

# St Margaret's School



## Sixth Form Subject Choices 2010

# THE NATURE OF SIXTH FORM WORK

The approach to study in the Sixth Form is different from that involved in GCSEs:

The topics that you study may need longer preparation than in GCSE courses. You may have an extended experiment or series of experiments to complete and write up or a major essay to prepare, all of which may involve prior research.

You will have more private study than before. More self-supported study is needed and there is less direct teaching from staff. You will have to learn to read widely, know how to research, take notes, and to assemble relevant material.

Homework may be set by the week, fortnight or the month and essays or projects may have to be completed by a fixed date. Assignments may entail dipping into several books at a time; rapid reading may be called for, also note-taking, memorising, essay planning and writing.

The subject matter will be treated in greater depth. This will involve a great deal of considered thinking, simply to grasp the ideas and concepts with which you will be confronted.

There will be greater emphasis on the formation of personal views. Students will need to become independent thinkers. Personal opinions will be important, discussion and argument based on evidence will be essential.

## AS/A2 SUBJECT CHOICES

**The decision as to which subjects you should study must be yours but these factors may help you:**

- Your enthusiasm for further study in the subject
- Your ability previously shown in this or an allied field
- Your intentions for Higher and Further Education and general lines of career objective, if known. You should take time to look at the University guides and other information before you make your final choice.
- The suitability of the combination of your chosen subjects.

Advice as to the suitability of your choices in relation to a career and Higher Education opportunities may be sought from various sources - your tutor, Director of Sixth Form Studies, subject teachers and the careers department. Subject specialists will advise you as to how realistic it is for you to aim for an A level in their subject.

# SIXTH FORM COURSES 2010 - 2012

## Entry to the Sixth Form

To qualify for the Sixth Form at St Margaret's you need to have achieved a minimum of 5 C grades at GCSE, and a mean points score of at least 5.0 (where A\* = 8, A=7, B=6, C=5, D=4). Your A level subject teachers will let you know if there are specific requirements for you to undertake Sixth Form study in their subject, but this is usually a minimum of grade B.

## Year 12

We expect the majority of our students to study 4 AS levels for seven periods a week each in Year 12, with two lessons for General Studies which includes the 'Perspectives' lecture series as well as preparation for university applications and careers guidance. In addition to this a single lesson is used to deliver the 'Issues' programme. This covers a wide range of topics ranging from preparation for life beyond school to Ethics. Students take PE for a double period a week in which there is a range of options available both in school and in outside venues. AS assessment will normally take place in the months of May and June in Year 12.

## Year 13

In Year 13, most students will continue to A2 level with 3 of their AS subjects while continuing with the areas shown above. Some students may wish to continue with their study of 4 subjects to A2 level. A2 assessment may take place in January as well as June of this year.

In both Year 12 and Year 13 any non-timetabled periods of the week will be devoted to private study.

## **‘Stretch and challenge’ – A2 Level**

GCE specifications now include ‘stretch and challenge’ at A2 Level. This was introduced into all A2 GCE specifications from September 2008 in order to better prepare students for higher education and employment. The emphasis is on the greater development of thinking and problem solving skills which should be more motivating for students.

The changes to the assessments include:

- a broad range of question types to ensure that a wide range of skills is assessed
- some questions requiring extended answers to give students the opportunity to demonstrate the full breadth and depth of their knowledge and understanding
- synoptic assessment that will test students’ understanding of the subject as a whole and their ability to make links between different areas of the subject.

Although the basic grading of AS passes remains as A – E, an A\* grade has been introduced to the grading of the overall A level to reward the most exceptional candidates. It will be awarded to students who achieve a grade A overall at A level and also achieve 90 per cent or more on the uniform mark scale (UMS) across their A2 units.

### **AS and A2 LEVEL COURSE DETAILS**

2010 - 2012

The following notes give an outline of the work covered in each AS and A2 level subject in the Sixth Form and provide some idea of the type of approach that is required. Further information may be obtained from Heads of Department. If you want more details or personal advice, please ASK.

# ART AND DESIGN

EDEXCEL

(AS - 8AD01, A2 - 9AD01)

## Outline of the course and its aims

**AS:** The first part of the AS course emphasises skills development in historical research, drawing, photography and IT. The second part of the AS course enables students to interpret a coursework theme in a medium of their own choice from drawing and painting to 3D work, photography, film and installation art. This gives a basis of skills for a wide-ranging response to the end-of-year externally set assignment.

**A2:** The second year of the A Level course centres on a research theme chosen by the individual student. Coursework includes sketchbook research, material experiments and a final realisation of their ideas in an ambitious end product in a medium of their own choice. As part of the coursework students will also produce an essay as a written response to the theme chosen. This again prepares students for a wide-ranging response to the end-of-year externally set assignment in a medium of their own choice.

The aims of the course include:

- to provide a study of art and design leading to practical work which demonstrates visual skills
- to encourage an intelligent and informed use of visual research and the development of ideas through experiment and observation
- to provide a course in which individuality is encouraged and personal responsibility fostered
- to promote a framework of historical knowledge and critical understanding, to enable students to make an informed evaluation of their own work and the art and craft of others
- to prepare students for further study in Art and Design

## Course structure

The AS course (8AD01) will include 2 components:

**Unit 1 (6AD01):** Art & Design coursework

**Unit 2 (6AD02):** Art & Design - Externally Set Assignment (8 hour timed examination)

The A2 course (9AD01) will include 2 further components:

**Unit 3 (6AD03):** Art & Design Coursework - Practical work and outcome

**Unit 4 (6AD04):** Art & Design - Externally Set Assignment (12 hour timed examination)

## **Assessment and examination structure**

The course is organised in two parts, with two AS units studied in the first year, and two A2 units studied in the second year. Each part can be assessed at the end of the year it is taken in, or both parts may be examined at the end of the two-year course. In each year, the examination board sets the theme for the final examination.

Assessment is by exhibition at the end of each year. This is assessed internally with a visiting examiner awarding final marks. Each unit should satisfy the four published Assessment Objectives.

## **Skills and qualifications required:**

Students are expected to have skills in drawing from observation, design in 2D and 3D, and sensitivity in the handling of materials. Some knowledge of the work of other artists, gained on a GCSE course, would also be expected. The minimum requirement for a student taking this course would ordinarily be a Grade B pass at GCSE Art and Design.

## **What skills will I develop?**

- Manipulative skills – hand skills and the ability to use a range of materials
- Design skills – practical design skills and a working knowledge of the 'language of art' – line, shape, texture, form etc
- Historical/critical knowledge – an awareness of key periods of art and craft history and the ability to evaluate both their own work and the work of others
- Observational skills – the ability to observe and record accurately

## **Other opportunities during the course:**

- Life Drawing
- Visits to galleries
- Visits to art colleges
- Encouragement to take part in competitions and exhibitions
- The ability to work with younger students in a mentoring role

## **Potential additional costs:**

- Materials – paints, sketchbooks, canvas, photographic materials, mod-roc etc
- Portfolios for college interviews
- Cultural visits

# BIOLOGY

EDEXCEL

(AS - 8BIO1, A2 - 9BIO1)

## Outline of the course and its aims

The Salters-Nuffield Advanced Biology GCE has been designed after extensive consultation with practising teachers and professional bodies. It provides an innovative and contemporary GCE Biology course with inspiring topics that include current scientific developments, and motivating practical work.

