• Legal, moral, cultural and ethical issues
Paper 2 Algorithms and programming (02)	Written exam: 2hours 30 minutes 140 Marks (40%)	<ul style="list-style-type: none">• Elements of computational thinking• Problem solving and programming• Algorithms to solve problems and standard algorithms
Programming Project (03)	Non – exam assessment Internal & external moderation. 70 Marks (20%)	The learner will choose a computing problem to work through according to the guidance in the specification. <ul style="list-style-type: none">• Analysis of the problem• Design of the solution• Developing the solution• Evaluation

OTHER INFORMATION

The aims of this qualification are to enable learners to develop:

- An understanding of and ability to apply the fundamental principles and concepts of computer science including; abstraction, decomposition, logic, algorithms and data representation
- The ability to analyse problems in computational terms through practical experience of solving such problems including writing programs to do so
- The capacity for thinking creatively, innovatively, analytically, logically and critically
- The capacity to see relationships between different aspects of computer science
- Mathematical skills
- The ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

ENTRY REQUIREMENTS

GCSE 6 Computer Science or GCSE 7 + Maths.

DRAMA & THEATRE

Head of Department: Mr B Young

BOARD

AQA

COURSE CONTENT

Students should study this course if they enjoy taking part in and watching a range of drama and theatre and wish to broaden their knowledge and understanding of theatre arts.

The course in Drama and Theatre encourages students to develop their interest and enjoyment of drama and theatre both through experience as audience members and through their development of dramatic and theatrical skills.

Students will also develop their ability to respond critically and sensitively to a range of drama texts and to theatre in performance.

Much of the work is taught in a practical way.

METHODS OF ASSESSMENT

A-level

<u>Component 1:</u>	40%	Written Paper: 3 hours Section A: 1 question on a set text Section B: 3 part question on second set text Section C: 1 question on live theatre production
<u>Component 2:</u>	30%	Devised performance Working note book
<u>Component 3:</u>	30%	Performance of an extract of a play supported by a reflective report Practical study of two other extracts from different plays

OTHER INFORMATION

Students are encouraged to visit the theatre at every opportunity and a number of trips will be organised. During the preparation of Practical Units students will need to attend rehearsals outside lesson times.

Students are encouraged to develop their practical skills further by taking part in performances outside the course, for example, in House Plays, the Lower School devised drama competition and the School Play. Drama students often use these productions as opportunities to develop skills in stage management, design and directing, choreography and technical skills as well as performance. In Components 2 and 3, candidates who do not want to be assessed in Performance Skills can offer lighting, sound or design.

ENTRY REQUIREMENTS

GCSE 6 in Drama. Students who have not previously studied Drama should see Mr Young.

ECONOMICS

Head of Department: Mrs K Lamb

BOARD

EDEXCEL

COURSE CONTENT

Economics is a conceptual subject which contains aspects of Maths, Politics and Business Studies. It involves the study of:

- Pricing and the nature of competition
- How firms make output and pricing decisions
- The effectiveness of government intervention within markets
- The application, analysis and evaluation of economic models
- The effectiveness of government policies to overcome the economic problems
- Trends and developments in global markets

METHODS OF ASSESSMENT

In Year 12 candidates take the following units:

A Level Examinations

Theme 1	Introduction to Markets and Market Failure	Paper 1: Markets and Business Behaviour a range of multiple-choice and short-answer questions one data response question and a choice of essay question	35% of the total Qualification Duration: 2 hours 100 marks available
Theme 3	Business Behaviour and the Labour Market		
Theme 2	The UK Economy – Performance and Policies	Paper 2: The National and Global Economy a range of multiple-choice and short-answer questions. one data response question and a choice of essay question	35% of the total Duration: 2 hours 100 marks available
Theme 4	A Global Perspective		
	Holistic Paper on Themes 1-4	Paper 3: Microeconomics and Macroeconomics Two data response questions from which the students choose one	30% of the total qualification Duration: 2 hours

OTHER INFORMATION

- The course will be related to the national economy and students will be encouraged to take an interest in the current economic situation both nationally and internationally.
- Students have the opportunity to visit actual businesses both in the UK and abroad to put theory into context.
- Guest speakers from industry are invited to speak to students on alternative weeks.

ENTRY REQUIREMENTS

GCSE 6 in Business Studies (if studied).

If Business Studies was not studied, then GCSE Grade 6 or above in **both** Maths and English Language.

ENGLISH LITERATURE

Head of Department: Mrs S Palmer

BOARD

Eduqas

COURSE CONTENT

Students study a range of texts across the three literary genres, poetry, prose and drama. They also study texts from different periods up to and including post 2000 literature. Throughout the course, students will develop their ability to enjoy and understand texts by enhancing their powers of analysis and judgement. They will consider writers' literary techniques, their methods and possible intentions. Evaluative discussion is fostered and links between texts and contextual factors are explored, as are critical responses to texts.

The course consists of four units at A-level, covering eight texts in total. A diverse collection of poetry and prose will also be used to develop the skills of practical criticism.

METHODS OF ASSESSMENT

In the course of their learning, students engage in a number of activities such as group discussion and presentations, however, the main mode of consolidating and demonstrating understanding is the formal essay. At A-level there are three examinations and a unit of coursework. Students will be assessed via their class essays and mock examinations.

