



Wanstead High School

Education with Character

Sixth Form Course Options September 2026

A high performing Sixth Form offering a wide range of quality A-Level provision.



Contents



Introduction	
Vision and Values	4
Welcome letter from the Head of Sixth Form Team	5
Important Information	
Our School Day	6
A-Levels	7
Dress Code	8
Extra-curricular	9
Applying to University	10
Examples of Russell Group Destinations	11
Pathways	12
Subject Specific Entry Requirements	13
A-Level Programme Structure	14
Extended Project Qualification	15
Curriculum Course Option Choices - A-Level Subject Information	
Art & Design (Fine Art)	18
Art & Design (Photography)	19
Biology	20
Business Studies	21
Chemistry	22
Classical Civilisation	23
Computer Science	24
Dance	25
Drama and Theatre	26
Economics	27
English Language and Literature Combined	28
English Literature	29
French	30
Geography	31
History	32
Mathematics	33
Further Mathematics	34
Media Studies	35
Music	36
Music Technology	37
Religious Studies (Philosophy & Ethics)	38
Physical Education	39
Physics	40
Politics	41
Psychology	42
Sociology	43
Spanish	44



Vision and Values

Who we are?

Wanstead High School is a modern, forward-looking school with traditional values maintained over the last hundred years. We seek to provide the best, most inclusive, local education for all our pupils and a thriving and collaborative environment for staff, ensuring no one is left behind. We seek to develop a passion for learning which promotes academic and career success, happiness, personal growth and confidence whilst ensuring everyone is safe and everyone is able to benefit from the right help when they need it.

We all achieve in our learning community by being:

- Ready
- Respectful
- Responsible

What is our vision

A school that creates....

- A love and passion for creative and collaborative learning - inside and outside of the classroom - which is encouraged to drive progress and ambition within our school: staff, Governors and pupils alike.
- A curriculum on offer that is engaging, relevant, broad and balanced and is implemented equally for every pupil in every classroom.
- The development of character is fostered in all areas of school life and pupils develop to be kind and respectful of other's views and opinions and nobody tolerates bullying or discriminatory behaviour. Pupils also strive to achieve specific character virtues from integrity to teamwork and these are a key part of our systems and policies.
- All pupils are challenged consistently to excel in everything they do, from academic study, sport, artistic skill, through to their personal and group behaviour and attendance.

- Pupil, parent and staff voice and strong relationships help to shape our values and development.

The Learning Community we create....

- A Wanstead High pupil will develop to be a happy, kind, safe and well-rounded individual who has been encouraged, supported and challenged in school to maximise opportunities in all areas, develop character virtues and who can make confident, positive and informed choices about their life and role in British society beyond Wanstead High School.
- A Wanstead High parent/carer will support the school at all times and be secure in the knowledge that their child will be treated as an individual, exposed to knowledge, skills and character development in an innovative and forward-thinking way and will be supported on the journey from childhood to a confident, successful and happy adult life.
- A Wanstead High School staff member will be given the opportunities, space and support to be reflective, passionate, energetic and positive about their role, always looking to collaborate, grow and develop and expand their experiences both inside and beyond our learning community.
- A Wanstead High School Governor will be enthusiastic, well-informed and motivated to challenge and support our learning community to deliver our visions and values in a productive, successful and collaborative way.



Introduction

Wanstead High School Sixth Form

At Wanstead High School Sixth Form, we believe education has the power to open doors, raise aspirations, and transform futures. Our vision is simple yet ambitious: to create the next generation of leaders, thinkers, and innovators who will shape the world ahead. Here, success is built on scholarship, dedication, and opportunity; where every pupil is challenged to aim higher, achieve more, and grow into the very best version of themselves.

We are a school with high expectations and ambitious standards, where academic success is achieved through excellent teaching, rigorous study, and a culture of scholarship. Pupils are consistently challenged to reach the highest levels, with the right support in place to maximise outcomes and open doors to the most competitive pathways.

Our results reflect this commitment: in 2025, 28% of grades were A*–A, 61% were A*–B and 82% were A*–C. Most of our pupils progress to university, with 83% securing places at their chosen institutions. Of those, 55% attended Russell Group universities, including Oxbridge. For those who did not progress to university, destinations included prestigious Music and Performing Arts Conservatoires, higher-level Apprenticeships, employment pathways, or gap years to travel and broaden their experiences.

We are proud of our strong record of success but are never complacent. Our ethos is to 'get better at getting better', with a clear strategic plan that ensures we continue to drive standards and deliver excellence year after year.

Our curriculum is broad, balanced and delivered with depth and rigour. Departments encourage pupils to extend their learning beyond the classroom, developing intellectual curiosity, critical thinking, and the resilience needed to succeed in the most demanding academic environments. Alongside rigorous monitoring and tracking, we provide academic mentoring and targeted support to ensure every pupil fulfils their potential.

At the same time, we value personal development and character. Through enrichment, leadership opportunities, and involvement in our wider school community, pupils grow into confident, independent young adults who are ready to make a meaningful contribution to society.

This is why we say: #YourNextStartsNow. Joining Wanstead High School Sixth Form is about more than academic study; it is about seizing opportunity, building intellectual confidence, and setting ambitious goals for the future. Whether progressing to higher education, apprenticeships, or the world of work, our pupils leave us ready to shape the future as leaders, thinkers, and innovators.

We look forward to receiving your application and supporting you as you take this exciting next step.

Ms Danielle Samuel
Assistant Headteacher and Head of Sixth Form



The School Day

The daily timetable is as follows:

Time	Activity
8.25am	Gates Open
8.35am	First Warning Bell
8.40am	Morning Tutor Time/Assembly
9.00am	Period 1
10.00am	Period 2
11.00am	Break
11.20am	Period 3
12.20pm	Period 4
1.20pm	Lunchtime
2.05pm	Period 5
3.05pm	Afternoon registration
3.15pm	School ends/After school activities start

The school day starts with and ends with registration within tutor groups. Once per fortnight there is an assembly. These are varied and relevant for the year group.

The timetable is organised on a fortnightly basis with each day divided into 5 periods of one hour each

(50 hours per 2-week period).

“The education I receive at Wanstead High School Sixth Form is excellent. The teachers are outstanding; their attentiveness to the well-being of their pupils is something that is very difficult to find anywhere else. They really care.”

Year 12 Pupils 2025



A-Levels

A typical breakdown for an A-Level pupil might be:

3 or 4 A-Level subjects 9 – 10 hours per subject per fortnight

The remaining hours are timetabled study periods in our Private Study computer suite, or Open Study.

Open Study is where pupils spend time developing skills of independent learning and research and completing set tasks. Pupils also have opportunities to develop extra-curricular activities and volunteer within the school community as part of this time. Pupils in Year 12 are timetabled for 1 hour per fortnight to develop study skills and help them to understand how to learn and revise effectively. This is specifically designed to help support their independence, meet the demands of their courses and support progress in their subjects. We use VESPA resources to facilitate with the delivery of this programme.

Pupils in Year 12 can choose to have 1 hour per fortnight of Sport on their timetable. Sport includes a variety of options and opportunities for pupils to choose from to support good health and well-being.

From the second term onwards, pupils in Year 12, provided they are achieving well and have a record of excellent attendance, will be able to study at home for any period 5 session that is not a scheduled lesson. Pupils in Year 13, provided they are achieving well and have a record of excellent attendance, are awarded the full home study privilege and can study at home for part of their non-timetabled lesson time.

“It was very important for me to find a school that would nurture my creativity while also helping me grow academically.”

Year 12 Pupil 2025



Dress Code

Sixth Form pupil uniform:

Formal fit suit	Should be smart and professional. ID badges must be worn at all times.
Formal collared shirt with tie or business style blouse	Top button must be done up. Shirts can be long or short-sleeved.
Formal fit skirt or dress (professional length) with business style blazer	Should be smart and professional, ID badges must be worn at all times. No Lycra/tube skirts permitted. Dark coloured tights must be worn with a formal dress or skirt.
Black leather-style shoes	Formal flat or low-heeled shoes or sensible, practical, flat or low-heeled formal boots can be worn but must be covered under the trousers or no higher than ankle length.
Jewellery	Jewellery worn to school should be safe and appropriate. Pupils may wear up to two small stud earrings in each ear and one small nose stud may also be worn. Hoop or drop earrings of any size are not permitted. No other body or facial piercings should be displayed. Pupils may wear a watch; smartwatches are not permitted in exams or assessments.
Make-Up	Make-up needs to be subtle and nail varnish can be worn. Nails to be of a natural or pale shade
Hair	Pupils must wear their hair in a natural colour; bright unnatural colours are not permitted. Extreme hairstyles or those associated with any kind of anti-social activities or groups are not permitted. These change from time to time and the Headteacher reserves the right to specify what these might be at any point. The patterned shaving of hair or eyebrows is forbidden. Wanstead High School has adopted the Halo Code. This means our school champions the right of staff and pupils to embrace all Afro-hairstyles. We welcome Afro-textured hair worn in all styles including, but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves, wigs and headscarves, as long as they are in line with school colours and hair colour guidance. This does not include durags or bonnets, which are not appropriate in school.
Religious Headwear	Religious headwear must be plain and neutral in colour.
Hoodies and other non-uniform jumpers or coats	Hooded sports tops or 'hoodies' are not permitted and will be confiscated.
Hats, Ski Masks, Balaclavas Face coverings	It is not permitted for any pupil to wear any form of cap or hat in the school building. A woollen hat can be worn to and from school and at break/lunchtimes when the weather is cold. Ski masks, balaclavas and face coverings should not be worn, to, from or within school.