The course aims:

- To provide scientific study of the laws, theories and models of Biology
- To explore practical applications and their ethical, social, economic and environmental implications
- To provide a foundation for future studies in higher education

## Course structure

### BIOLOGY AS (8BIO1)

**Unit 1 (6BIO1):** Lifestyle, Transport, Genes and Health.

**Unit 2 (6BIO2):** Development, Plants and the Environment.

**Unit 3 (6BIO3):** Practical work & Research Project

### BIOLOGY A2 (9BIO1)

**Unit 4 (6BIO4):** The Natural Environment and Species Survival.

**Unit 5 (6BIO5):** Energy, Exercise and Co-ordination.

**Unit 6 (6BIO6):** Experimental Investigation and practical work

## Assessment and examination structure

### AS

**Unit 1:** 1 hour 15 minutes - written paper (40% of AS, 20 % of overall A level)

**Unit 2:** 1 hour 15 minutes – written paper (40% of AS, 20 % of overall A level)

**Unit 3:** Practical work and a research project. (20% of AS, 10% of overall A level)

### A2

**Unit 4:** 1 hour 30 minutes – written paper (40% of A2, 20 % of overall A level)

**Unit 5:** 1 hour 30 minutes – written paper (40% of A2, 20 % of overall A level)

**Unit 6:** Written report of experimental investigation. (20% of A2, 10% of overall A level)

## **Skills and qualifications needed:**

GCSE Biology Grade A\* - B, GCSE Chemistry grade C or above, GCSE Double Award grade BB or above, GCSE Maths grade C or above. An enquiring mind and organisational skills will help.

## **What skills will I develop?**

- An understanding for biological related issues that will be useful in many future careers.
- A scientific approach to solving problems
- Practical skills in handling apparatus and biological material
- The ability to evaluate and analyse scientific data

## **Other opportunities during the course:**

Students will have the opportunity to work with the team at @Bristol in their laboratories to isolate a piece of their own DNA using the Polymerase Chain Reaction (PCR), then visualise it using gel electrophoresis. The social and moral implications surrounding these genetic technologies will also be discussed. They may have the opportunity to use the equipment at the Peninsula Medical School when studying the physiology topic and later in the course, the facilities at Exeter University's superb Microbiology department.

## **Potential additional costs:**

Field trip courses, trips and lecture days. They may choose to subscribe to the Biological Sciences review magazine to further their studies.

# BUSINESS STUDIES

OCR

(AS - H030, A2 - H430)

## Outline of the course and its aims

Businesses play a vital part in a modern society. The course is designed to teach business concepts and skills through case studies and to encourage an evaluative approach to decision making.

The aims of the course are to encourage candidates to:

- Understand business behaviour from a variety of perspectives
- Develop a critical understanding of how businesses meet society's needs.
- Be aware of the ethical dilemmas and responsibilities faced by businesses
- Develop an enthusiasm for studying businesses
- Acquire a range of relevant business skills
- Generate enterprising and creative solutions to business problems and issues

## Course structure

The AS is made up of two mandatory units. One gives an introduction to Business, whilst the other looks at Business Functions; marketing, accounting and finance, people, operations management.

The A2 also has two units. The first develops further one of the themes studied at AS. The precise selection will depend on an appraisal of preferences and abilities of the students continuing with their studies to A2 level. The second unit is compulsory, being Strategic Management.

## Assessment and examination structure

### AS

**Unit 1 (F291): An Introduction to Business** (40% of AS Level, 20% of overall A level)

- The Nature of Business
- Classification of Business
- Objectives
- Other Influences

**Unit 2 (F292): Business Functions** (60% of AS Level, 30% of overall A Level)

- Marketing
- Accounting and Finance
- People in Organisations
- Operations Management

Both AS units are assessed by written examination, consisting of a range of assessment types such as short answers, data response, longer answers and pre-release case studies.

## **A2**

### **Unit 3**

One unit from:

- Unit F293: Marketing
- Unit F294: Accounting
- Unit F295: People in Organisations
- Unit F296: Business Production

Plus a mandatory unit:

### **Unit 4 (F297): Strategic Management**

Both A2 units are assessed by written examination, based upon case-study material.

### **Skills and qualifications required:**

No prior business knowledge is required. However, students are expected to have, and build upon, a range of skills. Particularly useful are:

- An ability to make judgements about right courses of action, based upon a range of evidence presented.
- The skill to present an argument in a logical manner
- An awareness of current issues affecting the real world of business
- The ability to select, analyse and evaluate information that has been presented in a variety of forms such as graphs, tables, written material, quotations.
- An understanding of basic ICT skills, and to have passes (Grade C or higher) in GCSE Mathematics and English.

### **What skills will I develop?**

- You will develop your skills of evaluation, i.e. making judgements based on the facts and circumstances surrounding a case-study
- Through the different units, you will improve your numeracy, and ICT and writing skills
- You will learn to appreciate the pressures placed upon the world of business

### **Other opportunities during the course**

There will be visits to local business and visits from business men and women. Students should keep abreast of business news by reading quality papers and suitable publications.

### **Potential additional costs:**

Some of the activities outlined above will involve extra financial costs.

# CHEMISTRY B (Salters)

OCR

(AS – H035, A2 H435)

## Outline of the course and its aims

Chemical concepts are introduced within a relevant context, the course being written as a series of teaching modules based on contemporary issues in chemistry.

The aims of this course are to encourage candidates to:

- Develop their interest in, and enthusiasm for chemistry, including developing an interest in further study and careers in chemistry
- Appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society
- Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of *How Science Works*
- Develop essential knowledge and understanding of different areas of chemistry and how they relate to each other

## Course structure

The AS GCE is made up of three mandatory units of which two are externally assessed (i.e. written papers). The third is the internally (teacher) assessed practical skills, which are divided into five skill areas: competence, measurement, analysis and evaluation, observation and interpretation.

The A2 GCE is made up of three mandatory units of which two are externally assessed (i.e. written papers). The third is the internally assessed Individual Investigation, in which candidates choose a topic from any aspect of chemistry and carry out a single extended investigation.

## Assessment and examination structure

### AS Units

**Unit F331: *Chemistry for Life*** (1h exam – 30% of AS, 15% of total A Level)

- Elements of Life
- Developing Fuels

**Unit F332: *Chemistry of Natural Resources*\*** (1¼h exam – 50% of AS, 25% of total A Level)

- Elements from the Sea
- The Atmosphere
- Polymer Revolution

\*This written paper will include one question on an Advance Notice article.

**Unit F333: *Chemistry in Practice***

(Coursework – 20% of AS, 10% of total A Level)

## A2 Units

**Unit F334: *Chemistry of Materials*** (1½h exam – 30% of A2, 15% of total A Level)

- What's in a Medicine?
- The Materials Revolution
- The Thread of Life
- The Steel Story

**Unit F335: *Chemistry by Design*** (2h exam – 40% of A2, 20% of total A Level)

- Agriculture and Industry
- Colour by Design
- The Oceans
- Medicines by Design.

**Unit F336: *Chemistry Individual Investigation***

(Coursework – 30% of A2, 15% of total A Level)

### Skills and qualifications required:

- Good passes in GCSE Chemistry or in GCSE Science/ Additional Science (grade B or above) and Mathematics;
- Good basic ICT skills;
- Recall and understanding of facts, relationships and principles and the ability to apply them.

### What skills will I develop?

- Recognise, recall and show understanding of chemical knowledge;
- Select, organise and communicate relevant information in a variety of forms;
- Analyse and evaluate chemical knowledge and processes;
- Apply chemical knowledge and processes to unfamiliar situations including those related to issues;
- Assess the validity, reliability and credibility of scientific information;
- Demonstrate and describe ethical, safe and skilful practical techniques and processes, selecting appropriate qualitative and quantitative methods;
- Make, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy;
- Analyse, interpret, explain and evaluate the methodology, results and impact of your own and others' experimental and investigative activities in a variety of ways.

### Other opportunities during the course:

Optional activities could include lecture/demonstration days, visits to industrial sites, university familiarisation days and career workshops, assisting in the running of Science Club.

### Potential additional costs:

In addition to costs of trips and visits, 'Chemistry Review' magazine, Revision Guides and a subscription for membership of RSC (Royal Society of Chemistry) ChemNet may be purchased to supplement the course textbooks.

# DRAMA AND THEATRE STUDIES

EDEXCEL

(AS - 8DR01, A2 – 9DR01)

## Outline of the course and its aims

The emphasis is on Drama and Theatre Studies as a practical, intellectual and artistic subject. This dynamic course combines the activities of exploring plays, creating theatre, the performing and designing of plays, the analysis of theatre and the critical evaluation of all these elements.

The course aims:

- To give all students the opportunity to write, perform, direct and design for a variety of styles of Drama.
- To broaden experience develop imagination and promote personal and social skills.
- To promote an enjoyment of all Dramatic forms and to encourage an appreciation of the significance of social, cultural and historical influences within Drama.