Component 1	Poetry	<ul style="list-style-type: none">Section A: Poetry pre-1900 (open-book, clean copy) John Donne One two-part question based on the reading of one pre-1900 poetry text.Section B: Poetry post-1900 (open-book, clean copy) Duffy and Larkin. One question from a choice of two based on the reading of two poetry texts.	30% of A-Level 2 Hour Examination
Component 2	Drama	Section A: Shakespeare (closed-book) 'King Lear' One two-part question based on the reading of one Shakespeare play. Section B: Drama (closed-book) Tennessee Williams; 'A Streetcar Named Desire' and John Webster; 'The Duchess of Malfi' One question from a choice of two based on the reading of a pair of plays: one pre-1900 and one post-1900.	30% of A-level 2 Hour Examination
Component 3	Unseen Texts	Section A: Unseen prose One question from a choice of two, analysing an unseen passage of prose, taken from one of two prescribed periods for study. Section B: Unseen poetry One question from a choice of two, analysing an unseen poem or poetry extract.	20% of A-level 2 Hour Examination
Component 4	Prose Study	One 2500-3500 word assignment based on the reading of two prose texts from different periods, one pre-2000; 'The Remains of the Day' (Ishiguro) and one post-2000 'Atonement' (McEwan)	20% of A-Level Coursework

OTHER INFORMATION

Students are expected to read widely beyond the set texts and to enjoy the challenges presented to them through literature. They should also visit the theatre as often as possible. There is also an opportunity through school and house drama for students to experience the performance and production aspects of drama texts.

A-level English Literature provides a passport to a variety of courses in Higher Education. It will also provide an excellent foundation for any courses or careers within the Arts and many professions in business, media, law, science and education. The skills students develop are transferable to many areas of study as well as the work place. Literary study also enables development of thought, feeling and cultural awareness, all of which support individuals in leisure and work, as well as in future study.

ENTRY REQUIREMENTS

Grade 6 in **both** GCSE English Language and GCSE English Literature.



FOOD SCIENCE AND NUTRITION LEVEL 3 (This subject is under consideration. Please see application form)

Head of Department: Mr S Birch

BOARD

Eduqas

COURSE CONTENT

Learners complete three units: two mandatory and one optional. The first mandatory unit will enable the learner to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.

The second mandatory unit will allow learners to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again, practical sessions will support the gaining of theoretical knowledge and experience.

Studying one of the two optional units will allow learners the opportunity to study subjects of particular interest or relevance to them, building on previous learning and experiences. The Eduqas Level 3 Diploma in Food Science and Nutrition is assessed using a combination of internal and external assessment.

METHODS OF ASSESSMENT

Unit 1	Meeting Nutritional Needs of Specific Groups Mandatory Internal and External Assessment
Unit 2	Ensuring Food is Safe to Eat Mandatory External Assessment
Unit 3	Experimenting to Solve Food Production Problems Optional Internal Assessment
Unit 4	Current Issues in Food Science and Nutrition Optional Internal Assessment Course

Progression Together with other relevant qualifications at Level 3, such as Biology, Chemistry and Maths and/or Level 3 qualifications in Hospitality or Science, learners will gain the required knowledge to be able to use the qualification to support entry into higher education courses such as:

- BSc Food and Nutrition
- BSc Food Chemistry
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology

ENTRY REQUIREMENTS

GCSE 6 in Food Technology and 6-6 in Combined Science.

FRENCH

Head of Department: Miss T Duddridge

BOARD

EDEXCEL

COURSE CONTENT

Students who have enjoyed studying French to GCSE and have a passion for further study will have the opportunity to extend all language related skills. They should have an interest in the culture of French speaking countries, and will be able to study examples of French film and literature. By the end of the course students can expect to reach a high level of fluency in the language.

Students study four major themes; these are Social Issues and Trends, Political, Intellectual and Artistic Culture, Immigration and Multiculturalism, and the Occupation and the Resistance.

Vocabulary and grammar are studied systematically using our main course book Edexcel A-level French, which is supplemented by material from other sources, and a dedicated grammar book. Personal research is an essential element of the course, and we have a wide range of materials in the French department and the library, as well as actively encouraging students to use the Internet and Social Media to enhance their skills. Students benefit greatly from time spent with the Assistant, where they have the opportunity to prepare thoroughly for the speaking exam in groups of two or three.

METHOD OF ASSESSMENT

The A-level course is assessed at the end of two years by the following means:

Paper 1	Listening, reading and translation	40% of total marks
Paper 2	Written response to works and translation	30% of total marks
Paper 3	Speaking including the presentation of the student's independent research project.	30% of total marks

OTHER INFORMATION

A wide range of skills developed through studying French at this high level, enable students to carry on with French at university, either by following a languages degree course or by combining it with another subject such as law, banking, business studies, tourism, engineering or politics. Others have found their language skills advantageous when seeking employment. Languages are particularly useful in areas linked with international business and recent research in the job market shows that language graduates have one of the lowest unemployment rates in the UK, and the highest average salaries.

ENTRY REQUIREMENTS

GCSE 6 in French.

GEOGRAPHY

Head of Department: Mrs S Ingham

BOARD

EDEXCEL

COURSE CONTENT

The A-level course covers a wide range of contemporary themes and issues. It incorporates learning about fundamental geographical processes and environments which enable students to understand the world around us today, as well as what could impact the future.