Extra-Curricular Opportunities

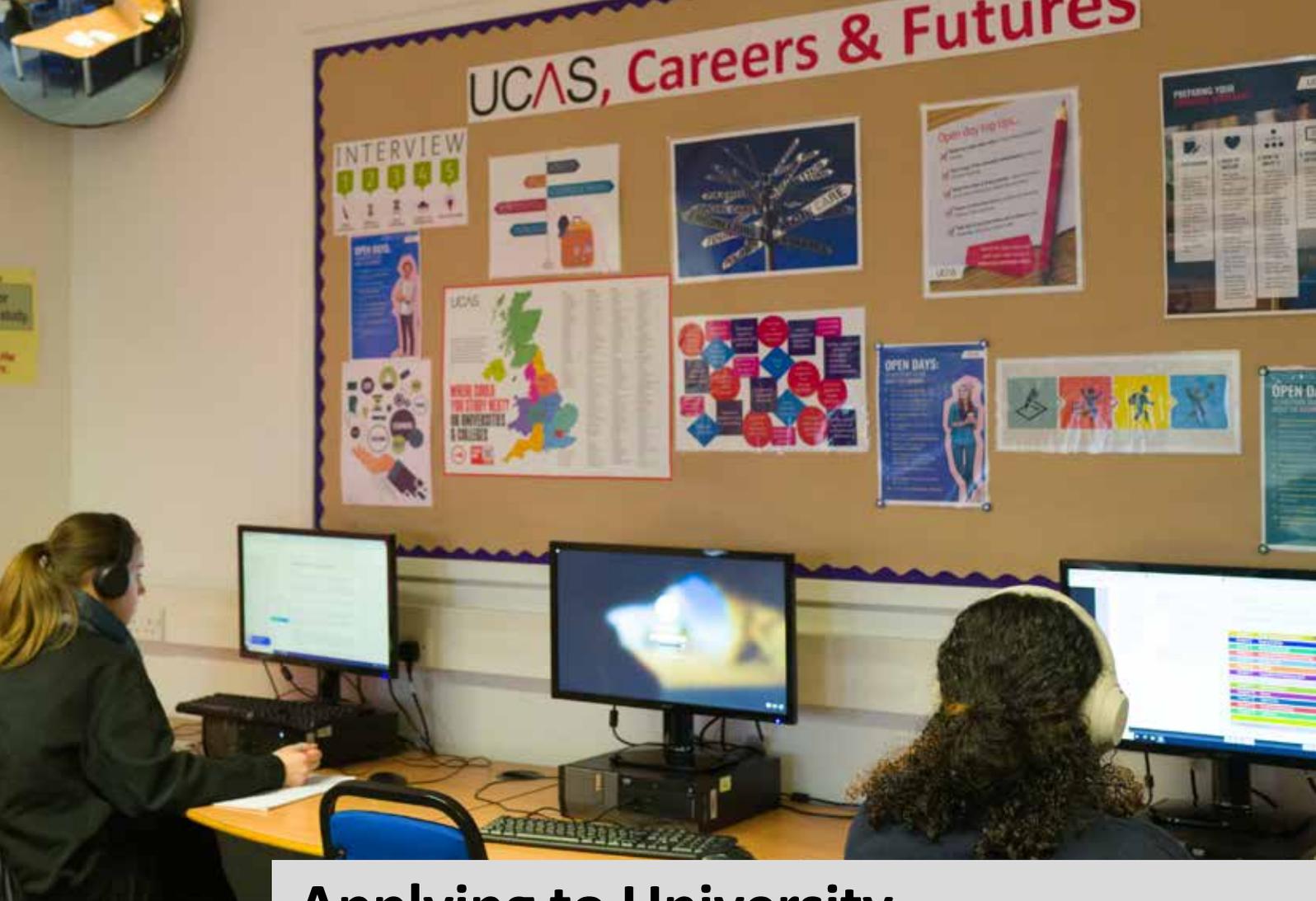
There are a huge variety of extra-curricular opportunities, clubs and educational visits to enjoy. We expect pupils to put themselves forward for a minimum of one of these to build your skills set and widen your experiences.

- Drama and school productions (acting, production and back stage)
- Duke of Edinburgh
- NCS scheme
- Music groups including jazz band, orchestra, choir, and school bands
- Educational trips
- Visits to conferences, cinema screenings, study days and lectures
- Debate club
- Peer mentoring
- Social contract
- Future Leaders
- Higher Education visits/fairs and taster lectures and seminars.
- Linking with other providers for outreach programmes such as additional lectures and seminars
- Massive Open Online Courses (MOOCs)
- Paid opportunity running Breakfast Club before school

You can also put yourself forward to be part of a group of pupils with leadership responsibilities and be involved in key decision making across areas of the whole school. This includes opportunities to be part of Pupil Leadership, the Pupil Council and Pupil Ambassadors. Open to all Year 13 pupils, is the opportunity to apply for Head Pupil.

Teachers help us to remember through 'quiz questions and do nows' and curriculum lists and checklist."

Year 13 Pupil 2024



Applying to University

We will guide and support you through the careers and UCAS process from start to finish. We will mentor you in deciding the most appropriate choice of course and university. Each year we are very proud to have a number of applicants to Oxbridge and the Russell Group universities. Each year we are delighted to see our Sixth Form pupils gain the qualifications they need to either go on to additional study in further or higher education, apprenticeships or to start work in their chosen career path.

In order to help you prepare, we register all Year 12 pupils to Unifrog, the world's biggest data base of Post-16 and Post-18 opportunities, helping pupils compare every university course, every apprenticeship and Higher Education courses to enable them to apply successfully.

To further support our pupils, we host an annual 'Higher Education, Careers and Futures Month' in the summer term of Year 12. This includes workshops focused on registering and applying, how to write effective personal statements and CVs, and managing money and pupil finance. Guest speakers from a variety of options such as HE, gap years, apprenticeship schemes, employment and voluntary organisations are invited to ensure all options at 18+ years are presented and explored. Our HE month also includes visits to universities and a HE Fair. Pupils are further supported through individual tutorials with their tutors and access to an independent careers officer.

We have strong links with Access Wadham College, who deliver workshops to support our Oxbridge applicants. In 2024, 88% of our pupils went to university, of which 44% achieved places at Russell Group universities. The rest of our leavers joined apprenticeship schemes, went to music conservatoires, Art and Art Fashion courses, decided to take a gap year or explore employment opportunities instead. Please see the table on page 10 for courses at Russell Group universities that our pupils successfully accessed:

I chose Wanstead because I knew I would get more than just an exam-taking institution. I knew I would come out with opportunities to enrich myself and help me become a well-rounded student, not just another grade on the wall.

I have been able to continue my extracurriculars such as music and have made new friends (both internal and external). The school has been extremely welcoming to all students.”

Year 12 Pupil 2025



Russell Group Destinations

Examples of Russell Group Destinations

University of Cambridge	History of Art
University of Cambridge	Classics
Durham University	Accounting and Finance
University of Warwick	Philosophy and Politics, Politics, Sociology
Cardiff University	Business Management
University of Manchester	Mathematics, Chemical Engineering, Politics and Sociology
University of York	Law and Criminology
Queen Mary University of London	Actuarial Science, Medical Genetics, Mathematics, Mathematics with Finance and Accounting, Economics, History and Politics
University of Warwick	Philosophy and Politics, Politics, Sociology
University of Southampton	Mathematics
University of Leeds	Geography, International History and Politics, Fashion Marketing, Mathematics, Automotive Engineering, International Relations, Philosophy and Politics, Religion, Theology and Society, Mathematics and Philosophy
University of Exeter	Finance
University of Liverpool	Business Economics, International Business, Criminology and Sociology, Economics, Evolutionary Anthropology
King's College London, University of London	Classics and the Ancient World, Psychology
University of Edinburgh	Archaeology and Social Anthropology, Arabic with Islamic and Middle Eastern studies
UCL	Education, Society and Culture, French and an Asian or African Language, Biomedical Sciences
University of Nottingham	Physics, Engineering and Physical Sciences, Politics and International Relations, Psychology, History, Financial Mathematics, Mathematics
University of the Arts London	Architecture



Pathways

Main Pathway

You must achieve at least five GCSE grades 5-9 including English at a grade 5. Maths must be a grade 4 minimum, plus subject specific entry requirements must be met.

Honours Pathway

You must achieve at least six GCSE grades 6-9 including English at grade 6. Maths must be a grade 4 minimum, plus subject specific entry requirements must be met.

3 A-Levels

These can be studied along with the Extended Project Qualification worth half an A-Level (optional)

4 A-Level

Pupils should consider this option carefully as studying 4 A-Levels is not a requirement to access competitive courses at even the most prestigious universities. We do not advise pupils studying 4 A-Levels to also undertake the EPQ.

Subject Specific Entry Requirements

A-Level Course	Main Pathway Entry Requirement as a minimum You must achieve at least five GCSE grades 5-9 including English at a grade 5. Maths must be a grade 4 minimum; plus, subject specific entry requirements must be met.
Art & Design	Grade 5 in Art or Graphics
Art Photography	Grade 5 in English
Biology	At least a grade 6 in two sciences, including a 6 in Biology and a 6 in Maths
Business Studies	Grade 5 in Business Studies if studied or 5 in English
Chemistry	At least a grade 6 in two sciences, including a 6 in Chemistry and a 6 in Maths
Classical Civilisation	Grade 5 in History or a 5 in English
Computer Science	Grade 6 in Computer Science and 6 in Maths
Dance	Grade 5 in Dance if studied or evidence of a commitment to Dance
Drama & Theatre	Grade 5 in Drama if studied or a 5 in English
Economics	Grade 6 in Maths and 6 in English
English Language & Lit. Combined	Grade 6 and 5 in English Language and English Literature (either way around).
English Literature	Grade 6 in English Literature and 5 in English Language
French	Grade 6 in French
Geography	Grade 5 in Geography and a 5 in English
History	Grade 5 in History if studied or a 5 in English
Maths	Grade 7 in Maths
Further Maths	Grade 8 in Maths and must take A-Level Maths
Media Studies	Grade 5 in Media Studies if studied or a 5 in English
Music	Grade 5 in Music or Grade 5 practical examination or equivalent
Music Technology	Grade 5 in Music or pass in Level 2 Music BTEC or equivalent.
Religious Studies (Philosophy & Ethics)	Grade 5 in Religious Studies if studied or 5 in English
Physical Education	Grade 6 in PE if studied or a 5 in English and 6 in Biology (or 6 and 6 in combined)
Physics	At least a grade 6 in two sciences, including a 6 in Physics and a 6 in Maths
Politics	Grade 5 in English
Psychology	Grade 6 in Biology (or 6 and 6 in Combined), 5 in Maths and 5 in English
Sociology	Grade 5 in Sociology if studied or a 5 in English
Spanish	Grade 6 in Spanish
Extended Project Qualification	Available to all Year 12 pupils (worth half an A-Level)

Disclaimer: We reserve the right not to run courses if there is insufficient demand or recruitment difficulties means that courses are not viable. In this situation we would contact you individually and ensure other options are explored.

Disclaimer: Some classes may be co-taught with Year 12 and 13 together if class sizes are too small. Recent examples include Drama, Music, Music Tech and French.

Please note: There may be some flexibility in entry requirements in exceptional and extenuating circumstances predominately for our disadvantaged pupils.



A-Level Programme Structure

Main Pathway

We offer a very broad and exciting range of A-Level courses for those pupils who meet our main pathway entry requirements as a minimum - You must achieve at least five GCSE grades 5-9 including English at a grade 5. Maths must be a grade 4 minimum, plus subject specific entry requirements must also be met. All courses will have entry requirements specific to the course as outlined on the subject specific entry requirements on page 12. Please refer to our Pathways, including entry criteria required for each pathway on page 11.

All courses offered will convert to UCAS points and are recognised for entry to university degree programmes. A-Level courses are increasingly based on exams and the coursework element has reduced in recent years.

Honours Pathways

Pupils who are eligible to follow the honours pathway – You must achieve at least six GCSE grades 6-9 including English at grade 6. Maths must be a grade 4 minimum, plus subject specific entry requirements must also be met. Please note, four A-Levels are not a requirement for even the most competitive universities so pupils should consider this wisely. On this pathway, you may choose to select four subjects for two years. Pupils should consider this option carefully as studying 4 A-Levels is not a requirement to access competitive courses at even the most prestigious universities.

In addition to A-Level choice, all pupils have the option of taking the Extended Project Qualification (EPQ) - an independent research project on any subject of the pupil's choosing. It is equivalent to half an A-Level and is highly valued by universities and employers. We do not advise pupils studying 4 A-Levels to also undertake the EPQ.

Pupils have 9 hours of classes for each subject per fortnight (we are looking to increase this to 10 hours over the next few years), apart from the EPQ for which the class contact time is 1 hour per fortnight. Study sessions are usually based in the Sixth Form study block where pupils are timetabled to work individually on assignments or in small groups with others in the subject group. However, pupils can also use their scheduled study time for work in the school library or on practical elements in specialist rooms such as Art, Science, Music or Media.