## Course structure

### AS

#### Unit 1 (6DR01): Exploration of Drama and Theatre

Practical drama activities: the study of two plays - one in the light of a theatre practitioner (with supporting exploration notes).

The evaluation of a live theatre performance.

#### Unit 2 (6DR02): Theatre Text in Performance

Monologue/duologue performance or design realisation.

Group performance or design realisation.

### A2

#### Unit 3 (6DR03): Exploration of Dramatic Performance

The creation and performance or design of original piece of drama.

#### Unit 4 (6DR 04): Theatre Text in Context

A 2 ½ hour written examination on a set text and historical performance conditions.

## Assessment and examination structure

### AS

#### Unit 1 (6DR01)

This is an internally assessed unit worth 40% of the total AS marks and 20% of the total a Level marks. The unit is worth 60 marks. A set of *Exploration Notes* based on individual research and response to the practical work to a maximum of 3000 words must also be submitted. Students are also required to experience a live theatre performance and submit a written evaluation. The live theatre experience may be a performance of one of the chosen play texts or a different play.

## **Unit 2 (6DR02):**

This is an externally assessed unit worth 60% of the total AS marks and 30% of the total A Level marks. The unit is worth 80 marks. Students may offer either acting or a design form. These may be different in each of the two sections of the unit. Students shall also provide a concept of the interpretation of their chosen roles or designs. This unit will be assessed under examination conditions by a visiting examiner.

## **A2**

### **Unit 3 (6DR03)**

This is an internally assessed unit which is worth 60% of the total A2 marks and 30% of the total A Level marks. The unit is worth 60 marks. 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.

### **Unit 4 (6DR04): Theatre Text in Context**

This unit is worth 60% of the total A2 marks and 30% of the total A Level marks. The unit is worth 80 marks. This externally assessed unit is a two-and-a-half hour written paper. In Sections A and B one play, from a choice of three set texts, are studied from the point of view of a director in both an academic and practical way. In Section C a selection must be made from a choice of three periods of theatre history. The choice must be different from the period represented by the chosen set text in Sections A and B. 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.

## **Skills and qualifications required:**

GCSE Drama would be helpful but is not essential. There may be an opportunity for students to focus on Theatre Design but GCSE Art is an expectation. To be imaginative, creative and be able to work as part of a team as well as individually is also very helpful.

## **What skills will I develop?**

Students successfully completing the course will develop a thorough understanding of Drama and Theatre, and should develop highly toned analytical and creative skills and an ability to communicate effectively with others. They will be able to study plays from the point of view of a performer, director, designer, writer and critic. They will also develop good interpersonal and group working skills.

## **Other opportunities during the course:**

Workshops with professional practitioners, film work, lighting and sound, performing in a National Theatre Production at the Drum theatre.

## **Potential additional costs:**

Text copies of plays, Drama Portfolios.

# ENGLISH LITERATURE

OCR

(AS – H071, A2 – H471)

## Outline of the course and its aims

This course is designed to:

- encourage candidates to develop interest and enjoyment in literary studies through reading widely, critically and independently
- introduce candidates to the traditions of English Literature.

## Course structure

### Unit 1 (F661): Poetry and Prose 1800-1945

Students explore works of poetry and prose ranging from Robert Frost to Edith Wharton. This unit develops critical literary skills, promotes a greater understanding of the contexts in which texts are produced and explores with the variety of possible interpretations.

### Unit 2 (F662): Literature post-1900

Through this study of modern literature, including a work published or performed after 1990, candidates learn to compare texts and gain confidence in their use of literary critical concepts and terminology. Students have the opportunity to select areas of individual interest.

### Unit 3 (F663): Drama and Poetry pre-1800

The study of Shakespeare is a key focus as is the study of a heritage literary text, involving critical analysis of structure, form and meaning, and consideration of others' interpretations. Candidates are encouraged to compare and contrast texts, across the works of 1300 – 1800 authors.

### Unit 4 (F6645): Texts in Time

This unit allows learners to fully develop research skills and synthesise their knowledge and understanding in an extended individual study of literary texts across genres.

It gives candidates an appreciation of the cultural and contextual influences upon readers and writers and the ways in which texts relate to literary traditions, movements and genres.

## Assessment and examination structure

### AS

#### Unit 1 (F661): Poetry and Prose 1800-1945

Externally-assessed written paper ~ 2 hour exam

AS Level – 60%, A Level – 30%

#### Unit 2 (F662): Literature post-1900

Internally-assessed coursework

AS Level – 40%, A Level – 20%

## **A2**

### **Unit 3 (F663): Drama and Poetry pre-1800**

Externally-assessed written paper ~ 2 hour exam

A Level – 30%

### **Unit 4 (F664): Texts in Time**

Internally-assessed coursework

A Level – 20%

## **Skills and qualifications required:**

- the ability to read widely and independently
- the ability to form judgements
- the ability to write effectively and appropriately
- the ability to express spoken and written opinions logically

## **What skills will I develop?**

Set texts are studied in depth and against the background and context of each writer. In addition a wide range of poetry and prose is read so that candidates can:

- respond with understanding to texts of different types and periods
- understand the ways in which writers' choices of form, structure and language express meaning
- demonstrate knowledge of the contexts in which literary works are written and understood
- discuss their own and other readers' interpretations of texts
- produce informed, independent opinions and judgements
- communicate clearly the knowledge, understanding and insight appropriate to literary study
- explore layers of meaning in texts
- write effectively and appropriately in response to texts studied
- make meaningful connections between texts
- explore layers of meaning written for a different kind of society and in a different idiom
- show how texts may excite emotions in readers and audiences
- appreciate features of texts such as characters, argument and imagery

## **Extra opportunities during the course:**

Theatre visits to productions of drama texts, film screenings and study days are offered. Visits are organised as far afield as London, Bath and Plymouth aiming for quality productions to aid the students' learning and enjoyment of the theatrical experience.

## **Potential additional costs:**

Students may wish to purchase their own copies of set texts. Prices vary from year to year but are approximately £4.99 - £6.99 each text and twelve are studied in total. School copies are supplied if students do not wish to purchase. Costs of theatre visits vary according to venue.

# FRENCH

WJEC

(AS -2191 01, A2 – 3191 01)

## Outline of the course and its aims

The syllabus builds on the foundation of GCSE French and aims:

- To develop communicative skills, linguistic competence, and awareness of French-speaking societies and French culture
- To improve study skills in essay writing, research and planning
- To increase employability as many employers see a language as a plus
- To provide confidence and enjoyment in mastering another language

## Course structure

The general topic areas include health, transport, current affairs, social issues, leisure, the working world, the environment and citizenship. All these topics are set in the context of the French speaking world, and throughout the course students are encouraged to develop their knowledge of contemporary France.

### AS

**FN1 (1191 01):** Oral - discussion of topics and general conversation.

**FN2 (1192 01):** Listening, Reading and Writing.

### A2

**FN 3 (1193 01):** Oral. Structured discussion and prepared presentation.

**FN 4 (1194 01):** Listening, Reading and Writing. Unit 4 offers students the opportunity to choose an individual area of interest from film, literature and the geography and culture of the country.

## Assessment and examination structure

### AS

**FN1 (1191 01):** Oral – 12-15 min examiner led discussion of topics and general conversation.

40% of AS (20% of overall A Level)

**FN2 (1192 01):** Listening, Reading and Writing.

60% of AS (30% of overall A Level)

### A2

**FN 3 (1193 01):** Oral – 15-20 min structured discussion and prepared presentation.

40% of A2 (20% of overall A Level)

**FN 4 (1194 01):** Listening, Reading and Writing.

60% of A2 (30 % of overall A Level)

## **Skills and qualifications required:**

You will need a genuine interest in French culture, and an ability to assimilate language rapidly. You will normally have gained Grade A or A\* at GCSE. Genuine interest in expanding your knowledge and a willingness to work steadily will be taken for granted, and at least one stay in a francophone country will be expected during your course.

## **What skills will I develop?**

The skills you will develop during this course will enable you to work with confidence in a French speaking environment. You will acquire language skills and develop expertise and study skills which will prepare you for further study or for the world of work.