Year 12 course

There are two compulsory topics that look at some of the issues which face us all:

- **Dynamic Landscapes**

Topic 1 - Tectonic Processes and Hazards

This includes an introduction to tectonic processes, a study of the causes of tectonic hazards, the impact of seismic activity on people, and responses to tectonic hazards.

Topic 2 – Landscape Systems, Processes and Change

This is a study of the coastal landscape systems and the physical and human processes influencing change over time and space

Physical geography fieldwork

- **Dynamic Places**

Topic 3 - Globalisation

This is a study of globalisation, its causes and consequences for different people and places.

Topic 4 - Shaping Places

This is a study of Regenerating Places looking at how and why places have changed and how this impacts on people

Human geography fieldwork



Year 13 course

This builds upon the 4 topics above and includes further topics of:

- **Physical Systems and Sustainability**

The Water Cycle and Water Insecurity and The Carbon Cycle and Energy Security

- **Human Systems and Geopolitics**

Superpowers and Global Development and Connections

- **A-level Independent Investigation**

METHODS OF ASSESSMENT

The syllabus aims to assess students on their knowledge and understanding of geographical ideas, theories and issues and on their use of a variety of skills and techniques. Assessment within the department will be varied to include evaluation of written assignments, oral presentations, application of number, problem-solving exercises and cartographic skills. All units are assessed through written examinations at the end of the course and an independent investigation.

In Year 13 candidates take the following units:

A Level Examinations

Area of Study	Topic	Exam Style	Exam
Study 1	Topic 1 Tectonic Processes and Hazards	Paper 1: The examination may include short open open response resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions. Calculators may be used.	30% of the total Qualification Duration: 2 hours and 15 minutes 105 marks available
Study 1	Topic 2 Landscape systems and Change – Coastal Landscapes		
Study 3	Topic 5		

	The Water Cycle and Water insecurity		
Study 3	Topic 6 The Carbon Cycle and Energy Insecurity		
Study 2	Topic 3 Globalisation	<p>Paper 2: The examination may include</p> <ul style="list-style-type: none"> • short open • open response • resource-linked questions. <p>The examination includes 12-mark and 20-mark extended writing questions. Calculators may be used.</p>	<p>30% of the total Qualification</p> <p>Duration: 2 hours and 15 minutes 105 marks available</p>
Study 2	Topic 4 Shaping Places – Regenerating Places		
Study 4	Topic 7 Superpowers		
Study 4	Topic 8 Global Development and Connections – Health, Human Rights and Intervention		
Study 1, 2, 3 and 4	Decision Making Paper taken from any of the compulsory Topics - 1, 3, 5, 6 and 7	<p>Paper 3: An externally-assessed written examination. A resource booklet will contain information about the geographical issue. All questions in the examination draw synoptically on knowledge and understanding from compulsory content drawn from different parts of the course. The examination may include short open, open response resource-linked questions. The examination includes 8-mark, 18-mark and 24-mark extended writing questions. Calculators may be used.</p>	<p>20% of the total qualification</p> <p>Duration: 2 hours and 15 minutes 70 marks available</p>
Study 1, 2, 3 and 4	The student defines a question or issue for investigation, relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification	<p>Non-examination assessment: Independent investigation The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data</p> <ul style="list-style-type: none"> • The fieldwork, which forms the focus and context of the individual investigation, may be either human, physical or integrated physical-human • The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing • Students will be expected to show evidence that they have used both quantitative and qualitative data to support their independent investigation as appropriate to the particular environment and/or location. 	<p>20% of the total qualification</p> <p>3000-4000 words 70 marks available</p>

OTHER INFORMATION

Fieldwork is a compulsory part of geographical investigation at this level and in recent years' students have had the opportunity to carry out fieldwork in London and Bournemouth as well as undertaking a whole range of local investigations.

To study this course you should be interested in the world around you and in investigating issues concerning people, places and environments. The course will encourage students to ask the questions; *What? Where? How? Why?*

ENTRY REQUIREMENTS

GCSE 6 in Geography.

"Geography is a subject which holds the key to our future" – Michael Palin

GERMAN

Head of Department: Mrs E Hill

BOARD

EDEXCEL

COURSE CONTENT

Students who have enjoyed studying German to GCSE and have a passion for further study will have the opportunity to extend all language related skills. They should have an interest in the culture of German speaking countries, and will be able to study examples of German film and literature. By the end of the course students can expect to reach a high level of fluency in the language.

Students study two major themes at A-level; these are Social Issues and Trends and Political, Intellectual and Artistic Culture. They discuss ideas about the family, education, and the media as well as integration, multiculturalism, and discrimination.

Vocabulary and grammar are studied systematically using our main course books, which are supplemented by material from other sources, and a dedicated grammar book. Personal research is an essential element of the course, and we have a wide range of materials in the German department and the library, as well as actively encouraging students to use the Internet and Social Media to enhance their skills. Students benefit greatly from time spent with the Assistant, where they have the opportunity to prepare thoroughly for the speaking exam in groups of two or three. Students will also have the opportunity to undertake a period of work experience in Germany in order to complement their studies in the classroom and to improve their fluency and comprehension of the spoken language.