Pupils in Year 12 are timetabled 1 hour per fortnight to develop study skills and help them to understand how to learn and revise effectively. This is specifically designed to help support their independence, meet the demands of their courses and support their progress in their subjects.

Pupils in Year 12 can choose to have 1 hour per fortnight of Sport on their timetable. Sport includes a variety of options and opportunities for pupils to choose from to support good health and well-being.

From the second term onwards, pupils in Year 12, provided they are achieving well and have a record of excellent attendance, will be able to study at home for any period 5 session that is not a scheduled lesson.

Pupils in Year 13, provided they are achieving well and have a record of excellent attendance, are awarded the full home study privilege and can study at home for part of their non-timetabled lesson time.

Disclaimer: We reserve the right not to run courses if there is insufficient demand or recruitment difficulties means that courses are not viable. In this situation we would contact you individually and ensure other options are explored.



Extended Project Qualification

You can choose to undertake the Extended Project Qualification, worth half an A-Level, in addition to your chosen A-Level subjects. (Not advised if studying 4 A-Levels).

The Extended Project Qualification (EPQ) is designed to develop independent learning and research skills in preparation for undergraduate study at university. The qualification is therefore graded at A-Level standard and so is accredited as half an A-Level. It is particularly of value to pupils who plan to apply to the most competitive undergraduate programmes and universities after finishing their A-Levels.

The EPQ requires considerable commitment outside of lessons, the ability to work independently and be self-motivated in completing the project is essential.

The taught skills element covers research and organisational skills development; however, the EPQ is an independent project that pupils embark on. Pupils are expected to undertake more individual guided research for their own project and the content of lessons will become more focussed on individual tutorials and guided self-study.

For this qualification, pupils choose to undertake a project within any area of their own interest. Preparation for the project is undertaken in timetabled classes. The main production of the project however is completed independently by the pupil in conjunction with their other studies.

The project might be in the form of a written project about a particular topic, in which case the pupil will research and then write a 5000-word essay. It could be that the pupil chooses to create something instead: producing an artefact such as a painting, writing and directing a play, designing an aerodynamic chassis for a car or composing a piece of music. If they produce an artefact, the pupil is also expected to write a 1000-word report to explain their work.

For the qualification, pupils are also asked to keep a log of how they have organised their time and work throughout the project, along with records of extensive research and reflection on their own progress. At the end of the project, pupils are also expected to give a presentation to explain the work they have completed. The organisational and independent learning skills developed in the EPQ are valued by universities as excellent preparation for undergraduate programmes of study.

Some universities may give lower conditional grade offers to pupils who have completed the EPQ.





Art & Design (Fine Art)

SUBJECT: Art and Design	HEAD OF DEPARTMENT: Mr A. Yiacoumi
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: AQA	SPECIFICATION NO. 7202
ENTRY REQUIREMENTS: Grade 5 in Art or Graphics. Commitment to the subject is extremely important. Self-motivation and an enquiring mind are crucial to success in this subject.	

ASSESSMENT AND AREAS OF STUDY:

Year 12

In Year 12, you will have the opportunities to use your creativity to express yourself. You will develop your understanding of creative processes, your ability to observe and to think, to solve problems and to communicate in a visual way.

You will produce a portfolio of work for component 1; marked and assessed by your teacher and in component 2 (February onwards) you will produce a personal portfolio in response to one of five exciting starting points which combined will count towards your UCAS Predicted Grade.

A-Level Assessment

For Component 1, you will develop work for a personal investigation into an idea, issue, concept or theme supported by written material. This will count for 60% of your total A-Level marks. In component 2, you will produce personal work in response to one of eight exciting starting points which will count for 40% of your total A-Level marks. These will be marked and moderated by the AQA Exam Board.

Practical Courses

Year 12 and Year 13 are both practical courses in which you will learn by doing, enabling you to create imaginative personal work. You will find out about a whole range of media, techniques and processes. You will develop your creativity and independent thought, learn to express yourself visually and let your imagination flourish. Fine Art is a great companion to all other subjects as creativity, imagination and problem-solving skills can give you great ideas for your other subjects.

Progression Fine art

Year 12 and Year 13 A-Level builds on the skills, knowledge and understanding developed through study at GCSE. At the end of the A-Level course you will have the skills, knowledge and understanding needed for higher education.

Fine Art course content:

- Drawing
- Ceramics
- Painting
- Installation
- Mixed-media (including collage and assemblage)
- Printmaking
- Sculpture
- Moving image (animation, film and video)

CAREER OPPORTUNITIES:

There are many careers in Art, Craft and Design. Most of them require further study at an art school, college or university.

At present most pupils wishing to take Art, Craft or Design will go on to do a one-year foundation course at an art college of further education before applying to degree courses in more specialised areas of Art and Design.

You may wish to study A-Level Art, for its own sake, perhaps to form the basis of future interest or as part of a range of other subjects, or you might wish to go into a job where it is useful to have experience in art or where you will need to use some of the skills developed during this course. These might include careers in such fields as media, advertising, marketing, design, architecture and publishing. Success in A-Level Art requires determination and dedication in whichever path you choose. It can be a very rewarding beginning.

Art & Design (Photography)

SUBJECT: Art & Design (Photography)	HEAD OF DEPARTMENT: Mr A. Yiacoumi
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: AQA	SPECIFICATION NO.: 7206
ENTRY REQUIREMENTS: Grade 5 in English.	

ENTRY REQUIREMENTS:

Grade 5 in English.

There is a need for pupils to be interested in developing their photographic skills. Self-motivation, independence, and an enquiring mind are crucial to success in the subject. Commitment is very important; photography is not an easy subject and pupils will need to be prepared to work hard at developing their abilities. Pupils are expected to spend up to five hours out of lesson contact time on the development of their unit of work.

Course Aims:

The course based on this specification should encourage pupils to develop:

- intellectual, imaginative, creative and intuitive capabilities.
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes.
- an interest in, enthusiasm for and enjoyment of art, craft and design.
- the experience of working with a broad range of media.
- an understanding of the inter-relationships between art, craft and design processes and an awareness of the contexts in which they operate.
- knowledge and experience of real-world contexts and, where appropriate, links to the creative industries.
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures.
- an awareness of different roles, functions, audiences and consumers of art, craft and design.

Camera and Printing: - Its highly recommended pupils have a good SLR or digital camera, as pupils will need access to a DSLR camera for the duration of the two years. The department has one camera that can be loaned short term but availability is not guaranteed. Your own tripod would be an asset, but not essential. The course can incur costs (photograph prints) and be expensive for pupils. To help subsidise and keep the costs to a minimum pupils can opt to use the department laser printer at a cost of £15 per term paid at the start of each term through ParentPay (unlimited colour printing, A4/A3). This service is optional. There may be financial support for this if pupils require it.

ASSESSMENT AND AREAS OF STUDY:

Year 12 Areas of study:

Component 1: Pupils will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes. They should be made aware of both traditional and new technologies.

Pupils are required to work in one or more area(s) of Photography, such as those listed below. They may explore overlapping areas and combinations of areas:

- portraiture
- landscape photography (working from the urban, rural and/or coastal environment).
- still life photography (working from objects or from the natural world).
- documentary photography, photojournalism.
- fashion photography.
- experimental imagery.
- multimedia.
- photographic installation.
- moving image (video, film, animation).

Component 2 (February onwards): Pupils will respond from a series of questions, selecting one to explore in a personal and contextual way applying the skills, processes and techniques they've acquired over the course.

The combined holistic grade of both components in Year 12 will form the UCAS Predicted Grade in this subject, so it is vitally important that pupils take this seriously.

Year 13 A-Level Areas of Study:

There is synoptic assessment in both components of the A-Level that provide stretch and challenge opportunities for pupils as follows:

In Component 1: Pupils develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.

In Component 2: Pupils respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

CAREER OPPORTUNITIES:

There are many career opportunities using photographic skills, ranging from working as a professional photographer to using design skills in digital work. Many university courses exclusively based on photography or as part of a combined degree are available.

SUBJECT: Biology	HEAD OF DEPARTMENT: Mr M. Hadden
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: AQA	SPECIFICATION NO.: 7402
ENTRY REQUIREMENTS: At least a Grade 6 in two sciences, including a 6 in Biology and a 6 in Maths	

ASSESSMENT:

There is no coursework for A-Level Biology. There are practical skills that are assessed throughout the units called Required Practicals. These will test and help pupils practise a set of common skills which will be assessed as part of the examination papers at the end of the year. A minimum of 6 Required Practicals are carried out in Year 12, and 6 in Year 13.

The assessment of practical skills is a compulsory requirement of the course of study for the A-level qualification. It will appear on all pupils' certificates as a separately reported result, alongside the overall grade for the qualification.

AREAS OF STUDY

Year 1 Content

Section 1 Biological molecules

- Biological molecules
- Nucleic acids

Section 2 Cells

- Cell structure
- Transport across cell membranes
- Cell recognition and the immune system

Section 3 Organisms exchange with their environment

- Exchange
- Mass transport

Section 4 Genetics information

- DNA, genes and protein synthesis
- Genetic diversity
- Biodiversity

There are internal practical assessments to test practical skills.

A range of analytic and mathematical skills are developed in all units throughout the A-Level course.

Year 2 Content

Section 5 Energy transfer in and between organisms

- Photosynthesis
- Respiration
- Energy and ecosystems

Section 6 Organisms respond to environment

- Response to stimuli
- Nervous coordination and muscles
- Homeostasis

Section 7 Genetics and ecosystems

- Inherited change
- Populations and evolution
- Populations in ecosystems

Section 8 The control of gene expressions

- Gene expression
- Recombinant DNA technology

There are internal practical assessments to test practical skills.

A range of analytic and mathematical skills are developed in all units throughout the A-Level course.

CAREER OPPORTUNITIES:

Successful completion of the A-Level Biology course offers pupils several routes for progression. These routes include progression on to a wide range of higher education courses, including degrees, direct entry into employment or progression on to the next level of a vocational qualification (for example NVQs in Laboratory and Associated Technical Activities).

Biology can be the starting point for many careers such as agricultural scientist, animal technician, bacteriologist, biochemist, chemist, dentist, doctor, food scientist, forensic scientist, horticulturist, laboratory technician, medical physicist or biology teacher!

SPECIAL NOTES:

Useful if taken in conjunction with A-Level Chemistry, as the programme encompasses many aspects of biochemistry. It can be the starting point for many careers including medicine. Other popular combinations are Biology with P.E. or Psychology for a different range of career opportunities.

Business Studies

SUBJECT: Business Studies	HEAD OF DEPARTMENT: Mr Colin Sheehan
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: Edexcel	SPECIFICATION NO. 9BS0
ENTRY REQUIREMENTS: Grade 5 in Business Studies if studied or 5 in English	

ASSESSMENT:

Paper 1: Marketing, People and Global Businesses (9BS0/01)

Content: Themes 1 and 4 (Marketing and People; Global Business)

Format: Written exam – 2 hours, 100 marks

Paper 2: Business Activities, Decisions and Strategy (9BS0/02)

Content: Themes 2 and 3 (Managing Business Activities; Business Decisions and Strategy)

Format: Written exam – 2 hours, 100 marks

Paper 3: Investigating Business in a Competitive Environment (9BS0/03)

Content: Synoptic paper assessing all four themes.