- Listening and reading skills for gist or detail
- Speaking and Writing for debate, instructions or conversation
- Problem solving skills
- Thinking skills: learning a language expands your range of thinking
- IT skills through your research
- Communicative skills
- Organisational skills
- Adaptability to tackle cross-curricular themes: personal and social, education, multicultural perspective, European dimension, citizenship, health and environment
- Translation skills

## **Extra opportunities during the course**

You will have extra conversation lessons with the French assistant and there will be an opportunity to participate in our French exchange. There is a wide range of resources available to you, including a CD walkman for self-access listening at home. There is also the possibility to attend language seminar days and to get involved with organising activities for European Languages Day.

## **Potential additional costs:**

It is hoped that a stay abroad will take place over the two years.

A full-size good dictionary and a 'Discman' CD player and a vocabulary book will be needed. You will also have the opportunity to subscribe to a language magazine.

# GERMAN

WJEC

(AS – 2221, A2 – 3221)

## Outline of the course and its aims

- To make language learning an enjoyable and worthwhile experience.
- To contribute to students' general intellectual and linguistic development and competence.
- To enable students to see language as a valuable skill; so that they may acquire worthwhile knowledge about countries of the world and their peoples. To increase employability: employers recognise that linguists have advanced skills.
- To help students to develop a firm grasp of the receptive skills (listening and reading) in order to aid their own powers of expression (spoken and written) in the foreign language.

## Course structure

The general topic areas include health, transport, current affairs, social issues, leisure, the working world, the environment and citizenship. All these topics are set in the context of the German speaking world, and throughout the course, students are encouraged to develop their knowledge of contemporary Germany. In addition, A2 candidates have the opportunity to study two topics in greater depth.

### AS

**GN1 (1221 01):** Oral - discussion of topics and general conversation.

**GN2 (1222 01):** Listening, Reading and Writing.

### A2

**GN 3 (1223 01):** Oral - structured discussion and prepared presentation.

**GN 4 (1224 01):** Listening, Reading and Writing. Unit 4 offers students the opportunity to choose an individual area of interest from film, literature and the geography and culture of the country.

## Assessment and examination structure

### AS

**GN1 (1221 01):** Oral - 12-15 minute examiner led discussion of topics and general conversation.

40% of AS (20% of overall A Level)

**GN2 (1222 01):** Listening, Reading and Writing.

60% of AS (30% of overall A Level)

### A2

**GN 3 (1223 01):** Oral - 15-20 minute structured discussion and prepared presentation.

40% of A2 (20% of overall A Level)

**GN 4 (1224 01):** Listening, Reading and Writing.

60% of A2 (30 % of overall A Level)

## **Skills and qualifications required:**

You will have a genuine interest in German culture and in the language itself, as well as an ability to assimilate language rapidly. You will normally have gained Grade A or A\* at GCSE. A real interest in expanding your knowledge and a willingness to work steadily will be taken for granted and at least one stay in Germany is advisable during your course. We are fortunate to be able to offer extra lessons with the Foreign Language Assistant to raise the standard of your oral work. You will have a genuine desire to explore further the language you have enjoyed at GCSE level.

## **What skills will I develop?**

By learning and practising German at this level, you will become increasingly able to problem solve, to think logically, to evaluate, analyse and to apply your knowledge and linguistic abilities with confidence. ICT skills are developed through research and you will improve your organisational skills, as well as becoming an adaptable and flexible communicator. Your knowledge of current affairs and cross curricular themes will be enhanced.

Through Listening and Reading, you will be able to:

- extract the main points of line of an argument and read for gist, skim, analyse, summarise
- read or listen in order to produce a report
- gain starting points for discussion and answer questions
- infer, interpret, reject and evaluate information
- appreciate register and dialect and detect bias

By Speaking, you will learn to express yourself orally in

- reporting back exercises, role playing, interviewing
- answering questions and communicative activities eg: information gap games
- making presentations

and by Writing, you will produce

- letters, stories, diaries, poems, arguments, messages, articles, essays, reports

Students will also develop translation skills

## **Other opportunities during the course:**

In order to develop your skills, the Foreign Language Assistant, a native German speaker, works closely with all students, either individually or in small groups, throughout the course, giving valuable speaking and listening practice and reinforcing topic areas from his/her personal experience of a German speaking country. Visits and exchanges are an integral part of any language course and it is hoped that A Level German students will take part in an exchange or visit Germany at some stage during their course.

## **Potential additional costs:**

At least one trip abroad, a good sized quality German dictionary, vocabulary text book and your own 'Discman' or CD player.

# GEOGRAPHY

AQA

(AS - 1031, A2 - 2031)

## Outline of the course and its aims:

The specification emphasises a balanced understanding of physical and human geography, focusing on understanding the interrelationships between people and their varied environments. Students are encouraged to develop both enquiry and geographical skills in order to develop their understanding of geographical issues and apply their knowledge through a range of activities.

## Course structure

### AS

#### UNIT 1 (GEOG1): Physical and Human Geography

All students must study the core sections: Rivers, floods and management  
Population change

In addition, they will study at least one from each of the options lists below.

Physical options	Human options
Cold environments	Food supplies
Coastal environments	Energy issues
Hot deserts environments	Health issues

#### UNIT 2 (GEOG 2): Geographical Skills

The skills developed include investigative, cartographic, graphical, ICT and statistical skills.

### A2

#### UNIT 3 (GEOG3): Contemporary issues

At least three topics are chosen from a combination of physical and human themes.

Physical themes	Human themes
Plate tectonics	World cities
Weather and climate	Development and globalisation
Ecosystems: change and challenge	Contemporary conflicts and challenges

**Unit 4 (GEOG4):** Students complete either 4A or 4B

#### 4A Geographical Fieldwork Investigation

Students have the opportunity to extend an area of the subject into a detailed fieldwork study. They will analyse and evaluate their fieldwork in response to the questions set in the written examination.

#### 4B Geographical Issues Evaluation

Students analyse, synthesise and evaluate material from an advanced information booklet, pre-released 2 months prior to the written examination. Additional research will be required. Case studies and fieldwork are an integral part of the course at both AS and A2 level.

## **Assessment and examination structure**

### **Unit 1 (GEOG1): - Physical and Human Geography**

70% of AS, 35% of overall A Level

2 hour written examination, 120 marks, structured short and extended questions.

### **Unit 2 (GEOG2): - Geographical Skills**

30% of AS, 15% of overall A Level

1 hour written examination, 50 marks, structured skills and generic fieldwork questions.

### **Unit 3 (GEOG3): - Contemporary Geography Issues**

60% of A2, 30% of overall A Level, 90 marks, 2 hour 30 minutes written examination, structured short and extended questions, plus essay.

### **Unit 4 (GEOG4A): - Geography Fieldwork Investigation/Research OR**

### **Unit 4 (GEOG4B): - Geographical Issue Evaluation**

40% of A2, 20% of overall A Level, 1 hour 30 minutes written examination, 60 marks.

Option A - Structured short and extended questions based on candidates' fieldwork investigation and fieldwork skills.

Option B - Structured short and extended questions based on an Advance Information Booklet.

## **Skills and qualifications needed:**

It is possible to follow this course if you have not done GCSE Geography. A mathematical and science background is useful but not essential. Students should have a genuine interest in the environment.

## **What skills will I develop?**

- The ability to collect, record and interpret a variety of primary and secondary sources of evidence
- Organisation, presentation and communication of information
- Research, analysis, critical thinking and decision making
- Data presentation and interpretation
- Develop specialist interest within Geography to proceed to higher education or employment.
- Research and fieldwork skills

## **Other opportunities during the course:**

Fieldwork, including the use of local Field Study Centres is a mandatory part of the course and may involve a short residential stay. There may also be an opportunity for an international experience. Participation in RICS events, student conferences and Geographical Association lectures is also possible.

## **Potential additional costs:**

Fieldwork costs and a subscription to 'Geography Review'.

# HISTORY

OCR

(AS – H106, A2 – H506)

## Outline of the course and its aims

History offers students the opportunity to study the subject in length and breadth as well as in depth by a study of British and World History. This will enable them to develop their expertise in various skills as well as further their understanding of the Modern World.