METHOD OF ASSESSMENT

The A-level course is assessed at the end of two years by the following means:

Paper 1	Listening, reading and translation	40% of total marks
Paper 2	Written response to works and translation	30% of total marks
Paper 3	Speaking including the presentation of the student's independent research project	30% of total marks

OTHER INFORMATION

A wide range of skills developed through studying German at this high level, enable students to carry on with German at University, either by following a languages degree course or by combining it with another subject such as law, banking, business studies, tourism, engineering or politics. Others have found their language skills advantageous when seeking employment. Languages are particularly useful in areas linked with international business and recent research in the job market shows that language graduates have one of the lowest unemployment rates in the UK, and the highest average salaries.

ENTRY REQUIREMENTS

GCSE 6 in German.

HISTORY

Head of Department: Ms A Walker

BOARD

OCR

COURSE CONTENT

The A-level course offers a British (Early Stuarts) and non-British (Russia 1894-1941) period study as well as a thematic unit (Tudor Rebellions) which requires a synoptic approach. In addition, all students have to research and write a 3-4000-word essay independently (while supervised by a teacher). The A-level course seeks to instil the skills of critical thinking and the formation of an evidence based argument. The A-level specification provides a suitable foundation for the study of History or related courses in further and higher education. The various skills required by the specification provide opportunities for progression directly into employment. Equally, they contribute to students' lifelong learning, especially through Key Skills. To study A-level History you should be prepared to read, think critically and evaluate the interpretations of the past made by historians.

The course covers the following:

Unit 1: British Period Study and Enquiry Y108

The Early Stuarts and the English Revolution 1603-60.

Unit 2: Non-British Period Study Y219

Russia 1894 - 1941

Unit 3 Thematic Study and Historical Interpretations Y306

Rebellion and Disorder Under the Tudors, 1485-1603

Unit 4 Topic Based Essay Y100

Coursework which is an independently researched essay of 3,000 – 4,000 words in length.

METHODS OF ASSESSMENT

	A-level		
Unit 1:	25%	1 hour 30 min exam	50 marks
Unit 2:	15%	1 hour exam	30 marks
Unit 3:	40%	2 hours and 30 min exam	80 marks
Unit 4:	20%	3000 – 4000 word essay	40 marks

OTHER INFORMATION

All students will be issued textbooks for Russia from the library but they will need to buy textbooks to supplement their learning for The Stuarts and The Tudor Rebellions.

ENTRY REQUIREMENTS

GCSE 6 in History.

ITALIAN

Head of Department: Mrs J Derbyshire-Wells

BOARD

EDEXCEL

COURSE CONTENT

Students who have enjoyed studying Italian to GCSE and have a passion for further study will have the opportunity to extend all language related skills. They should have an interest in the culture of Italian speaking countries, and will be able to study examples of Italian film and literature. By the end of the course students can expect to reach a high level of fluency in the language.

Students study two major themes at A-level; these are Social Issues and Trends and Political, Intellectual and Artistic Culture. They discuss ideas about the family, education, and the media as well as integration, multiculturalism, and discrimination.

Vocabulary and grammar are studied systematically using a variety of course books, which are supplemented by material from other sources, and dedicated grammar resources. Personal research is an essential element of the course, and we have a wide range of materials in the Italian department and the library, as well as actively encouraging students to use the Internet and social media to enhance their skills. Students benefit greatly from time spent with the Assistant, where they have the opportunity to prepare thoroughly for the speaking exam in groups of two or three. Students will also have the opportunity to undertake a period of work experience in Italy in order to complement their studies in the classroom and to improve their fluency and comprehension of the spoken language.

METHOD OF ASSESSMENT

The A-level course is assessed at the end of two years by the following means:

Paper 1	Listening, reading and translation	40% of total marks
Paper 2	Written response to works and translation	30% of total marks
Paper 3	Speaking including the presentation of the student's independent research project	30% of total marks

OTHER INFORMATION

A wide range of skills developed through studying Italian at this high level, enable students to carry on with Italian at university, either by following a languages degree course or by combining it with another subject such as law, banking, business studies, tourism, engineering or politics. Others have found their language skills advantageous when seeking employment. Languages are particularly useful in areas linked with international business and recent research in the job market shows that language graduates have one of the lowest unemployment rates in the UK, and the highest average salaries.

ENTRY REQUIREMENTS

GCSE 7 in Italian.

MATHEMATICS

Head of Department: Mr C Sheppard

BOARD

EDEXCEL

COURSE CONTENT

Paper 1: Pure Mathematics 1

Written examination: 2 hours

33.33% of the qualification

100 marks

Content overview

Proof, Algebra and functions, Coordinate geometry in the (x,y) plane, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Vectors

Paper 2: Pure Mathematics 2

Written examination: 2 hours

33.33% of the qualification

100 marks

Content overview

Proof, Algebra and functions, Coordinate geometry in the (x,y) plane, Sequences and series, Trigonometry, Differentiation, Integration, Numerical methods

Paper 3: Statistics and Mechanics

Written examination: 2 hours

33.33% of the qualification

100 marks

Content overview

Section A: Statistics

Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions, Statistical hypothesis testing

Section B: Mechanics

Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Moments

METHODS OF ASSESSMENT

Three two-hour examinations at the end of Year 13.

OTHER INFORMATION

A grade 7 or higher at GCSE provides a sound basis for further study of the subject in the Sixth Form.

All students will be expected to complete preparatory work prior to commencing the course.

ENTRY REQUIREMENTS

GCSE 7 in Mathematics.