Format: Written exam – 2 hours, 100 marks

AREAS OF STUDY

Theme 1: Marketing and people

Theme 2: Managing business activities

Theme 3: Business decisions and strategy

Theme 4: Global business

CAREER OPPORTUNITIES:

A Level Business offers a strong foundation for both higher education and a variety of career pathways. Students develop transferable skills such as critical thinking, problem solving, communication, decision making, and data analysis — all highly valued by universities and employers alike.

Graduates of this course commonly progress to degrees in Business Management, Economics, Marketing, Finance and Accounting, Human Resource Management, International Business, Tourism Management, or Retail Management.

In terms of employment, A Level Business can lead to careers in banking, sales, marketing, project management, consulting, entrepreneurship, and general management. Many students also go on to work in public sector organisations, non-profits, or international companies, where strategic and commercial awareness are key.

Note: This course is subject to student interest and curriculum capacity. It may not run if there is low enrolment.

SUBJECT: Chemistry	HEAD OF DEPARTMENT: Mr M. Hadden
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: AQA	SPECIFICATION NO. 7405
ENTRY REQUIREMENTS: At least a Grade 6 in two sciences, including a 6 in Chemistry and a 6 in Maths.	

ASSESSMENT:

There is no coursework for A-Level Chemistry. There are practical skills that are assessed throughout the units called Required Practicals. These will test and help pupils practise a set of common skills which will be assessed as part of the examination papers at the end of the year. A minimum of 6 Required Practicals are carried out in Year 12, and 6 in Year 13.

The assessment of practical skills is a compulsory requirement of the course of study for the A-level qualification. It will appear on all pupils' certificates as a separately reported result, alongside the overall grade for the qualification.

AREAS OF STUDY:

Module 1 Physical chemistry

- 3.1.1 Atomic structure
- 3.1.2 Amount of substance
- 3.1.3 Bonding
- 3.1.4 Energetics
- 3.1.5 Kinetics
- 3.1.6 Chemical equilibria, Le Chatelier's principle and K_c
- 3.1.7 Oxidation, reduction and redox equations
- 3.1.8 Thermodynamics
- 3.1.9 Rate equations
- 3.1.10 Equilibrium constant K_p for homogeneous systems
- 3.1.11 Electrode potentials and electrochemical cells
- 3.1.12 Acids and bases

Module 2 Inorganic chemistry

- 3.2.1 Periodicity
- 3.2.2 Group 2, the alkaline earth metals
- 3.2.3 Group 7(17), the halogens
- 3.2.4 Properties of Period 3 elements and their oxides
- 3.2.5 Transition metals
- 3.2.6 Reactions of ions in aqueous solution

Module 3 Organic chemistry

- 3.3.1 Introduction to organic chemistry
- 3.3.2 Alkanes

- 3.3.3 Halogenoalkanes
- 3.3.4 Alkenes
- 3.3.5 Alcohols
- 3.3.6 Organic analysis
- 3.3.7 Optical isomerism
- 3.3.8 Aldehydes and ketones
- 3.3.9 Carboxylic acids and derivatives
- 3.3.10 Aromatic chemistry
- 3.3.11 Amines
- 3.3.12 Polymers
- 3.3.13 Amino acids, proteins and DNA
- 3.3.14 Organic synthesis
- 3.3.15 Nuclear magnetic resonance spectroscopy
- 3.3.16 Chromatography

A range of analytic and mathematical skills are developed in all units throughout the A-Level course.

There are internal practical assessments to test practical skills throughout.

CAREER OPPORTUNITIES:

Successful completion of A-Level Chemistry offers pupils several routes for progression. It can be the starting point for many careers including medicine, sciences and technology, pharmacy, engineering and many other demanding careers. It is required for those pupils wishing to study medicine.

Classical Civilisation

SUBJECT: Classical Civilisation	HEAD OF DEPARTMENT: Mr P. Chartorizhsky
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: OCR	SPECIFICATION NO.: H408
ENTRY REQUIREMENTS: Grade 5 in History or a 5 in English.	

CAREER OPPORTUNITIES:

This subject can give pupils an excellent background in both History or Literature. It also introduces new ideas such as Archaeology and Philosophy. Future careers could be in archaeology, law, business, education, finance, media, journalism, publishing, heritage and tourism, government and the civil service, and many others.

ASSESSMENT AND AREAS OF STUDY:

Classical Civilisation involves learning about the mythology, history, art, architecture and literature of the ancient world. (Greek and Roman) We study the diverse culture, values and beliefs through a variety of literary, visual and physical sources.

Year 12:

Unit 1a: The World of the Hero – Homer’s Iliad

The Iliad tells the story of the legendary heroes Achilles and Hector and the Trojan War. Homer was revered to almost godlike status by the Greeks and a study of his works is seen as essential to an understanding of the Classical World. Pupils will investigate the literary techniques used to develop the story, characterisation and themes. They will also use the text to investigate the historical context of the story and the social values held by the Bronze Age Greeks.

Unit 2: Culture and the Arts – Imperial Image

The Emperor Augustus reportedly said that he had found Rome ‘of brick and left it of marble’. Augustus was not only the architect of the city, but its imperial system. This module will investigate the different aspects of Augustus’ carefully crafted image that enabled him to not only become the first emperor of the Roman Empire, but hold onto that power against all the odds. (Pupils will sit a 1 hour 45-minute paper worth 75 marks)

Year 13:

Unit 1b: The World of the Hero – Virgil’s Aeneid

Virgil’s Aeneid takes up the story of the Trojan War after the fall of Troy and follows the journey of the Trojan hero Aeneas as he flees his burning city. Unlike Homer, Virgil was Roman whose patron was the emperor, Augustus. Pupils will not only study the literary content of the story, but also investigate the political motivations behind this poem and the symbolism within it. (Pupils will sit a 2-hour 20-minute paper worth 100 marks combining Unit 1a and 1b)

Unit 3: Beliefs and Ideas – Love and Relationships

In this unit, we will explore how Greek and Roman societies set out their expectations of gender and relationships. We will investigate the laws passed to enforce these expectations, and those individuals who flouted convention. We will be introduced to the philosophy behind Classical ideas of love and relationships, and the poetry that expressed it. We will also ask ourselves what implications this has for our own society and the changing climate around gender and identity (Pupils will sit a 1 hour 45-minute paper worth 75 marks)

All A-Level Classics exams will be sat at the end of Year 13. Unit 1 is worth 40% and Units 2 and 3 are worth 30% each of the final A-Level.

Computer Science

SUBJECT: Computer Science	HEAD OF DEPARTMENT: Mr B. Alom
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: OCR	SPECIFICATION NO. H446
ENTRY REQUIREMENTS: Grade 6 in Computer Science and 6 in Maths.	

The course is structured over three components:

- Computer Systems
- Algorithms and programming
- Programming Project

The course content covers:

- 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
- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

ASSESSMENT:

Year 12

Paper 1 - Computer Systems: This paper tests a pupil's ability to answer questions on the core subject content, presented as a series of short-answer and extended-response questions. It covers the majority of the specification's content and evaluates knowledge and understanding through a written exam.

Paper 2 - Algorithms and programming component: This paper tests a pupil's ability to program, as well as their theoretical knowledge of computer science from subject content. Pupils answer a series of short questions and write/adapt/extend programs through a written exam.

Year 13

NEA – The non-exam assessment assesses a pupil's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Pupils will be expected to follow a systematic approach to problem solving.

AREAS OF STUDY:

Year 12 – Pupils study the fundamentals of programming, data structures, data representation, computer systems, communication and networking, and computer organisation and architecture. They learn about the consequences of uses or computing and the theory of computation.

Year 13 – Pupils develop their understanding of the Year 12 content and in addition to this they study the fundamentals of algorithms and databases. They complete their Non-Exam Assessment which is a computing practical project.

CAREER OPPORTUNITIES:

Business analyst, web designer, web developer, software applications developer, computer systems analyst, computer systems engineer, network systems administrator, computer programmer, software systems developer, software quality assurance (QA) tester

SPECIAL NOTES:

The course is structured in such a way that makes it accessible to pupils with many different interests, although pupils strong in Mathematics are likely to be at an advantage. The practical elements of the course focus largely on using Python programming.

Dance

SUBJECT: Dance	HEAD OF DEPARTMENT: Ms R. Walker
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: AQA	SPECIFICATION NO. 7237
ENTRY REQUIREMENTS: Grade 5 in Dance if studied or evidence of a commitment to Dance.	

Pupils must be able to demonstrate organisational skills, they will need to use their own time to rehearse with their group outside lesson, this can be either in free time during the school day or lunchtime and after school. Pupils need to demonstrate a mature attitude to working as part of a team.

Due to smaller class sizes, in A Level Dance Year 12 and 13 cohorts are combined, this ensures greater depth of learning and provides increased opportunities for revision in preparation for all exams both practical and theory.

Year 12

- Pupils will be required to learn and perform a solo linked to a specified practitioner.
- Pupils will be required to learn and perform in a quartet.
- Pupils will develop their knowledge and understanding of the compulsory area of study Rambert Dance Company (1966-2002).
- Pupils will critically analyse the set work 'Rooster' by Christopher Bruce in relation to the compulsory area of study Rambert Dance Company (1966-2002).

Year 13

- Pupils will be required to create an original piece of group choreography, which lasts for a minimum of three minutes to a maximum of four minutes in response to an externally set task based on a stimulus.
- Pupils will develop their knowledge and understanding of the chosen area of study American Jazz Dance (1940-1975).
- Pupils will critically analyse the set work 'Singin' in the Rain' Gene Kelly and Stanley Donen in relation to the chosen area of study American Jazz Dance (1940-1975)

Pupils will be expected to demonstrate skills in all the following:

1. The ability to perform as a soloist in the style of a dance practitioner of their choice from the AQA A-Level Dance specification. Pupils will be assessed on their physical skills, spatial accuracy, use of dynamics, demonstration of timing/musicality and demonstration of focus, projection and expression.
2. The ability to critically engage with two areas of study: Rambert Dance Company (1966-2002) and American Jazz Dance (1940-1975). Pupils will need to demonstrate their knowledge about the stylistic features of the contemporary dance and jazz genres, the choreographic approaches (the particular technique, movement style and choreographic style) of a minimum of two named practitioners. The influences affecting the development of the named practitioner's technique and style and at least two works from the two selected named practitioners.
3. Pupils will need to critically engage with two professional works. Rooster (1991) and Singin' in the Rain (1952). They must develop and demonstrate an in-depth knowledge and understanding of dance through time and location relating to features of genre, including: style, technique, influences, key practitioners, professional reper-

toire, communication of dance ideas.

4. Pupils must also demonstrate their dance ability as performer, they will need to learn and perform in a quartet. Their quartet must have a clear dance idea and will be created collaboratively with their teacher and peers. Pupils will be assessed on their demonstration of physical skills, spatial awareness, timing/musicality, focus, projection and expression.
5. Finally, pupils will need to demonstrate their choreographic ability by creating an original group piece of choreography with three to five dancers. The dance must show a clear relationship to one of the stimuli given by AQA. Pupils will be assessed on their selection of movement, manipulation of movement, structure of movement, use of aural setting and their use of dancers.

CAREER OPPORTUNITIES:

This course provides a strong foundation to courses in Dance and Performing Arts including a degree in Dance or other Higher Education courses in Dance, as well as professional training. In addition, the skills acquired such as teamwork, problem-solving, management and motivation of others are transferable to almost any career and further studies. Career opportunities include dancing professionally, dance therapy, fitness instructor, dancer teacher, charity work, youth work, choreographer, physiotherapy and theatre critic.