## Course structure

### AS

#### **Unit 1 (F962B): European and World History Studies**

From Autocracy to Communism; Russia (1894-1917)

Why did the Tsarist state collapse in 1917 and why did the system of government change? How successful was the new Communist government?

#### **Unit 2 (F963A): British History Enquiries**

The English Civil War and the Interregnum (1637-1660)

Why did the Civil War break out and why did the King lose? How was England governed after the King was executed?

### A2

#### **Unit 3 (F965R): Historical Interpretations and Investigations (Mandatory Coursework)**

The Cold War (1941-1956)

Why did the wartime alliance break down and the Cold War break out?

#### **Unit 4 (F966B): Historical Themes**

Russia and its rulers (1855-1964)

What is the nature of Russian government and its impact on the Russian people and society?

## Assessment and examination structure

### AS

**Unit 1:** 1 hour 30 minutes 50% of the AS Level, 25% of the overall A Level

**Unit 2:** 1 hour 30 minutes 50% of the AS Level, 25% of the overall A Level

The examinations are a mixture of short answers, essays and source based questions.

### A2

**Unit 3:** Coursework 40% of A2, 20% of the overall A Level

**Unit 4:** 2 hours 30 minutes 60% of A2, 30% of the overall A Level

The examinations are a mixture of essay and source based questions. The coursework is based on an historical issue related to the units studied so far, or an area of personal interest. Several candidates have worked on coursework that is connected to another subject's examination module.

## **Skills and qualifications required:**

Although it is not necessary to have studied History at GCSE the course is designed to build on the skills mastered from the GCSE but any student who enjoyed the subject in year 9 will find the course interesting. A desire to be flexible and adaptable and cope with a wide range of reading requirements is important.

## **What skills will I develop?**

Our study will help students to understand the modern world through an understanding of the past. They will learn to produce concise and balanced arguments that display knowledge and understanding and an ability to assess and evaluate evidence. Historians are able to quickly assess and evaluate often complex information.

## **Other opportunities during the course:**

We plan to extend our studies using various field trips to museums and other venues of historical interest and there will be opportunities to attend lectures given by experts in their field.

## **Potential additional costs:**

The estimated cost of Internet and journal subscriptions is £10 per annum. Other variable costs will be related to visits undertaken.

# **HOME ECONOMICS**

## **(FOOD, NUTRITION and HEALTH)**

OCR

(AS – H111, A2 – H511)

### **Outline of the course and its aims**

The course uses an experimental and investigative approach throughout, developing innovative, creative and original ideas through active investigations. It aims to develop an understanding of relevant scientific principles and the potential and application of technology in this rapidly changing world. It will also equip students with a useful range of relevant and transferable skills which include knowledge, comprehension and application, investigation, evaluation and expression.

### **Course structure**

#### **AS**

##### **Unit 1 (G001): Society and Health**

Candidates will develop an understanding of:

Demography

Family and Society

Key issues for society

Environmental issues

Social issues

##### **Unit 2 (G002): Resource management**

Candidates will develop a critical understanding of the factors that affect the management of resources to meet human need:

Food provision

The selection and purchase of food and household goods

Food preparation and cooking equipment

Food safety and hygiene

Resources

#### **A2**

##### **Unit 3 (G003): Investigative Study – Food, Nutrition and Health**

Candidates select their own context and develop their own task

##### **Unit 4 (G004): Nutrition and Food Production**

Introduction to nutrition

Nutrients and energy

Groups with nutritional and dietary needs

Properties of food

Design, development and production of food

Developments in the food industry

## Assessment and examination structure

### AS

**Unit 1 (G001):** Society and Health - (50% of AS Level, 25% of overall A Level)  
Written examination -1 hour 30 min

**Unit 2(G002):** Resource Management - (50% of AS Level, 25% of overall A Level)  
Written examination -1 hour 30 min

### A2

**Unit 3 (G003):** Food, Nutrition and Health - (50% of A2 Level, 25% of overall A Level)  
Investigative Study

**Unit 4 (G004):** Nutrition and Food Production - (50% of A2 Level, 25% of overall A Level)  
Written examination -1 hour 30 min

## Skills and qualifications required:

This course builds on the GCSE Food and Nutrition, but does not depend on the knowledge; understanding and skills specified for GCSE and is therefore open to all students with an interest in nutrition and health.

Useful initial skills to offer include:

- Aesthetic appreciation
- Creative skills
- Understanding of scientific principles
- Ability to manage resources and communicate ideas

## What skills will I develop?

- Skills of analysis, planning, implementation, evaluation.
- The use and development of investigative, experimental, organisational, management and manipulative skills
- An awareness and understanding of contemporary issues, initiatives and developments relevant to food, nutrition and health.
- The ability to record results and use them to justify decisions.
- The ability to review and evaluate actions and decisions effectively.
- Report writing.

## Other opportunities during the course:

- Visits to the Good Food Show, Birmingham and local food producers such as Heinz and Yeo Valley.
- Take the Chartered Institute of Environmental Health Level 2 Food Handling examination.
- Become involved with the School Nutrition Action Group (SNAG) and take an active role in St Margaret's Healthy food provision.

## Potential additional costs:

Visits to the 'Good Food Show' at the NEC and other industry related venues. Purchase of ingredients for practical work.

# MATHEMATICS

## EDEXCEL

### Outline of the course and its aims

Mathematics at AS and Advanced GCE is a course worth studying not only as a supporting subject for the physical and social sciences, but in its own right. It is challenging but interesting. It builds on work you will have met at GCSE, but also involves new ideas produced by some of the greatest minds of the last millennium.

While studying mathematics you will be expected to:

- use mathematical skills and knowledge to solve problems
- solve problems by using mathematical arguments and logic. You will also have to understand and demonstrate what is meant by proof in mathematics
- simplify real-life situations so that you can use mathematics to show what is happening and what might happen in different circumstances
- use the mathematics that you learn to solve problems that are given to you in a real-life context
- use calculator technology and other resources (such as formulae booklets or statistical tables) effectively and appropriately; understand calculator limitations and when it is inappropriate to use such technology.

### Course structure

**Mathematics is divided into four branches of study:**

**a) Pure Mathematics** (Core Units C1, C2, C3, C4 & Further Maths Units FP1, FP2, FP3)

These extend knowledge of such topics as algebra and trigonometry as well as learning some brand new ideas such as calculus. They also serve as an important foundation for other branches of mathematics, especially mechanics and statistics.

**b) Mechanics** (M1, M2, M3, M4, M5)

Mechanics deals with the action of forces on objects. It is therefore concerned with many everyday situations, e.g. the motion of cars, the flight of a cricket ball through the air, the stresses in bridges, the motion of the earth around the sun. Such problems have to be simplified or modelled to make them capable of solution using relatively simple mathematics.

**c) Statistics** (S1, S2, S3, S4)

When you study statistics you will learn how to analyse and summarise numerical data in order to arrive at conclusions about it. Many of the ideas in this part of the course have applications in a wide range of other fields, from assessing what your car insurance is going to cost to how likely it is that the Earth will be hit by a comet in the next few years.

**d) Decision Mathematics** (D1, D2)

In decision mathematics you will learn how to solve problems involving networks, systems, planning and resource allocation. You will study a range of methods, or algorithms, which enable such problems to be tackled. The ideas have many important applications in such different problems as the design of circuits on microchips to the scheduling of tasks required to building a new supermarket.

## Assessment and examination structure

This is dependent on the choice of units to be studied.

For AS Level you will take 3 units and for a full A Level you will take a further 3 units. For Further Mathematics at AS, you will take 9 units in total, and for Further Mathematics A level, 12 units in total. Each unit is tested by a 1½ hour written examination and carry equal weighting.

The most common pathway through the AS is via **Specification 8371** consisting of the following: Modules C1 and C2, as well as one of M1, S1 or D1.

The most common pathway through the A2 is **Specification 9371** consisting of the following: Modules C3 and C4, as well as one of M1, S1 or D1 (which has not previously been included in AS syllabus 8371).