FURTHER MATHEMATICS

Head of Department: Mr C Sheppard

BOARD

EDEXCEL

COURSE CONTENT

Paper 1: Further Pure Mathematics

Written examination: 1 hour and 30 minutes *25% of the qualification* *75 marks*

Content overview

Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors

Paper 2: Further Pure Mathematics

Written examination: 1 hour and 30 minutes *25% of the qualification* *75 marks*

Content overview

Complex numbers, Further algebra and functions, Further calculus, Polar coordinates, Hyperbolic functions, Differential equations

Paper 3: Further Mathematics Option 1

Written examination: 1 hour and 30 minutes *25% of the qualification* *75 marks*

Content overview

Students take **one** of the following four options:

3A: Further Pure Mathematics 3 - Further calculus, Further differential equations, Coordinate systems, Further vectors, Further numerical methods, Inequalities

3B: Further Statistics 1 - Linear regression, Statistical distributions (discrete), Statistical distributions (continuous), Correlation, Hypothesis testing, Chi squared tests

3C: Further Mechanics 1 - Momentum and impulse, Collisions, Centres of mass, Work and energy, Elastic strings and springs

3D: Decision Mathematics 1 - Algorithms and graph theory, Algorithms on graphs, Algorithms on graphs II, Critical path analysis, Linear programming

Paper 4: Further Mathematics Option 2

Written examination: 1 hour and 30 minutes *25% of the qualification* *75 marks*

Content overview

Students take **one** of the following seven options:

4A: Further Pure Mathematics 4 - Groups, Further calculus, Further matrix algebra, Further complex numbers, Number theory, Further sequences and series

4B: Further Statistics 1 - Linear regression, Statistical distributions (discrete), Statistical distributions (continuous), Correlation, Hypothesis testing, Chi squared tests

4C: Further Statistics 2 - Probability distributions, Combinations of random variables, Estimation, Confidence intervals and tests using a normal distribution, Other hypothesis tests and confidence intervals, Probability generating functions, Quality of tests and estimators

4D: Further Mechanics 1 - Momentum and impulse, Collisions, Centres of mass, Work and energy, Elastic strings and springs

4E: Further Mechanics 2 - Further kinematics, Further dynamics, Motion in a circle, Statics of rigid bodies, Elastic collisions in two dimensions

4F: Decision Mathematics 1 - Algorithms and graph theory, Algorithms on graphs, Algorithms on graphs II, Critical path analysis, Linear programming

4G: Decision Mathematics 2 - Transportation problems, Allocation (assignment) problems, Flows

METHODS OF ASSESSMENT

There are four 1 hour 30 minute examinations at the end of Year 13.

OTHER INFORMATION

A grade 8 or higher GCSE provides a sound basis for further study of the subject in the Sixth Form. Candidates who have studied certificates in Additional Mathematics or Further Mathematics alongside GCSE study will be at an advantage, though this is not a requirement.

All students will be expected to complete preparatory work prior to commencing the course.

ENTRY REQUIREMENTS

GCSE 8 in Mathematics.

MUSIC

Joint Heads of Department: Mrs N Kornhauser and Mrs J Wood

BOARD

EDEXCEL

COURSE CONTENT

COMPONENT 1: Performing Music

Students are required to perform as soloists and/or as part of an ensemble. The repertoire can be chosen from any style and can be performed on any instrument. The expected standard of performance is around grade 7 and must be a minimum of eight minutes of material which will be recorded. Commitment to extra-curricular activities in school is essential.

COMPONENT 2: Composing

For the composition unit students are required to compose two pieces of music. One composition must be from either a list of briefs related to the areas of study, or a free composition. This composition carries 40 marks and must be at least four minutes in duration. The second composition must be from a list of briefs assessing compositional technique. It carries 20 marks and must be at least one minute in duration, unless the brief specifies a longer minimum duration. The total time across both submissions must be a minimum of six minutes. The briefs set by the exam board cover a spectrum of styles and cater for all tastes in music. The composition is to be completed in controlled, supervised conditions over the autumn and spring term and the technical study must be completed in April / early May.

COMPONENT 3: Developing Musical Understanding

This unit includes a written and a listening paper. It develops students understanding of how Music works through a study of 18 set works as well as unfamiliar pieces. This is the only end of unit exam in the A-level course and is two hours long. There is a mixture of short answer questions, essay and musical dictation questions. Each candidate is given their own copy of the CD for the exam.

METHODS OF ASSESSMENT

Component 1: The performance work is recorded and is externally assessed.

Component 2: The composing unit requires a score and a recording to be sent for external assessment. The technical paper does not necessarily require the recording, depending on what has been chosen.

Component 3: The listening paper is externally assessed.

Component 1 Performing 30%	An uninterrupted public performance of one or more pieces, performed as a recital Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology Standard level: Grade 7	<ul style="list-style-type: none">• Minimum total 8 minutes• 30 marks each• Total of 60 marks
Component 2 Composing 30%	2 compositions: <ul style="list-style-type: none">• 1 free OR another set to a brief lasting at least 4 minutes in duration• 1 set to a brief assessing compositional technique, at least 1 minute in duration (unless the brief specifies a longer minimum duration). Controlled conditions. Total time must be a minimum of 6 minutes	<ul style="list-style-type: none">• 2 pieces• 40 marks (free comp)• 20 marks (set brief)• Total of 60 marks
Component 3 Appraising 40% Exam	Knowledge and understanding of musical elements, contexts and language. Application of knowledge through the context of six areas of study, each with three set works.	<ul style="list-style-type: none">• Exam 2 hours• Total of 100 marks• One audio CD per student.• Comprises two sections: A and B.