Drama and Theatre

SUBJECT: Drama and Theatre Studies	HEAD OF DEPARTMENT: Ms R. Walker
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: AQA	SPECIFICATION NO. 9DR0
ENTRY REQUIREMENTS: Grade 5 in Drama if studied or 5 in English.	

Pupils must be able to demonstrate organisational skills, they will need to use their own time to rehearse with their group outside of lesson, this can be either in free time during the school day or lunchtime and after school. Pupils need to demonstrate a mature attitude to working as part of a team.

Due to smaller class sizes, in A Level Drama Year 12 and 13 cohorts are combined, this ensures greater depth of learning and provides increased opportunities for revision in preparation for all exams both practical and theory.

ASSESSMENT AND AREAS OF STUDY:

Year 12

- The study of two complete texts – Antigone and Metamorphosis
- Performances of two scripted pieces, they will be marked on their physical skills, vocal skills and characterisation
- Mock devised piece in response to the work of several drama practitioners
- Evaluation of a live piece of theatre

Year 13

- Text in Performance – performance of extracts from two different studied plays and completing a reflective report
- Devised performance in response to a chosen stimulus and the work of a chosen practitioner
- Completion of a working note book in response process of creating your own devised work
- Completion of a 3-hour written exam including question about Antigone, Metamorphosis and an evaluation of a live piece of theatre

Year 12

Pupils will be expected to demonstrate skills in all of the following:

1. The ability to explore texts to establish meaning, characterisation, vocal demands, non-verbal performance elements, the social cultural and historical elements of the piece and the value of Drama practitioners.
2. The ability to respond to an issue, theme, idea and then reflect their findings in performance. This will also involve planning for and meeting performance deadlines and working responsibly as a member of a group. Work hard on the creation of good quality performance pieces by developing research, using the research to help develop a piece of performance work that reflects the ideas of a chosen practitioner. They will need to approach the practical work with energy and enthusiasm.
3. Focus heavily on characterisation for their scripted performances and develop good portfolios of work for examination and additionally good notes for revision for the terminal written examination. The theory work is all heavily related to the practical work and although it is demanding it does offer excellent opportunities for exploring

creativity and performance skills.

4. Pupils must demonstrate an enthusiasm for working independently, exploring texts practically and theoretically and a willingness to participate fully in all practical activities.
5. A thorough understanding of the texts involved and reflect a growing understanding of the actor and director in presenting and reflecting on the work.

CAREER OPPORTUNITIES:

There are many areas of the creative industries that are served by the study of Drama and Theatre Studies. The skills it develops are useful in a broad spectrum of work and educational environments and it is specifically useful in preparing pupils for the world of professional performance. Many pupils of drama find careers typically in broadcasting, the media, HR, customer service industries, motivational speaking, hospitality and catering, directing, care industry, retail, journalism, design roles and arts admin, and use their highly developed interpersonal skills to become successful in their chosen fields.

Economics

SUBJECT: Economics	HEAD OF DEPARTMENT: Mr G. Brodie
LEVEL: A-Level	LENGTH: 2 years
EXAM BOARD: EDEXCEL A	SPECIFICATION NO. 9ECO
ENTRY REQUIREMENTS: Grade 6 in Maths and 6 in English.	

ASSESSMENT:

You will need to be able to respond to and manipulate a variety of data and analyse complex arguments through essay writing.

These are examined across three exam papers: Paper 1: Markets and Business Behaviour (35% of total qualification), Paper 2: The National and Global Economy (35% of total qualification) and Paper 3: Microeconomics and Macroeconomics (30% of total qualification). Pupils will be examined by multiple choice, data response and essay questions.

AREAS OF STUDY:

A-Level Economics concerns itself with both macro and micro Economics. You will develop an understanding of how individuals, businesses and governments interact through the study of four themes:

- Theme 1: Introduction to markets and market failure
- Theme 2: The UK economy – performance and policies
- Theme 3: Business behaviour and the labour market
- Theme 4: A global perspective

Pupils should have an interest in contemporary events and will need to be adept at data analysis and interpretation. There is a great deal of specialist vocabulary involved and as events occur and evolve in real life, pupils should be able to apply economic theory to them in order to demonstrate understanding. You will need to be able to apply knowledge to unfamiliar contexts and develop purposeful and succinct analyses and evaluation of decisions on a business and national level.

You will need to be able to respond to and manipulate a variety of data and analyse complex arguments through essay writing.

“Economics is fascinating to study because it is so applicable to everyday life. Why is the economy taking so long to recover from the financial crisis? Will the government be able to repay its mountain of debt? There are very few subjects that you can study during the day and see the relevance of what you’ve learned on the news at night.”

Karen Ward Senior Global Economist, HSBC

CAREER OPPORTUNITIES:

Pupils who are successful in Economics demonstrate a multitude of skills that are highly sought after by both employers and higher education institutions. The ability to process data and understand trends and patterns so that forecasts can be made and the limitations thereon are understood is much in demand. Indeed, in 2017 it was reported that graduates of Economics are the highest paid – but, in order to become an Economics graduate, there is a lot of work to be done.

A career in economics offers a wide range of opportunities across sectors like finance, consulting, government, academia, and research. It’s a field that develops your analytical and problem-solving skills, equipping you to significantly influence economic outcomes and contribute to societal welfare.

English Language and Literature Combined

SUBJECT: English Language and Literature	HEAD OF DEPARTMENT: Ms A. Malik
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: OCR	SPECIFICATION NO.: H474
ENTRY REQUIREMENTS: 6 and 5 in English Language and English Literature (either way around).	

ASSESSMENT AND AREAS OF STUDY:

A-Level

Component 01: Exploring Non-Fiction and Spoken Texts

- Comparison of two non-fiction texts, one from the OCR Non-Fiction Anthology).
- 1 hour exam, 16% of A-Level.

Component 02: The Language of Poetry and Plays

- Pupils will explore one poetry collection from a choice of six (currently William Blake's Songs of Innocence and Experience) and one drama text (currently Shakespeare's Othello) from a choice of six, through stylistic and dramatic analysis.
- 2-hour exam, 32% of A-Level

Component 03: Reading as a Writer, Writing as a Reader

- Pupils will explore the nature of narrative in one prose fiction text (currently F. Scott Fitzgerald's The Great Gatsby) from a choice of six.
- Writing as a reader develops the understanding of narrative technique through a creative writing task (500 words) and a commentary (250 words).
- 2-hour exam, 32% of A-Level.

Component 04: Independent Study: Analysing and Producing Texts

- Pupils complete an analytical comparative essay on a set text from a list of 12 non-fiction texts and a second free choice text. One text must be post-2000 (currently Anna Funder's Stasiland). Pupils also produce a piece of original non-fiction writing.
- Coursework, 20% of A-Level: The course will give pupils a chance to enjoy non-fiction texts and literature from a range of time periods and develop pupils' critical and analytical skills about reading and writing. It is important that pupils enjoy reading widely and like discussing their interpretations of texts with others. Working with texts over time involves looking at ways in which writers and speakers shape meanings within their texts. But it is also important that texts are interpreted by readers now and that multiple interpretations are possible. Discussion and debate are therefore essential skills to be developed alongside a perceptive analytical approach.

CAREER OPPORTUNITIES:

A-Level English Language and Literature provides an excellent platform for careers in journalism, the media or advertising.

SPECIAL NOTES:

The combined A-Level English Language and Literature course might suit those pupils who wish to maintain a balance between the two disciplines.

Pupils who eventually go on to apply for a degree course in English will be welcomed by many universities which now incorporate both elements in their courses.

English Literature

SUBJECT: English Literature	HEAD OF DEPARTMENT: Ms A. Malik
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: AQA	SPECIFICATION NO. 7712
ENTRY REQUIREMENTS: Grade 6 in English Literature and 5 in English Language.	

ASSESSMENT AND AREAS OF STUDY:

A-Level

Paper 1: Love through the Ages

Study of three texts: one poetry and one prose text (currently The Awakening by Kate Chopin), one of which must be written post-1900 (currently the poetry anthology) and one Shakespeare play (currently Othello). This exam will also include two unseen poems. 3-hour exam, 40% of A-Level.

Paper 2: Texts in Shared Contexts

Study of three texts: one prose (Revolutionary Road- Richard Yates), one poetry (Skirrid Hill- Owen Sheers) and one drama (Cat on a Hot Tin Roof- Tennessee Williams), one of which must be written post-2000. Exam will also include an unseen extract. 2-hour 30-minute exam, 40% of A-Level.

Independent Critical Study

Comparative critical study of two texts, at least one of which must have been written pre-1900. 20% of A-Level. Assessed by teacher and moderated by exam board.

This course will suit those pupils who have enjoyed the chance to respond to literature at GCSE and wish to pursue their studies with more demanding texts and will include studying a Shakespeare play, novels and poetry.

The course will involve critical writing and comparison of literary works. It is important that pupils enjoy reading widely and discussing their own interpretations of texts with others.

CAREER OPPORTUNITIES:

A-Level English Literature provides pupils with the opportunity of developing critical skills which would be particularly useful if considering careers in the media, publishing, advertising, librarianship, education, etc. An A-Level in English Literature is widely regarded as particularly useful to anyone considering a career involving communication skills.

SPECIAL NOTES:

Pupils who enjoy reading widely and wish to follow their GCSE Literature with study at a more sophisticated level should choose A-Level English Literature, provided they are prepared to do research, read critical works and extend their study into related areas. A-Level English Literature is highly respected as a qualification by universities and employers.

French

SUBJECT: French	HEAD OF DEPARTMENT: Ms D. Collins
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: AQA	SPECIFICATION NO. 7652
ENTRY REQUIREMENTS: Grade 6 in French.	

ASSESSMENT:

Paper 1: Listening, reading and writing (including translation) – 2 hours 30 minutes – 50% of A-Level

Paper 2: Writing (one text and one film) – 2 hours – 20% of A-Level

Paper 3: Speaking – 21-23 minutes (including 5 minutes preparation time) – 30% of A-Level

AREAS OF STUDY:

The A-Level specifications build on the knowledge, understanding and skills gained at GCSE. They constitute an integrated study with a focus on language, culture and society. They foster a range of transferable skills, including communication, critical thinking and creativity, which are valuable to the individual and to society. The AS content has been designed to be of relevance to pupils of all disciplines, whether they want to progress to A-Level or not. Pupils will develop their understanding of themes relating to the society and culture of the countries where French is spoken, and their language skills; they will do this by using authentic spoken and written sources in French. The approach is a focus on how French-speaking society has been shaped, socially and culturally, and how it continues to change. Pupils study aspects of the social context together with aspects of the artistic life of French-speaking countries. Pupils also study aspects of the political landscape in a French-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations. Teenagers and the extent to which they are politically engaged looks towards the future of political life in French-speaking society.

Core topics:

- Social issues and trends
- Artistic (and political at A-Level) culture
- Grammar

Options:

- Works: Literary texts and films

CAREER OPPORTUNITIES

There are many and varied career opportunities for pupils with A-Level French, including journalism, law, international business, teaching, interpreting, banking, finance, catering, and public administration.

Many universities offer courses which combine French with another subject, for example, Business with French, Economics with French or

European Studies and French.