The units most commonly offered by candidates are as follows:-

### MATHEMATICS

#### For AS level 8371

C1 6663  
C2 6664  
S1 6683

#### For A2 level 9371

C3 6665  
C4 6666  
M1 6677

### FURTHER MATHEMATICS

#### For AS level 8372

FP1 6667  
FP2 6668  
D1 6689

#### For A2 level 9372

FP3 6669  
S2 6684  
D2 6690

## Skills and qualifications required:

Mathematics is not about learning facts. You will not achieve success by just reading a textbook or by producing and revising from detailed notes... you actually need to 'do' mathematics. This course is suitable for students who have achieved at least a grade B at Higher tier in GCSE Mathematics.

## What skills will I develop?

While studying mathematics you will develop skills and knowledge to solve problems. By using mathematical arguments and logic solve problems. You will simplify real-life situations so that you can use mathematics to show what is happening and what might happen in different circumstances

## Other opportunities during the course:

You can take part in the various mathematical challenges and as part of the 'Further Maths' network the school can enter team challenges as well as various revision sessions at Exeter University

## Potential additional costs:

It is possible to buy workbooks for each unit at about £2 to £3 each but this not essential. There is a small charge for the revision sessions at Exeter University.

# MUSIC

AQA

(AS – 1271, A2 – 2271)

## Outline of the course and its aims

The course consists of listening, history and analysis, harmony and composing, and performing. You will listen to range of musical styles and develop a more informed appreciation of how and why they were written and/or performed. You will gain knowledge of harmony and develop your compositional techniques, as well as improving your skills in performing.

## Course structure

The AS course consists of the following 3 units:

### Unit 1(MUSC1): Influences on Music

Throughout the course, you will be expected to develop and improve your listening skills so that you can recognize different instruments, styles, genre and periods in history and make judgements about performances. This unit is in two parts: Part 1 is a listening paper, in which you will hear extracts of music and answer questions about what you hear. Part 2 is a written paper in which you will write two essays, answering questions about two areas of study – The Western Classical Tradition, including analysis of a set work by Mozart (compulsory), and one from Baroque Choral Music, Music Theatre or British Pop Music from 1960.

### Unit 2 (MUSC2): Creating Musical Ideas

In this unit you will learn compositional techniques, through an understanding of harmony and counterpoint. Once you have learnt the relevant skills, you will complete set tasks: either harmonising a 16 bar melody and adding two parts above a given accompaniment, or composing a piece in a style of your choice.

### Unit 3 (MUSC3): Interpreting Musical Ideas

In this unit you will develop your skills as a performer. You can perform on any musical instrument or sing and will have the opportunity to take part in an ensemble performance as well as performing solo if you wish. If you are of a high enough standard on two instruments, you can offer two solo performances. The minimum standard required is grade 5.

The following 3 units are taken for A2:

### Unit 4 (MUSC4): Music in Context

This unit will test all the knowledge, skills and understanding you have gained and developed across the whole course. Again, there will be a listening section, followed by a written paper consisting of questions based on two areas of study – The Western Classical Tradition with a different set work by Mahler or Vaughan Williams (compulsory), and one from English Choral Music, Chamber Music or Jazz & Blues.

### Unit 5 (MUSC5): Developing Musical Ideas

In this unit you will develop your composition techniques gained during AS. You will either harmonise a complete Bach chorale melody and a Classical string quartet movement, or write an extended free composition.

## **Unit 6 (MUSC6): A Musical Performance**

In this unit you will perform a programme of two or more contrasting pieces lasting 10-15 minutes. The selection of pieces will demonstrate a variety of styles, techniques, period and/or approach. The approximate standard of performance should be grade 7 or above.

### **Assessment and examination structure**

**Unit 1** is a written paper making up 30% of the AS (15% of the overall A Level)

The first section is listening to extracts on a CD and answering questions and the second section is two essay questions based on your chosen areas of study.

**Unit 2** is completed under controlled conditions at any time during each year of the course and is externally assessed. It makes up 30% of the AS (15 % of the overall A Level).

**Unit 3** is recorded. It is internally marked and sent for moderation. It makes up 40% of the AS (20% of the overall A Level).

**Unit 4** is a written paper making up 40% of the A2 (20% of the overall A Level)

The first section is listening to extracts on a CD and answering questions and the second section is two essay questions based on your chosen areas of study.

**Unit 5** is completed under controlled conditions at any time during each year of the course and is externally assessed. It makes up 30% of the A2 (15% of the overall A Level).

**Unit 6** is recorded and marked externally. It makes up 30% of the A2 (15% of the overall A Level).

### **Skills and qualifications required:**

It is useful to have taken Music GCSE so that you have a background in the elements of listening, composing and performing, but in exceptional circumstances you may be able to start from scratch, as long as you already play a musical instrument to a high standard and are able to read music fluently.

### **What skills will I develop?**

You will develop all aspects of your general musicianship, including aural and listening skills, compositional techniques, and solo and ensemble performing skills.

### **Other opportunities during the course:**

An integral part of your learning is attending live performances, so there will be opportunities to go to professional concerts, musicals, operas etc. As an A level student, you will also be an active member of the Music Department, participating in as many ensembles as you can and performing in events both in and out of school.

### **Potential additional costs:**

The only additional costs relating to the course are those associated with taking instrumental/singing lessons and going on concert/theatre trips.

# PHYSICAL EDUCATION

OCR

(AS – H154, A2 – 554)

## Outline of the course and its aims

- To use a multi disciplinary approach with a wide range of disciplines and activities to present the course
- To provide a study of anatomy and physiology to enable students to apply it to sporting techniques and physical performance
- To promote understanding of the principles relating to performing and performance
- To stress the interaction between theory and practice in sport
- To promote a framework of Physical Education knowledge and critical observation, evaluation and understanding so that students can make informed evaluations of their own and others work
- To prepare students for further study in Physical Education

## Course structure

The AS course consists of 2 units:

### **Unit 1(G451): An introduction to Physical Education**

Anatomy and Physiology, Acquiring Movement Skills and Socio-cultural Studies relating to physical activity.

### **Unit 2 (G452): Acquiring, developing and evaluating practical skills in Physical Education**

The A2 course consists of a further 2 units:

### **Unit 3 (G453): Principles and concepts across different areas of the Physical Education Code**

Section A: Socio-Cultural Options: Historical Studies

Section B: Scientific Options: Sports Psychology and Exercise Physiology

### **Unit 3 (G454): The improvement of effective performance and the critical evaluation of practical activities in Physical Education**

## Assessment and examination structure

### **Unit 1: An introduction to Physical Education**

60% of the AS Level (30% of the overall A Level)

A two hour written paper comprising of compulsory questions from the 3 areas covered. There will be one question on each area all in a structured format with sub questions.

## **Unit 2: Acquiring, developing and evaluating practical skills in Physical Education**

40% of the AS Level (20% of the overall A Level)

Candidates will be assessed internally in two practical activities from two different areas (e.g. games and athletics). They will need to evaluate their performance and plan for improvement in one of the areas. Practical assessment criteria have to be met in each activity and observations and evaluations recorded as part of coursework designed to improve performance.

## **Unit 3: Principles and concepts across different areas of Physical Education Code**

70% of the A2 Level (30% of the overall A Level)

Assessment is via a 2½ hour written examination with compulsory questions all with a synoptic element.

## **Unit 4: The improvement of effective performance and the critical evaluation of practical activities in Physical Education**

30% of the AS Level (15% of the overall A Level)

Candidates will be assessed internally in one practical activity from the two used in AS, and will evaluate and plan for improvement in that activity.

## **Skills and qualifications required:**

GCSE PE would be a useful precursor to this course but is not a requirement. A practical ability in at least two sports is essential, as is a genuine interest in sport and sports related issues.

## **What skills will I develop?**

- All key skills will be covered and developed:
  - Communication
  - Improving learning and performance – Individual and team sport
  - Working with others
  - Problem solving
- Understanding of skill acquisition and development
- Observation and evaluation techniques
- A variety of teaching and presentation strategies
- A better awareness of tactics and their effect on performance
- Understanding of the role of Sport and Physical Education in education and society
- Understanding of the anatomy and physiology of the performer

## **Other opportunities during the course:**

There are opportunities to make use of professional physiology testing laboratories and take part in fieldwork trips to external sporting venues.