	Vocal Music Instrumental Music Music for Film Popular Music and Jazz Fusions New Directions Application of knowledge to unfamiliar works.	
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Component 3: Appraising 40% Exam

Application of knowledge to unfamiliar works	<p>Section A: Areas of study and dictation (50 marks) Three questions related to the set works (audio and skeleton score provided) One short melody/rhythm completion exercise</p> <p>Section B: Extended response Two essay questions Essay 1 (20 marks) Students must draw links from their study of the set works to the music heard as an unfamiliar extract. Essay 2 (30 marks) A choice of three questions that ask students to evaluate the musical elements, context and language of one set work. Each option will be from a different area of study</p>
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OTHER INFORMATION

A degree of competency on your instrument is essential as you will need to reach grade 7 by the end of the spring term of Year 13. The school will contribute a proportion of instrumental tuition fees for those students studying A-level Music. In order to develop your skills in this area, you must be prepared to commit to weekly lessons, daily practise at home/school and participation in extra-curricular activities in school. A basic knowledge of the theory of music and music reading is also essential if you are to do well on this course. The music course is varied, interesting and enjoyable but requires full commitment from students. Meeting all deadlines is essential.

Grade 5 & 6 theory lessons are also available as an after school private session which students are encouraged to attend in order to support all aspects of their A-level.

ENTRY REQUIREMENTS

GCSE 6 in Music

PHOTOGRAPHY, LENS AND LIGHT BASED MEDIA

Head of Department: Miss N Sagar

BOARD

AQA

COURSE CONTENT

This course offers an expressive and/or interpretative response to the visual world which is produced with the aid of lens based media and may be manipulated by digital technology. It embodies knowledge and understanding of meanings, information and experiences through a body of photographic work. Understanding is demonstrated through the process of experimentation and is communicated by the production of outcomes. Photographic skills are developed through the use of formal elements, techniques and technology and their application to selected media.

The course is structured on two units for the full A-level certificate. Year 12 will act as a period to develop skill base and personal style, whilst completing outcomes that will be submitted for the A-Level coursework unit.

PHOTOGRAPY-LENS AND LIGHT BASED MEDIA			
Year 12	First year of A-level course	Component 1 (Some work completed will be submitted towards 60% of A-level)	Coursework 2 workbooks which show experimentation and exploration of methods, techniques and processes in black and white and colour photography, in both digital and traditional format. Research and explanation to show an understanding of context, styles genres, traditions. Production shots to show use of: the camera, lighting and exposure, digital technology, printing, alternative manipulation and presentation.
		Component 1	Teacher set examination period A response over 8 - 10 weeks to an internally set theme evidenced in a workbook. 10 hour focussed manipulation and production of a series of images. A presentation of all the response to the theme with final outcomes and evaluative discussion.
Year 13	A-level	Component 1 60% of A-level	Coursework - Critical Investigation Study of a chosen area with practical outcomes which include a 'work book' of investigation into the theme. 1 written response in either book, folder or typed in essay format that supports a personal project document in 1 or 2 sketchbooks – minimum of 1000 words. Production of a number of resolved photographs which arise from the study and its themes.
		Component 2 40% of A-level	Examination/ Work A response over 10 weeks to an externally set theme evidenced in a workbook. 15 hour focussed manipulation and production of a series of images. A presentation of all the response to the theme with final outcomes and evaluative discussion.

METHODS OF ASSESSMENT

Year 12 Component 1 will be internally set and marked, with staff assessing outcomes against national standards for the examination board; this will result in a department awarded grade. Year 13 Component 1 will be internally set and marked, then externally moderated. Year 13 Component 2 is externally set, internally marked and externally moderated.

In May/early June of each course year, students will need to present units for external moderation. This will take the form of an exhibition. Each student will be allocated one or two panels of display screen and a table. Both components must be submitted for Year 12 and both components for the A-level. (The exam piece and supporting work and the complete coursework units).

Assessment is based on the ability to:

- Develop ideas through sustained investigations and exploration
- Analyse and evaluate critically, showing understanding of purpose meanings and contexts
- Record in an appropriate manner
- Present a resolved response which realises intentions

The four assessment objectives above are the same for both years. The written investigation element assesses pupil's written communication, use of specialist terminology and ability to express ideas fluently.

OTHER INFORMATION

Students need to have a digital camera and be able to independently be able to print onto photo quality printing paper at home with access to image based computer programmes.

A wealth of knowledge can be acquired through visits to galleries, museums and exhibitions as well as reading articles, magazines, books, blogs etc. to build up a wide appreciation of photography and its potential possibilities.

ENTRY REQUIREMENTS

GCSE 6 Art, 6 Graphic Communication, 6 Photography. Students who have not studied Art should see Miss Sagar.



PHYSICAL EDUCATION

Head of Department: Mrs K Balsdon

BOARD

OCR

COURSE CONTENT – A-level Physical Education

Unit: H555: A-level in Physical Education

Physiological factors affecting performance (01)

This section explores applied anatomy and physiology, exercise physiology and biomechanics. It contributes to 30% of the overall A-level.

Psychological factors affecting performance (02)

This section considers skill acquisition and sports psychology. It contributes to 20% of the overall A-level.