In an increasingly competitive job market, the ability to speak another language gives you the edge. The UK trades with over 200 countries worldwide and businesses are continually looking to expand globally- this is only possible if they can communicate internationally. As such, employers are constantly seeking out foreign language speakers. Figures reflect this - consistently showing Modern Languages graduates as having one of the lowest levels of unemployment six months after graduation.

SPECIAL NOTES:

Extensive use is made of the internet and up-to-date recordings, texts and DVDs in French. Pupils are strongly encouraged to read about a topic of interest in French, listen to French music and watch films in the language. Regular conversation sessions take place in lessons and smaller group or individual sessions are arranged where possible.

Geography

SUBJECT: Geography	HEAD OF DEPARTMENT: Mr D. Leftwich
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: Edexcel/Pearson	SPECIFICATION NO. 9GE0
ENTRY REQUIREMENTS: Grade 5 in Geography and a 5 in English.	

ASSESSMENT AND AREAS OF STUDY:

Component 1: Dynamic Landscapes (Paper code: 9GE0/01) and Component 2: Dynamic Places (9GE0/02):

- Each component is worth 30% of the A-Level qualification
- Each assessment is 2 hours and 15 minutes
- Each assessment is out of 105 marks
- The papers may include short open response questions, calculations and resource-linked questions.
- The examination includes 12 and 20 marks essay questions where reference to case studies will be required
- Calculators may be used in the examination

Areas of study Component 1: Tectonic Processes and Hazards; Coastal Landscapes and Change; The Water Cycle and Water Insecurity; The Carbon Cycle and Energy Security.

Areas of study Component 2: Globalisation; Regenerating Places; Superpowers; Migration, Identity and Sovereignty.

Component 3: Physical Systems and Sustainability (9GE03):

- 20% of the A-Level qualification
- The assessment is 2 hours and 15 minutes
- The assessment is out of 70 marks
- The assessment consists of three sections and pupils must answer all questions
- The paper may include open response, calculations and resource-linked questions
- The examination includes 4, 8, 12, 18 and 24 mark extended writing questions
- Calculators may be used in the examination

This exam paper will present a synoptic assessment of geographical skills, knowledge and understanding (within a place-based context) from compulsory content drawn from different parts of the course.

Component 4: Individual Investigation (coursework): 20% of the overall A-Level. The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing. Pupils 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. Pupils will submit a 3000–5000-word report. This will be linked to pupil's fieldwork conducted during the summer of Year 12.

CAREER OPPORTUNITIES:

Geography is the only subject that is both a science and a humanities-based subject. This means that a wide variety of skills are developed applicable to the majority of working environments and careers. Geography graduates have consistently been among the most employable graduates due to this. Many pupils from Wanstead High School go on to complete geography degrees at university. As a direct result of the multi-skilled nature of the subject, it is a useful A-Level to study even if university is not your intention. Geographers have many assets enabling you to enter a wide variety of careers; many geographers go on to work in finance, management, marketing, research, industry, journalism, tourism/leisure and environment studies. The skills you will have acquired and practised during your years of studying geography will mean that you have much to offer an employer.

SPECIAL NOTES:

A-Level pupils must complete a minimum of four days of fieldwork. Fieldwork must be carried out in relation to physical and human geography. This is an Ofqual requirement. Centres will be required to provide evidence of this fieldwork in the form of a written fieldwork statement. Therefore, applicants for A-Level Geography must be committed to this requirement. All compulsory fieldwork will be in the UK, but there may be opportunities for overseas visits, but these will be optional.

History

SUBJECT: History	HEAD OF DEPARTMENT: Mr P. Chartorizhsky
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: Edexcel	SPECIFICATION NO.: 1041
ENTRY REQUIREMENTS: Grade 5 in History if studied or a 5 in English	

ASSESSMENT AND AREAS OF STUDY:

In Year 12, History pupils investigate communist states in the Twentieth Century, and will investigate developments and changes in two case studies, and their impact upon the lives of ordinary people. In Year 13 the focus is upon social, economic and political issues and developments affecting the British Empire, as well as an independent investigation.

Year 12: Route E: Communist States in the Twentieth Century

Russia, 1917-1991: From Lenin to Yeltsin

This option comprises a study in breadth, in which pupils will learn about the key political, social and economic features of communist rule in Russia during the Twentieth Century, including its rise to and fall from superpower status. Pupils will sit a 2-hour 15 minutes exam, with two essay questions and one interpretation source-based question.

Mao's China, 1949-1976

This option comprises a study in depth of the transformation of communist China under Chairman Mao Tse Tung. Pupils will investigate the political, economic and social changes in this period and their impact upon the lives of the Chinese people. Pupils will sit a 1 hour 30 minutes exam, with one source question and one depth essay question.

Year 13:

Unit 3: Britain: Losing and Gaining an Empire, 1763-1914

This topic explores the development of the British Empire and the part played by trade and the Royal Navy. Pupils will study the political, economic and social developments that resulted in Britain possessing the largest empire the world has ever known. They will study the impact of the British empire on America, Australia, Canada, India and the Nile Valley. Pupils will sit a 2-hour 15 minutes exam, with two essay questions and one source question.

Unit 4: Coursework independent study: Interpretations of the United States and the Second World War

This independent study unit provides two fascinating options relating to the United States and World War Two: whether WW2 was the birth of the Civil Rights movement for African Americans, or, why the USA dropped the Atomic Bomb on Hiroshima and Nagasaki. Pupils will compare, analyse and evaluate the works of three historians on their chosen issue, in the form of an assignment of 4000 words.

All A-Level history exams will be sat at the end of Year 13. Papers 1 and 3 are worth 30% each of the A-Level grade, with Paper 2 and the coursework worth 20% each.

COURSEWORK ASSESSMENT:

There is one piece of Non-Examined Assessment (coursework) completed in Year 13. This accounts for 20% of the A-Level grade.

CAREER OPPORTUNITIES:

Pupils learn to develop hypotheses; justify arguments; analyse evidence and critically evaluate interpretations. These skills help pupils in all areas of work. Pupils with History qualifications and degrees possess skills valued in law, business, education, finance, media, journalism, publishing, heritage and tourism, government and the civil service, and many others.

Mathematics

SUBJECT: Mathematics	HEAD OF DEPARTMENT: Mr S. Nelson
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: EDEXCEL	SPECIFICATION NO. 9MA0
ENTRY REQUIREMENTS: Grade 7 in Mathematics.	

CAREER OPPORTUNITIES:

Mathematics at A-Level is essential for any mathematics-based degree and a good idea for any science or engineering-based degree. Mathematics is also seen as an advantage to many career paths including finance, computing, insurance, and any business career involving problem solving as it develops analytical skills.

Pupils who are considering a mathematics-based degree are advised to also consider taking Further Mathematics.

ASSESSMENT:

Pupils sit their A-Level examination at the end of their two-year course.

Paper 1: Pure maths (2 hours, 100 marks)

Paper 2: Pure maths (2 hours, 100 marks)

Paper 3: Statistics and Mechanics (2 hours, 100 marks)

AREAS OF STUDY:

The A-Level specification is split into 3 broad topics: pure, statistics and mechanics. Pure maths looks at higher level number, algebra and calculus. Statistics covers analysis of large data sets and more complex probability. Mechanics covers vectors and kinematics.

The course follows a linear structure, which means that the content of the course will be examined at the end of the 2 years. There are 3 exams, which are equally weighted: 2 of the exams are pure maths, while the 3rd exam is a combination of statistics and mechanics. Like the GCSE exam, there will be a strong emphasis on problem solving and mathematical reasoning.

Further Mathematics

SUBJECT: Further Mathematics	HEAD OF DEPARTMENT: Mr S. Nelson
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: EDEXCEL	SPECIFICATION NO. 9FMO
ENTRY REQUIREMENTS: Grade 8 in Mathematics and must take A-Level Mathematics.	

CAREER OPPORTUNITIES:

Further mathematics in addition to A-Level mathematics greatly supports any application for a mathematical based degree. Some universities, including Oxford and Cambridge, will only accept pupils who have studied Further Mathematics to at least A-Level. It is also highly recommended for any pupil who is considering applying to Oxford or Cambridge for a science-based degree.

ASSESSMENT:

Paper 1: Further Pure Maths 1 (1 hour 30 mins, 75 marks)

Paper 2: Further Pure Maths 2 (1 hour 30 mins, 75 marks)

Paper 3: Optional Paper 1 – pure, statistics, mechanics or decision (1 hour 30 mins, 75 marks)

Paper 4: Optional Paper 2 – pure, statistics, mechanics or decision (1 hour 30 mins, 75 marks)

The Further Mathematics programme broadens the areas of mathematics covered and extends the pure mathematics components. As well as covering further pure mathematics, pupils have the option to study further units in statistics, mechanics or decision mathematics.

Pupils taking A-Level in Further Mathematics are committing themselves to a considerable amount of time and study in this discipline (at least 50%). It is therefore only recommended for pupils who have a real passion for the subject and/or who are considering a mathematics degree in the future.

Media Studies

SUBJECT: Media Studies	HEAD OF DEPARTMENT: Ms S. Begum
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: EDUQAS	SPECIFICATION NO. 603/1149/6
ENTRY REQUIREMENTS: Grade 5 in Media Studies if studied or a 5 in English.	

ASSESSMENT:

The course is assessed through a combination of two exam papers [70%] and a Non Examined Assessment [30%]

Component 1: Media Products, Industries and Audiences

Written examination: 2 hours 15 minutes 35% of qualification

- Section A: Analysing Media Language and Representation - Topics include music video , advertising, film posters, newspapers
- Section B: Understanding Media Industries and Audiences - Topics include Film industry, Radio, newspapers, computer games

Component 2: Media Forms and Products in Depth Written examination: 2 hours 30 minutes

- 35% of qualification
- Section A: Television in the Global Age
- Section B: Magazines: Mainstream and Alternative Media
- Section C: Media in the Online Age

Component 3: Cross-Media Production Non exam assessment 30% of qualification

AREAS OF STUDY:

It is recognised that the mass media plays an increasingly important and, perhaps, influential role in contemporary society, providing us with information and entertainment and communicating social values. In the Media Department, we offer exciting and rigorous courses, which give pupils opportunities to develop a critical understanding of the role of the mass media in society and a broad knowledge of the industrial and commercial nature of media productions. The courses integrate practical work with theoretical study. The courses focus on the key media concepts: media language, representation, audience and institution. Pupils will develop skills in textual analysis, research, critical thinking, responding to academic theory and digital production.

The media are powerful institutions in our society and most of us engage with a range of media on a daily basis: games, internet, films, magazines, newspapers, radio, television, music. It is therefore imperative that we understand how the media operate as huge global industries and institutions shaping the way we see and understand the world. As critical consumers we need to become media literate. We must be able to analyse how selective representations are

created through media language and how we are invited to make sense of them. In an increasingly interactive digital world. We also need to consider how we can create our own media messages and spaces and be part of the global conversations. This course gives you a chance to study various aspects of the media across a range of topics which may include: newspapers, advertising, popular music, and newspapers. You will learn the skills of close textual analysis and will explore the key media concepts: media language, representation, audience and industry/ institution.

Media Studies inspires pupils to develop education with character by engaging with the big debates and issues of the day such as the developing and transforming power of new technologies, the challenges for regulation of media, and the fragmentation of traditional audiences and shared cultures. They are encouraged to question outdated and discriminatory representations and to create their own positive and inspiring ones.