## **Potential additional costs:**

Membership of personal sports organisations/clubs and visits.

# PHYSICS

OCR

(AS – H158, A2 – H558)

## Outline of the course and its aims

This course follows and builds upon the knowledge gained in OCR GCSE Physics.

The aims of this course are to encourage candidates to:

- Progress seamlessly from their KS4 programme and develop their interest in, and enthusiasm for Physics, including developing an interest in further study and careers in Physics;
- Appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of *How Science Works*;
- Develop essential knowledge and understanding of different areas of Physics and how they relate to each other.

## Course Structure

### AS Units

#### Unit G481: Mechanics

- Motion
- Forces in action
- Work and energy

#### Unit G482: Electrons, Waves and Photons

- Electric current
- Resistance
- DC circuits
- Waves
- Quantum physics

#### Unit G483: Practical Skills in Physics 1

- This AS (practical skills) unit is teacher assessed and externally moderated by OCR.
- Candidates are assessed on one task from each of the following categories: qualitative, quantitative and evaluative tasks.

## **A2 Units**

### **Unit G484: The Newtonian World**

- Newton's laws and momentum
- Circular motion and oscillations
- Thermal physics

### **Unit G485: Fields, Particles and Frontiers of Physics**

- Electric and magnetic fields
- Capacitors and exponential decay
- Nuclear physics
- Medical imaging
- Modelling the universe

### **Unit G486 Practical Skills in Physics 2**

- This A2 (practical skills) unit is teacher assessed and externally moderated by OCR.
- Candidates are assessed on one task from each of the following categories: qualitative, quantitative and evaluative tasks.

## **Assessment and Examination Structure**

### **AS GCE Physics A**

#### **AS Unit G481: Mechanics**

30% of the total AS GCE marks

1 h written paper

60 marks

#### **AS Unit G482: Electrons, Waves and Photons**

50% of the total AS GCE marks

1.75 h written paper

100 marks

#### **AS Unit G483: Practical Skills in Physics 1**

20% of the total AS GCE marks

Coursework

40 marks

### **Advanced GCE Physics A (H558)**

**AS Units as above, Unit G481** being 15% of the total Advanced GCE marks, Unit G482 being 25% of the Advanced GCE marks, and Unit G483 being 10% of the Advanced GCE marks.

## **PHYSICS - Continued**

### **A2 Unit G484: The Newtonian World**

15% of the total Advanced GCE marks

1 h written paper

60 marks

This unit is synoptic.

### **A2 Unit G485 Fields, Particles and Frontiers of Physics**

25% of the total Advanced GCE marks

1.75 h written paper

100 marks

This unit is synoptic.

### **A2 Unit G486: Practical Skills in Physics 2**

10% of the total Advanced GCE marks

Coursework

40 marks

### **Skills and Qualifications required:**

- Good passes (grade B or above) in GCSE Physics or in GCSE Science + Additional Science and Mathematics. \*
- A basic understanding of ICT
- An understanding of the applications and implications of Science, along with the benefits and risks that may influence decisions that are made in today's society.

\* Mathematical Skills are very important in Physics.

### **Other opportunities during the course:**

Optional activities could include lecture/demonstration days, university familiarisation days and career workshops, assisting in the running of Science Club.

### **Potential Additional Costs:**

Revision Guides.

# PSYCHOLOGY

AQA

(AS – 1181, A2 – 2181)

## Outline of the course and its aims

Psychology is a lively and constantly changing discipline and this is reflected in the number of students that study this subject. Psychology will provide you with a wide range of skills and a broad base of knowledge about people and how they function and adapt to various circumstances.

At AS Level, candidates will develop a broad knowledge and understanding of the core areas of psychology (social, cognitive, developmental, biological and individual differences) through the range of topics studied, chosen for their accessibility and popularity.

At A2 Level, the specification offers a range of topic-based options which bring together explanations from different psychological approaches and engage students in issues and debates in Psychology.

## Course structure

### AS

#### **Unit 1 (PSYA1): Cognitive Psychology, Developmental Psychology and Research Methods**

Topics studied include 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 are also investigated.

#### **Unit 2 (PSYA2): Biological Psychology, Social Psychology and Individual Differences**

Topics studied include 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 are also researched.

### A2

#### **Unit 3 (PSYA3): Topics in Psychology**

Topics include: Biological rhythms and sleep, Perception, Relationships, Aggression, Eating behaviours, Gender, Intelligence and learning, Cognition and development

#### **Unit 4 (PSYA4): Psychopathology, Psychology in Action and Research Methods**

Topics studied include biological approach, behaviourism, social learning theory, cognitive, psychodynamic and humanistic approaches. Also methodology is reviewed via a comparison of psychological approaches and methods in psychology, inferential statistics and issues and debates in research psychology.

# **PSYCHOLOGY - Continued**

## **Assessment and examination structure**

### **Unit 1**

50% of AS Level (25% of overall A Level), Written Paper of 1 hour 30 minutes

Structured compulsory questions. Questions include short answer, stimulus material and one 12 mark question requiring extended writing.

### **Unit 2**

50% of AS Level (25% of overall A Level), Written Paper of 1 hour 30 minutes

Three compulsory structured questions; one based on Biological Psychology content, one based on Social Psychology content and one based on the Individual Differences content.

Questions include short answer, stimulus material and one 12 or more mark question requiring extended writing

### **Unit 3**

50% of A2 Level (25% of overall A Level), Written Paper of 1 hour 30 minutes

Three essay-style questions are chosen from the eight topics.

### **Unit 4**

50% of A2 Level (25% of overall A Level), Written Paper of 2 hours

One question from each of the three sections: Psychopathology, Psychology in Action & Research Methods

## **Skills and qualifications needed:**

No previous knowledge of psychology is necessary. However, you will need to have an enquiring mind as well as the ability to select, interpret and analyse different theories and research studies. In addition you will need to be able to express yourself coherently and to show insight into how various ideas can be applied to everyday life.

## **What skills will I develop?**

- How to view the world around you from different perspectives
- How to plan and conduct scientific investigations
- How to analyse and interpret data
- Critical reasoning skills
- How to put across your point of view fluently

## **Other opportunities during the course:**

- Students will be able to participate in variety of field trips. e.g. The Sigmund Freud Museum in London, Science museum in Bristol, The Department of Psychology at the University of Exeter and attendance at Psychology conferences.

## **Potential additional costs:**

An annual subscription to the Psychology Review (optional) costs £8.95 The opportunity to participate in educational visits will also incur costs.

# RELIGIOUS STUDIES

EDEXCEL

(AS – 8RS01, A2 – 8RS02)

## Outline of the course and its aims

The course gives you the opportunity to study some of the different areas that make up Christian Theology, such as ethics, philosophy, and an opportunity to do some independent research. It aims to develop the ability to read texts critically, and to apply theory to the ethical problems that affect our everyday lives. You will also have an opportunity to understand the ideas of some of the world's greatest thinkers - and then to decide what *you* think!

## Course structure

### AS

#### Unit 1 (6RS01): Foundations

In the 'Philosophy of Religion' section, you will study two arguments for the existence of God, the problem of evil and suffering and an examination of miracles.

In the 'Ethics' section you will study ethical theories, the relationship between religion and morality and moral dilemmas concerning sexual ethics, the authority of conscience and war and peace.

#### Unit 2 (6RS02): Investigations

A topic is studied from either Ethics or Philosophy in depth, using independent study skills.

### A2

#### Unit 3 (6RS03): Developments

In 'Philosophy of Religion', you will look at two more arguments for the existence of God, the purpose and nature of religious language and the possibility and nature of life after death.

In 'Ethics' you will study further ethical theories, ethical language and the concepts used in moral discourse and ethics. Students consider areas such as justice, punishment, equality and the law.

#### Unit 4 (6RS04): Implications

You will look at how all of the philosophical concepts and arguments you have studied are linked to each other.