Socio-cultural issues in physical activity and sport (03)

The third section explores sport and society, contemporary issues in physical activity and sport. It contributes to 20% of the overall A-level.

Performance in physical education (04)

Candidates will be assessed in their performance or coaching in one activity. This unit will also include an Evaluation of Performance for Improvement (EPI) where candidates are required to complete an oral analysis of one activity by evaluating the performance and advising on how to improve. This practical unit will contribute to 30% of the overall A-level.

METHODS OF ASSESSMENT for A-level

Physiological factors affecting performance (01)	2 hour written paper	90 marks	30% of A-level
Psychological factors affecting performance (02)	1 hour written paper	60 marks	20% of A-level
Socio-cultural issues in physical activity and sport (03)	1 hour written paper	60 marks	20% of A-level
Performance in Physical Education (04)	1 activity, Internal practical assessment and external practical moderation, Evaluation of Performance for Improvement (EPI)	60 marks	30% of A-level

OTHER INFORMATION

Students are expected to participate regularly in their chosen practical activities at school and/or club. They will be expected to involve themselves in extra-curricular coaching of Year 7, 8 and 9 teams in school. Students must provide video evidence of their performance, ideally at their highest performing level.

ENTRY REQUIREMENTS

GCSE 6 in Physical Education or BTEC Distinction in Sport.

PHYSICS

Head of Department: Mrs A Lacy

BOARD

OCR

COURSE CONTENT

The OCR Physics specification A course (A H556) offers a coherent, balanced approach to studying the fundamentals to understanding the Physical World combining key principles with real world applications. The course is the new accredited specification with A-level examination at the end of the course.

Year 1 consists of 4 key modules

Module 1: Development of practical skills in physics - Students are assessed how well they can construct and use practical equipment, measure and record observations, quantitatively analyse data graphically and estimate practical uncertainty to evaluate the methodology and validity of a process.

Module 2: Foundations of physics - Looks at the fundamental ideas physical quantities and their units, the notion of scalars and vectors, orders, uncertainties and precision in numerical values.

Module 3: Forces and motion - Includes the effect of forces on the motion of projectiles and vehicles, the effect of stress and strain on materials and the concept of forces in equilibrium.

Module 4: Electrons, waves and photons - Develops the principles of conduction and current flow and wave motion and properties including interference, diffraction and polarisation started at GCSE and introduces quantum ideas and their effects on the very small including particle duality and photoelectric emission.

Year 2 revisits the first year content and, in addition, covers two further modules

Module 5 - Newtonian world and astrophysics - Develops understanding of

- Newton's laws of motion and the concepts of momentum and impulse and their behaviour in different collisions.
- Circular motion and the effect of gravity and gravitational fields.
- The behaviour of solids and gases during heating & cooling, temperature scales and development of the kinetic theory of matter.
- The development of the Universe and the bodies and processes within it.

Module 6 - Particles and medical physics - Develops understanding of

- The sub-atomic world and the particles and their interactions that make up atoms and their nuclei.
- The use of physical ideas used in medical imaging devices such as ultrasound, x-ray and positron scanners.

The A-level is assessed through 4 aspects

Exam 1 - 37% - Modelling physics - 100 marks - 135 minute written paper

Exam 2 - 37% - Exploring physics - 100 marks - 135 minute written paper

Exam 3 - 26% - Unified physics - 70 marks - 90 minute written paper

Assessment 4 - Practical endorsement - continuous assessment - reported separately

OTHER INFORMATION

A Level Physics prepares students for a wide range of university courses, including medicine and all areas of Engineering. The course will also help a student to identify possible career paths related to the use of Physics. Studying Physics is a demanding process; it requires students to be both diligent and enthusiastic. In addition they need good mathematical and all around scientific skills. The study of A-level Mathematics is a distinct advantage although not an essential course requirement.

ENTRY REQUIREMENTS

7 (triple science Physics GCSE) **and** 7 in Maths, 7-7 Combined Science, 7 in Physics element **and** 7 in Maths.

PSYCHOLOGY

Course Coordinator: Miss J Laughton

BOARD

Pearson Edexcel Psychology A Level (2015) (9PS0)

COURSE CONTENT

Year 1 – Foundations in Psychology:

- Cognitive psychology – study of mental processes in the brain, specifically memory
- Social psychology – study of relationships with each other and society and how it affects behaviour i.e. obedience and prejudice
- Biological psychology – study of how brain structure, genes and hormones may influence behaviour
- Learning theories – how we learn and perceive information and how this influences behaviour

Year 2 – Applications of Psychology:

- Clinical psychology – different explanations for mental health disorders and ways of treating them
- Health psychology – how and why people behave in unhealthy ways e.g. drug misuse
- Psychological skills – methodological and conceptual issues in Psychology

METHODS OF ASSESSMENT

Psychology students will sit three 2 hour exams at the end of the second year. The first paper (35% of overall grade) will assess Foundations in Psychology in a variety of questioning methods e.g. short answer, long answer and data and response questions. Paper two (35% of overall grade) has the same format but is assessing Applications of Psychology. The final paper (30% of overall grade) brings together both years of study in a Psychological Skills paper.

OTHER INFORMATION

Psychology is a scientific, academic subject; students will be required to have strong literacy and maths skills, as well as an ability to think critically. The subject of Psychology gives students the opportunity to develop the aforementioned skills to a high level, equipping them well for life beyond The Broxbourne School.