In Year 12, pupil's complete units which include topics on film marketing, radio, music videos, advertising and news.

In Year 13, pupils study units which include: TV drama, magazines and online Media.

CAREER OPPORTUNITIES:

Media Studies is a popular university degree, taken as a single subject or combined with others such as ICT or Business. There are a huge range of courses available: Film Studies, Communication Studies, Media Production, Marketing etc.

Media pupils are welcomed into a range of careers, involving the mass media generally or particular areas such as journalism, programme design or work in magazines, TV and film. New digital media have opened up many exciting new career directions and there are some excellent apprenticeship opportunities available.

Skills of team working, delivering presentations, use of ICT and critical review are also important transferable skills welcomed by employers.

SUBJECT: Music	HEAD OF DEPARTMENT: Mr I. Sweet
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: OCR	SPECIFICATION NO. H543
ENTRY REQUIREMENTS: Grade 5 in GCSE Music and Grade 5 practical examination on an instrument or voice (or equivalent standard if you haven't taken instrumental exams). Where the option of taking GCSE Music has not been available at KS4 other music courses may be considered.	

CAREER OPPORTUNITIES:

Music A-Level is an entry requirement for most university and conservatoire music degree courses. Career opportunities directly related to music exist in the areas of performance, composition, the recording industry, publishing, media, education and arts administration to name but a few, with the UK being the third largest music industry in the world.

Although music is highly practical in nature, it is also a very academic subject and studying it develops a wide variety of skills that are useful to a wide range of professions. Because of this all pupils who enjoy studying music and/or whom consider it to be a strong subject for them should consider taking the subject at A-level, even if they have plans for careers outside of the music industry.

ASSESSMENT AND AREAS OF STUDY:

- **Performing (25/35%):** This consists of a recital lasting around eight to ten minutes, performed in front of a small audience. The music played or sung can be in any style and needs to be equivalent to at least grade 6 in difficulty. The performance is recorded and the video is externally assessed by the exam board. If pupils wish to 'major' in performance then they can play a longer recital and performance will account for 35% (rather than 25%) of the overall A-Level.
- **Composition (25/35%):** Pupils are required to write two compositions of a combined length of around 6-8 minutes. One is to a set brief by the exam board and one is a free choice decided by pupils. If pupils wish to 'major' in composition then they also write some technical exercises and composition will account for 35% (rather than 25%) of the overall A-Level.
- **Written examination: (40%):** This listening examination is based on aural questions on music unknown to pupils and questions based on classical and jazz set works studied by pupils during the year. You will be fully prepared for this written paper in lessons focusing on the content and skills required for this qualification.

AREAS OF STUDY:

The two areas of study that are compulsory for this course are:

- **Area of study 1:** Instrumental music of Haydn, Mozart and Beethoven
- **Area of study 2:** Popular song: blues, jazz, swing and big band

The two areas of study that we choose to study at Wanstead are:

- **Area of study 3:** Developments in instrumental jazz, 1910 to the present day
- **Area of study 6:** Innovations in music, 1900 to the present day.

The department has a suite of practice rooms available for pupils to use in their open study/private study periods, as well as 45 iMac computers running Logic Pro X and Sibelius. Outcomes in Music A-level have been consistently strong at the school and all staff currently teaching the A-level have excellent subject knowledge and skills.

Music Technology

SUBJECT: Music Technology	HEAD OF DEPARTMENT: Mr I. Sweet
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: EDEXCEL	SPECIFICATION NO. 9MTO
ENTRY REQUIREMENTS: 5 in GCSE Music or pass in Level 2 Music BTEC or equivalent. Some experience of using DAW software such as Garageband, Logic, Cubase, etc. is also helpful but not a formal requisite. The most important entry requirement is an interest in contemporary music and an interest in how technology is used to create it.	

CAREER OPPORTUNITIES:

This course is ideal for pupils considering a career in the music industry, particularly if sound engineering and recording is a potential career path. The course could lead to an industry-based degree course in sound engineering.

The skills developed through this course are highly transferable to many other careers, so it should not only be considered by pupils looking to pursue a career in music, but by all who enjoy composing and producing music using technology.

ASSESSMENT:

The following percentages contribute towards the final grade:

Recording (Coursework) – 20%. You will create a multi-track recording of one of ten songs set by the exam board. You have the role of the producer and engineer in this task and do not necessarily have to play any of the parts yourself. The track will be 3 – 3 ½ minutes in length.

Composition (Coursework) – 20%. You will create a composition based on one of three briefs set by Edexcel. One of these is always setting music to a short film. Creative use of music technology must be a main feature of this composition. The composition will be 3 minutes long.

Listening and analysing (Exam) – 25%. You will be asked questions on a range of popular music. Some of these will be on musical features of the tracks and some will focus on the use of music technology within them. Extended answer questions will relate to how a later version of a song differs in terms of production values to an original/older version and how a particular aspect of music technology has been used within a song.

Producing and analysing (Exam) – 35%. This examination has quite a large practical component. You will correct and combine audio and MIDI tracks to form a completed mix. You may also have to create new tracks or parts from the materials provided. There is also an extended essay question within this exam that relates to a specific area of music technology.

The Music department has a long history of strong outcomes at the school, supported by the subject knowledge and expertise of the teaching staff. We have high-quality equipment for live-recording and 45 iMac computers running Logic Pro X across three classrooms.

AREAS OF STUDY:

The two areas of study that are compulsory for this course are:

- **Area of study 1:** Recording and production techniques for both corrective and creative purposes
- **Area of study 2:** Principles of sound and audio technology
- **Area of study 3:** The development of recording and production technology

Religious Studies (Philosophy & Ethics)

SUBJECT: Religious Studies (Philosophy of Religion, Religion and Ethics and Developments in Christian thought)	HEAD OF DEPARTMENT: Ms E. Christofides
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: OCR	SPECIFICATION NO. H573
ENTRY REQUIREMENTS: Grade 5 in Religious Studies if studied or 5 in English.	

ASSESSMENT:

Mandatory Component 01 Philosophy of religion – One written exam 2 Hours (120 Marks) 33.3%

Mandatory Component 02 Religion and ethics – One written exam 2 Hours (120 Marks) 33.3%

Developments in Christian thought (Christianity) 03 - One written exam 2 Hours (120 Marks) 33.3%

AREAS OF STUDY:

The OCR specification will enable pupils to explore three components of study. Philosophy of religion (01), Religion and ethics (02) and Developments in Christian thought (03).

Learners will study: Philosophy of Religion (01)

Within this component pupils will study the philosophical issues and questions raised by religion and belief. These include arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering.

Learners will study: Religion and Ethics (02)

The study of Religion and ethics is characterised by a study of ethical language and thought through significant concepts and the works of key thinkers, illustrated by issues in religion and ethics, and also by the application of ethical theory to issues of importance. Learners will study normative ethical theories and the application of these, as well as key ethical concepts.

Learners will study: Developments in Christian Thought (03)

Developments in religious thought provide an opportunity for the systematic study of one religious tradition (Christianity). This will include exploration of religious beliefs, values and teachings, sources of wisdom and authority and practices that shape and express religious identity.

Year 12/13

The new OCR specification will enable pupils to explore three components of study. Philosophy of religion (01), Religion and ethics (02) and Developments in religious thought (03).

Philosophy of Religion (01) - Learners will study:

- Ancient philosophical influences
- The nature of the soul, mind and body
- Arguments about the existence or non-existence of God
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- Ideas about the nature of God
- Issues in religious language

Religion and Ethics (02) - Learners will study:

- Normative ethical theories
- The application of ethical theory to two contemporary issues of importance
- Ethical language and thought
- Debates surrounding the significant idea of Conscience
- Sexual ethics and the influence on ethical thought of developments in religious beliefs.

Developments in Christian Thought (03) - Learners will study:

- Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- Sources of religious wisdom and authority
- Practices which shape and express religious identity, and how these vary within a tradition
- Significant social and historical developments in theology and religious thought
- Key themes related to the relationship between religion and society

CAREER OPPORTUNITIES:

Religious Studies encourages clear, analytical thinking and teaches pupils to spot flaws in arguments and express themselves in an articulate, reasoned manner. These skills are valued in all areas of work, but are especially valuable in law, journalism, education, human resources, management, business and medicine. The subject combines very well with other humanities subjects and the sciences, and is highly regarded by universities.

Physical Education

SUBJECT: Physical Education	HEAD OF DEPARTMENT: Mr J. Sains
RESOURCES See below	QUALIFICATION: A-Level
LENGTH: 2 years	SPECIFICATION NO. 7582
ENTRY REQUIREMENTS: Grade 6 in GCSE PE if studied or a 5 in English and a 6 in Biology (or 6 and 6 in combined). Regular competitive participation in a one sport outside of Sixth Form is desired as this supports the NEA component of the course.	

ASSESSMENT:

Paper 1: Factors affecting participation in physical activity and sport
Written exam: 2 hours 105 marks 35% of A-Level

Paper 2: Factors affecting optimal performance in physical activity and sport
Written exam: 2 hours 105 marks 35% of A-Level

Non-exam assessment: Practical performance in physical activity and sport. Pupils assessed as a performer or coach in the full sided version of one activity.

Plus: written/verbal analysis of performance. Internal assessment, external moderation 90 marks 30% of A-Level

Specification - SPECIFICATION

AREAS OF STUDY:

Those who are interested in the theoretical aspects surrounding PE and sport, and also have a keen interest in physiological, psychological and social/historical topics. You should have an interest in PE and sport as a whole with participation in a sport outside would be beneficial either as a performer or a coach. A full list of NEA activities can be found via the link below.

Year 12

What's assessed

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

Year 13

What's assessed

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

CAREER OPPORTUNITIES:

The course is of particular value for those wishing to pursue a career or degree course in the following areas: Sports Science or Sport Studies; Leisure Studies; Sports Therapy/ Physiotherapy; Sports Coaching; Recreation Management, Public Services and, of course, PE teacher.

This is a highly theoretical subject so it will be mainly classroom based but where possible, will be taught in a practical way using a range of teaching styles and activities.

RESOURCES:

Syllabus - A LEVEL TEACHING PLAN

Learning Journey - A Level PE.pdf

Physics

SUBJECT: Physics	HEAD OF DEPARTMENT: Mr M. Hadden
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: AQA	SPECIFICATION NO. 7408
ENTRY REQUIREMENTS: At least a Grade 6 in two sciences, including a 6 in Physics and a 6 in Maths.	

ASSESSMENT:

There is no coursework for A-Level Physics. There are practical skills that are assessed throughout the units called Required Practicals. These will test and help pupils practice a set of common skills which will be assessed as a part of the examination papers at the end of the year. A minimum of 6 Required Practicals are carried out in Year 12, and 6 in Year 13.

The assessment of practical skills is a compulsory requirement of the course of study for the A-level qualification. It will appear on all pupils' certificates as a separately reported result, alongside the overall grade for the qualification.

AREAS OF STUDY:

Advanced GCE Physics is made up of five mandatory sections in Year 12 and four further mandatory sections in Year 13.

All of the sections are externally assessed through examinations at the end of the second year.

At A-Level, there is an external assessment (Paper 3) to test practical skills and data analysis and one of the options.