## Assessment and examination structure

### AS

#### Unit 1 (6RS01): Foundations (Philosophy of Religion and Ethics)

50% of AS Level (25% of overall A Level), Written Paper of 1 hour 45 minutes

Candidates must answer three questions, from a choice of eight.

#### Unit 2 (6RS02): Investigations

50% of AS Level (25% of overall A Level), Written Paper of 1 hour 15 minutes

Candidates will write one essay, out of a choice of three, on the area they have chosen to study in depth.

## **RELIGIOUS STUDIES - Continued**

### **A2**

#### **Unit 3 (6RS03): Developments**

50% of A2 Level (25% of overall A Level), Written Paper of 1 hour 45 minutes

Candidates must answer three questions, from a choice of eight.

#### **Unit 4 (6RS04): Implications**

50% of A2 Level (25% of overall A Level), Written Paper of 1 hour 45 minutes

One essay (no choice offered).

### **Skills and qualifications needed:**

- An interest in the subject generally and especially in thinking about ethical questions
- Open-mindedness
- A willingness to consider and discuss a wide range of options and to develop your own

### **What skills will I develop?**

- You will learn to analyse information, and organise ideas and arguments logically. The course presents many different views for you to interpret, understand and compare - and eventually to make up your own mind. You will be able to respond in an informed way to some of the biggest questions of life.
- A study of Ethics and Philosophy fits well with all other A Level subjects. It will enhance skills needed for any analytical study e.g. Law, Politics, History and Medicine. Ethics is now recognised as vital to a full understanding of the implications for modern development in Science, Medicine, Business, Law and Politics.

### **Extra opportunities during the course:**

From time to time it may be possible to attend GCE A Level conferences to enhance and consolidate our classroom based learning.

### **Potential additional costs:**

These will depend on the cost any conference, but should be no more than £30 per year.

# Sociology

AQA

(AS – 1191 A Level 2191)

## Outline of the course and its aims

This course is designed to provide candidates with an introduction to sociology that emphasises contemporary social processes and social changes, whilst also fostering an ethos of critical inquiry within candidates, encouraging them to explore the social world and to reflect on their own social experiences.

## Course structure

### AS Examinations

#### Unit 1 – SCLY1 Families and Households

40% of AS, 20% of A Level, written paper, 1 hour, 60 marks

Candidates choose one topic from three and answer one question.

Each question consist of five parts. Available January and June

Unit contents – Families and Households

- The relationship of the family.
- Changing patterns of marriage of families.
- The nature and extent of changes within the family.
- The nature of childhood, and changes in the status of children in the family and society.

#### Unit 2 - SCLY2 Education with Research Methods

60% of AS, 30% of A Level, written paper, 2 hours, 90 marks

Candidates answer one question on the chosen topic one question on sociological research methods on context and one question on research. Available January and June.

#### Unit contexts – Education

- The role and purpose of education.
- Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.
- Relationships and processes within schools.
- The application of sociological research methods to the study of education.

# **SOCIOLOGY - Continued**

## **Sociological Methods**

- Quantitative and qualitative methods of research; their strengths and limitations; research design.
- Sources of data and the difference between primary and secondary data.
- The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'.
- The theoretical, practical and ethical considerations influencing choice and topic, choice of method(s) and the conduct of research.

## **A2 Examinations**

### **Unit 3 – SCLY3 Beliefs in Society,**

20% of A Level, written paper, 1 hour 30 minutes, 60 marks.

Candidates answer one compulsory question and one question from a choice of two. Available January and June

#### **Beliefs in Society**

- Different theories of ideology, science and religion, including both Christian and non-Christian religious traditions.
- The relationship between religious beliefs and social change and stability.
- Different religious organisations.
- The relationship between different social groups and religious patterns.
- The significance of religion and religiosity in the contemporary world.

### **Unit 4 – SCLY4 Crime and Deviance with Theory and Methods**

30% of A Level, written paper, 2 hours, 90 marks

Candidates answer one question on the topic, one question on sociological research methods in context and one question on theory and methods. Available January and June.

- Different theories of crime.
- Social distribution of crime and deviance.
- Globalisation and crime in contemporary society.
- Crime control and prevention.
- Study of suicide.
- Sociological theory and methods of crime and deviance.

## **Theory and Methods**

- Theories surrounding consensus and conflict.
- Modernity and post-modernity.
- The relationships between theory and methods.
- Debates about subjectivity, objectivity and value freedom.
- The relationship between sociology and social policy.

## **Skills and qualifications needed:**

- GCSE Sociology is not a necessity. You need an open mind, curiosity, an interest in people and an ability to write a well-organised fully informed, well expressed essay.

## **What skills will I develop?**

- You will be able to demonstrate a knowledge and understanding of many aspects of social life and have the ability to select, interpret and analyse different types of evidence. You will learn to evaluate sociological evidence, research methods, theories and arguments and present a balanced logical, coherent argument. You will be able to look at current issues and events from different angles and become a detached observer and an informed voter.

## **Other opportunities during the course:**

- We may visit Exeter Crown Court, Exeter Magistrates Court, attend Sociology Conferences in London and visit the Houses of Parliament.

## **Potential additional costs:**

- Costs of visits and an optional subscription to 'Sociology Review'.

# SPANISH

WJEC

(AS – 2361 01, A2 – 3361 01)

## Outline of the course and its aims:

This course provides a solid grounding in all four language skills of listening, reading, writing, and speaking. As well as encouraging students to communicate confidently in Spanish, the course also encourages the development of insights into the society and culture of Spanish speaking countries.

## Course structure

The general topic areas include health, transport, current affairs, social issues, leisure, the working world, the environment and citizenship. All these topics are set in the context of the Spanish speaking world, and throughout the course students are encouraged to develop their knowledge of contemporary Spain. In addition A2 level candidates have the opportunity to study two topics in greater depth, as coursework.

### AS

**SN1 (1361 01):** Oral - discussion of topics and general conversation.

**SN2 (1362 01):** Listening, Reading and Writing.

### A2

**SN 3 (1363 01):** Oral. Structured discussion and prepared presentation.

**SN 4 (1364 01):** Listening, Reading and Writing. Unit 4 offers students the opportunity to choose an individual area of interest from film, literature and the geography and culture of the country.

## Assessment and examination structure

### AS

**SN1 (1361 01):** Oral – 12-15 min examiner led discussion of topics and general conversation.  
40% of AS (20% of overall A Level)

**SN2 (1362 01):** Listening, Reading and Writing.  
60% of AS (30% of overall A Level)

### A2

**SN 3 (1363 01):** Oral – 15-20 min structured discussion and prepared presentation.  
40% of A2 (20% of overall A Level)

**SN 4 (1364 01):** Listening, Reading and Writing.  
60% of A2 (30 % of overall A Level)

## **Skills and qualifications required:**

You will need a genuine interest in Spanish culture, and an ability to assimilate language rapidly. You will normally have gained Grade A or A\* at GCSE. Genuine interest in expanding your knowledge and a willingness to work steadily will be taken for granted, and at least one stay in a hispanic country will be expected during your course. We are fortunate to be able to offer extra lessons with the Foreign Language Assistant to raise the standard of your oral work.

## **What skills will I develop?**

There is a range of opportunities for students to develop their linguistic skills, providing a suitable foundation for working in a Spanish-speaking community, or for further study of the language in Higher Education. These include:

- listening and reading skills for gist or detail
- Speaking and Writing for debate, instructions or conversation
- Problem solving skills
- Thinking skills: learning a language expands your range of thinking
- IT skills through your research
- Communicative skills
- Organisational skills
- Adaptability to tackle cross-curricular themes: personal and social, education, multicultural perspective, European dimension, citizenship, health and environment
- Translation skills

## **Other opportunities during the course:**

You will have extra conversation lessons with the Spanish assistant and there may be an opportunity to participate in our Spanish exchange. There is a wide range of resources available to you, including cassettes for self-access listening at home. There is also the possibility to attend language seminar days and to get involved with organising activities for European Languages Day.

## **Potential additional costs:**

Spanish exchange or trip to a Spanish speaking country

Good full-size quality dictionary

Vocabulary book

You will also need a personal walkman CD player and you will be able to subscribe to various language magazines.