ENTRY REQUIREMENTS

6 (triple science Biology GCSE), 7-7 Combined Science.

RELIGIOUS STUDIES

Philosophy, Ethics & Hinduism

Head of Department: Mrs L Vayani

BOARD

Eduqas.

COURSE CONTENT

Religious Studies A-level will consist of three units; Philosophy of Religion, Religious Ethics and Hinduism.

In Year 12 students study the following three units:

1. Philosophy of Religion

Topics including: arguments for the existence of God, the challenges of evil to religious belief, religious experiences as evidence for the existence of God.

2. Religious Ethics

An introduction to ethics, how do we decide what is right or wrong? Various ethical theories and how they could be applied to modern issues.

3. Hinduism

An introduction to Hinduism including key beliefs and practices. Topics include the archaeological origins of the religion, the nature of God and significant festivals and life principles.

In Year 13 students develop their subject skills with a further study of the following units which have a direct correlation with those studied in Year 12.

1. Philosophy of Religion

What do people believe about life after death? Can miracles really happen? How do we use language in philosophy and theology? How has secularism had an impact on religion? What psychological reasons are there for people to be religious?

2. Religious Ethics

Freewill and determinism: are our decisions determined or made freely? Are our lives mapped out already? What is the meaning of ethical language? Key ethical theories and that application to contemporary issues.

3. Hinduism

Modern Hindu figures and their responses to British rule. Contemporary issues in Hinduism including the status of women and the Dalits. Indian Philosophy on the nature of reality.

METHODS OF ASSESSMENT

A-level units are assessed in the June of Year 13. There is no coursework unit.

Hinduism	Students given a choice of questions and are expected to write 2 essays, part a and b for both.	33.3% of final grade 2 hours 100 marks available
Philosophy of religion	Students given a choice of questions and are expected to write 2 essays, part a and b for both.	33.3% of final grade 2 hours 100 marks available
Religious ethics	Students given a choice of questions and are expected to write 2 essays, part a and b for both.	33.3% of final grade 2 hours 100 marks available

ENTRY REQUIREMENTS

GCSE 6 RE or (if not studied) 6 in English Language.

Students do not have to have taken Religious Studies GCSE to study Philosophy and Ethics in the Sixth Form.

SOCIOLOGY

Head of Department: Mr P Nugent

BOARD

AQA

COURSE CONTENT

A grade 6 in English Language or another complementary subject at GCSE is required for Sociology. Students will also need to have an interest in historical and contemporary social issues.

'No one is born hating another person because of the colour of (their) skin or (their) religion...' – Nelson Mandela. The power of sociology is to demonstrate *just how strong the social forces that organise society in very different ways are*. Throughout the course, you will see *how societies shape the different opportunities that people have within them*. For example, *where you were born and when* has radically shaped much of what you know and what you can do. After encountering sociology, you may never see the world again with the same eyes.

Aims of the course: The A-level course should enable you to:

- acquire knowledge and understanding of contemporary social processes and structures;
- appreciate the significance of theoretical and conceptual issues in sociological debate;
- understand sociological methodology and a range of research methods.

Year 12

The Year 12 course has two modules:

1: Families and Households

Changes in family and household structure. Changing patterns of marriage, child bearing, family diversity and conjugal roles;

2: Education and Methods in Context

Role of the education system. Differential educational achievement by social class, gender and ethnicity, sociological methods.

Year 13

In Year 13 students develop their understanding with a further study of the following two units:

Unit 3: Beliefs in Society

Unit 4: Crime and Deviance; Theory and Methods

METHODS OF ASSESSMENT

Three two-hour examination papers at the end of the course.

In Year 12 candidates take the following units:

Paper 1: Education & methods in Context	A mixture of 10 and 20 mark Questions. No choice	2 hour duration 80 marks available 33.3% of the assessment
Paper 2: Topics in Sociology	A mixture of 10 and 20 mark Questions. No choice One section on Families and households and one on Beliefs in Society. Each section is worth 40 marks.	2 hour duration 80 marks available 33.3% of the assessment
Paper 3: Crime and Deviance and Theory & Methods	A mixture of 10,20 and 30 mark Questions. No choice	2 hour duration 80 marks available 33.3% of the assessment

ENTRY REQUIREMENTS

GCSE 6 in English Language, English Literature, History, RE or Geography

The Application Process

Students who wish to join the Sixth Form should complete the relevant Application form and Initial Subject Preferences form.

The Initial Subject Preferences form is not a student's final choice of subjects. It gives us an indication of which subjects students are likely to want to take and enables us to plan the Year 12 curriculum blocks for September 2019.

Early in the spring term, following the results of Mock GCSEs, all applicants and their parents will have a meeting with a senior member of staff.

Prior to this meeting they will receive a Year 12 Options form. This will give the option blocks from which their final choices can be made. (It is possible that if there has been insufficient interest shown in a subject on the initial preferences forms, that it will not be offered at this stage). Students should bring their Year 12 Options form with them to their meeting, during which it can be completed following discussion with the senior member of staff.

In the event of a course being oversubscribed, places will be allocated to those students with the overall highest average GCSE points score.

Students will receive confirmation of their place in the Sixth Form and their courses, subject to meeting the entry criteria, later in the spring term.

It may not be possible for a student to change their Year 12 Options after this time.