Section 1 – Measurements and their errors

3.1.1 Use of SI Units and Prefixes

3.1.2 Limitation of Physical Measurement

3.1.3 Estimation of Physical Quantities

Section 2 – Particles and radiation

3.2.1 Particles

3.2.2 Electromagnetic Radiation and Quantum Phenomena

Section 3 – Waves

3.3.1 Progressive and Stationary Waves

3.3.2 Refraction, Diffraction and Interference.

Section 4 – Mechanics and materials

3.4.1 Forces, Energy and Momentum

3.4.2 Materials

Section 5 – Electricity

3.5.1 Current Electricity

Section 6 – Further mechanics and thermal physics

3.6.1 Periodic Motion

3.6.2 Thermal Physics

Section 7 – Fields and their consequences

3.7.1 Fields

3.7.2 Gravitational Fields

3.7.3 Electric Fields

3.7.4 Capacitance

3.7.5 Magnetic Fields

Section 8 – Nuclear physics

3.8.1 Radioactivity

Section 9 – Options

Option A – Astrophysics or

Option B – Medical physics or

Option C – Engineering physics or

Option D – Turning points in physics or

Option E – Electronics

CAREER OPPORTUNITIES:

As well as obvious career choices such as engineering, medicine, dentistry, pharmacy and teaching, there are a number of other careers for which physics could unlock the door: medical physicist, optician, architect, veterinary surgeon, food scientist, metallurgist, forensic scientist, radiographer or electrician.

SPECIAL NOTES:

The mathematical skills used within physics require a solid understanding of GCSE maths. Extra techniques such as integration and differentiation will be taught within the course.

Politics

SUBJECT: Politics	HEAD OF DEPARTMENT: Mr P. Chartorizhsky
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: EDEXCEL	SPECIFICATION NO. 9PL0
ENTRY REQUIREMENTS: Grade 5 in English.	

useful for careers such as those in the law, the civil service, research, teaching, local government, journalism and other media, plus any job where analytical skills and a knowledge of society is important.

SPECIAL NOTES:

An interest in the news and current affairs is essential.

ASSESSMENT:

UK Politics – One written exam 2 Hours (84 Marks) 33.3%

UK Government – One written exam 2 Hours (84 Marks) 33.3%

USA Politics - One written exam 2 Hours (84 Marks) 33.3%

AREAS OF STUDY

Year 12 Component one: UK Politics

1. Political Participation, pupils will study:

- Democracy and participation, political parties, electoral systems, voting behaviour and the media.

2. Core Political Ideas, pupils will study:

- Conservatism, Liberalism, Socialism.

Year 12 & 13 Component two: UK Government

1. UK Government, pupils will study:

- The constitution, parliament, Prime Minister and executive, relationships between the branches.

2. Non-core Political Ideas, pupils will study:

- Multiculturalism.

Year 13 Component Three: Comparative Politics: USA Politics

For USA Politics (3A) pupils will study:

- The US Constitution and federalism, US Congress, US presidency, US Supreme Court and US civil rights, US democracy and participation and Comparative theories.

CAREER OPPORTUNITIES:

This is a subject which is of general use in many careers. It is especially

Psychology

SUBJECT: Psychology	HEAD OF DEPARTMENT: Ms E. Christofides
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: AQA	SPECIFICATION NO.: 7182
ENTRY REQUIREMENTS: Grade 6 in Biology (or 6 and 6 in Combined Science), Grade 5 in Maths and Grade 5 in English.	

ASSESSMENT:

- Paper 1:** Introductory topics in Psychology (Social influence, Memory, Attachment and Psychopathology) 96 marks – 2 hours – 33% of A-Level
- Paper 2:** Psychology in context (Approach, Bio-psychology and Research Methods) 96 marks – 2 hours – 33% of A-Level
- Topics in Psychology** (Issues and Debates with Stress, Forensics and Cognition and Development) 96 marks – 2 hours – 33% of A-Level

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

Paper 1: The study of Social Influence, Memory, Attachment and Psychopathology. Pupils will sit a 2 hour written exam.

Paper 2: The study of Approaches in Psychology, Bio-psychology, Research Methods. Pupils will sit a 2 hour written exam.

Paper 3: Pupils will study Issues and Debates in Psychology and one topic from each of the option blocks:

- **Option 1:** Relationships, Gender or Cognition and Development.
- **Option 2:** Schizophrenia, Eating Behaviour or Stress.
- **Option 3:** Forensic Psychology or Addiction.

Pupils will sit a 2 hour written exam based on their three chosen options (to be decided by teacher).

COURSEWORK:

There is no coursework component for the A-Level.

AREAS OF STUDY:

The new AQA specification will enable pupils to explore three units of study. Introductory Topics, which will introduce learnings to their new subject with key areas. Psychology context, which will encourage pupils to use their knowledge and understanding from their prior topics. Finally in the Topics in Psychology unit pupils will be encourage to study in depth three topics using all they have learnt before to explain these topics. In our third unit we will also examine the main issues and debates that exist in Psychology

Pupils will study: Introductory topics in Psychology (Social influence, Memory, Attachment and Psychopathology)

Pupils will study how those around us influence us and how this can lead to atrocities such as the holocaust. Pupils will study how the memory works and is structured and the problems this can lead to. Then pupils will look at how infants form their relationships with parents and the effect this can have on them as adults. Finally in this unit pupils will study a-typical behaviour and its treatments.

Pupils will study: Psychology in context (Approach, Bio-psychology and Research Methods)

Pupils will study the six dominant ways of studying human behaviours. Following this, pupils start to study in depth how we can explain human behaviour using biology, pupils will learn the structures of the brain and the brains influence on behaviour. Finally, pupils will study how we conduct research and ensure we are using scientific methods and the flaws we face if we do not follow a scientific method.

Pupils will study: Topics in Psychology (Issues and Debates with Stress, Forensics and Cognitive Development)

In the final unit we take an in depth look at the issues and debates that exist within Psychology. Pupils will also examine the effects of stress on the body and how we can counteract this. They will examine what makes somebody commit crimes and how we can run prisons to be effective. Finally, pupils will examine the different theories of Cognition and Development

Year 12/13

In Year 12. pupils will study for papers one and two. In Year 13 pupils will study for paper two and three.

CAREER OPPORTUNITIES:

Many career opportunities are open to pupils who choose to further their studies in psychology or a related field. These include educational psychologists, occupational psychologists, marketing, criminology, clinical psychology, counselling, teaching, social work, human resource management or research.

Sociology

SUBJECT: Sociology	HEAD OF DEPARTMENT: Ms E. Christofides
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: AQA	SPECIFICATION NO.: 7192
ENTRY REQUIREMENTS: Grade 5 in Sociology if studied or a 5 in English	

ASSESSMENT:

Paper one: Education with Theory and Methods. 80 marks – 2 hours – 33% of A-Level

Paper two: Families and Households and Beliefs in Society 80 marks – 2 hours – 33% of A-Level

Paper three: Crime and Deviance with Theory and Methods 80 marks – 2 hours – 33% of A-Level

COURSEWORK:

There is no coursework component for A-Level Sociology.

AREAS OF STUDY

At A-Level, the specification offers a range of topic-based options which bring together explanations from different Sociological viewpoints such as Functionalist, Feminist and Marxist.

In Sociology we will teach you to understand the world in which you live – how and why it functions as it does? Who has power and who does not? Sociologists are interested in why society works in the way that it does and the extent to which our behaviour and even opportunities can be shaped by our social class, age, gender and race. We question the society in which we live in order to understand the relationship between individuals and institutions such as the education system, religion, family diversity, and crime. Pupils need to be able to grasp complex concepts and theoretical ideas and apply these to contemporary society.

Pupils will study: Education with Theory and Methods.

Pupils will explore the topic of education, for example, the role and functions of education, educational policy through history and differential educational achievement. Pupils must also apply sociological research methods to the study of education.

Pupils will study: Families and Households and Beliefs in Society

Pupils will need to understand methodology (how to carry out social research) including the benefits and disadvantages of experiments, surveys, interviews and observation and they will study the topic of Families and Households including conjugal roles, social policy, demography, trends in families – marriage, divorce, lone-parent families, births outside of marriage, Theories on family Functionalist, Marxist and Feminist approaches. Beliefs in Society incorporates theories of religion, whether religion is a conservative force or a force for change, religious organisations (church, denomination, sect, cult), the secularisation debate (is religion disappearing in modernity), globalisation and religion (global trends), postmodernity and religion and other forms of belief system (communism, nationalism, fascism).

Pupils will study: Crime and Deviance with Theory and Methods

Globalisation and crime in contemporary society; the mass media and crime; green crime; human rights and state crimes. Crime control and the role of the criminal justice system, including the study of suicide.

We also study the connections between sociological theory and methods and the study of crime and deviance

Year 12/13

In Year 12 pupils will study for papers one and two. In Year 13 pupils will study for paper 2 and 3.

CAREER OPPORTUNITIES:

Sociology pupils have gone on to careers as wide ranging as media research, law, police, journalism, teaching, social and welfare work, personnel work, business analysts, civil service and local government policy making, advertising, publishing, cultural centres, leisure provision, nursing, medicine, the charity sector and market research.

Spanish

SUBJECT: Spanish	HEAD OF DEPARTMENT: Ms D. Collins
QUALIFICATION: A-Level	LENGTH: 2 years
EXAM BOARD: AQA	SPECIFICATION NO. 7692
ENTRY REQUIREMENTS: Grade 6 in Spanish.	

ASSESSMENT

Paper 1: Listening, reading and writing (including translation) – 2 hours 30 minutes – 50% of A-Level

Paper 2: Writing (one text and one film) – 2 hours – 20% of A-Level

Paper 3: Speaking – 21-23 minutes (including 5 minutes preparation time) – 30% of A-Level

AREAS OF STUDY

The A-Level specification builds on the knowledge, understanding and skills gained at GCSE. They constitute an integrated study with a focus on language, culture and society. They foster a range of transferable skills, including communication, critical thinking and creativity, which are valuable to the individual and to society. Pupils will develop their understanding of themes relating to the society and culture of the countries where Spanish is spoken, and their language skills; they will do this by using authentic spoken and written sources in Spanish. The approach is a focus on how Spanish-speaking society has been shaped, socially and culturally, and how it continues to change. Pupils study aspects of the social context together with aspects of the artistic life of Spanish-speaking countries. Pupils also study aspects of the political landscape in a Spanish-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations. Teenagers and the extent to which they are politically engaged looks towards the future of political life in Spanish-speaking society.

Core topics:

- Social issues and trends
- Artistic (and political A-Level) culture
- Grammar
- Options:
- Works: Literary texts and films

CAREER OPPORTUNITIES:

There are many and varied career opportunities for pupils with A-Level Spanish, including journalism, law, international business, teaching, interpreting, banking, finance, tourism, and public administration.

Many universities offer courses which combine Spanish with another subject, for example, Business with Spanish, Economics with Spanish or European Studies and Spanish.

In an increasingly competitive job market, the ability to speak another language gives you the edge. The UK trades with over 200 countries worldwide and businesses are continually looking to expand globally- this is only possible if they can communicate internationally. As such, employers are constantly seeking out foreign language speakers. Figures reflect this - consistently showing Modern Languages graduates as having one of the lowest levels of unemployment six months after graduation.

SPECIAL NOTES:

Extensive use is made of the internet and up-to-date recordings, texts and DVDs in Spanish. Pupils are strongly encouraged to read about a topic of interest in Spanish, listen to Spanish music and watch films in the language. Weekly conversation classes take place in lessons and smaller group or individual sessions are arranged where possible.

