



# Sheldon School

Chippenham

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## SIXTH FORM COURSE HANDBOOK 2024

BE KIND – BE BRAVE – BE THE BEST YOU

**Choosing the right courses is essential for advanced level success and you will need to think carefully about the subjects that you want to study in order to have a positive and successful experience in the Sixth Form, and for your career choices in the future.**

There are many things to take into account before you make a final decision on which subjects you would like to study.

- If you already know what you would like to do when you leave school, check the entry requirements online, book an appointment with our Careers Adviser or speak to one of the Sixth Form team. Some factors to consider include: which subjects to study; the grades you will need and the work experience or extracurricular accomplishments which may be necessary.
- If, at this stage, you have only a general idea of what you wish to do, or are really not sure yet, then select subjects which you actively enjoy and which you are good at. It would also be useful to see the Careers Adviser.

For higher education, some degree courses require particular subject combinations, whilst others require very high grades in key subjects. If you change your mind once you have begun your courses, it is not always easy to swap courses and catch up. It is therefore crucial that you research carefully before you make a final decision.

## What you will study

Most students will select and complete 3 subjects as this is what even the most competitive universities, courses and apprenticeships require and it will allow greater time for studying and enrichment activities. On a case-by-case basis some students may be given the opportunity to start on 4 courses but this will be the exception.

With 3 subjects as the default curriculum for most students there are great opportunities to expand your skills and knowledge in other ways. These include The Duke of Edinburgh Gold Award, British Sign Language, mentoring and volunteering in addition to:

- Extended Project Qualification - The EPQ is equivalent to ½ an A level and allows you to demonstrate your interest in a project of your choice that extends your studies. It requires advanced planning, research and project management skills and is highly valued by many universities.
- Core Mathematics - Equivalent to an AS Level. Core Mathematics is designed for students to retain, deepen and extend their knowledge and skills from GCSE, as well as studying and applying new level three material relevant to their needs.

## Entry Requirements

Enrolment in the Sixth Form is subject to achieving the minimum entry requirements of two GCSE grade 4s and three GCSE grade 5s. In addition, there are subject specific entry requirements and/or the need to have studied the subject at GCSE Level (please see the relevant subject pages).

Art (Fine Art, Photography & Graphic Art, Textiles Design)
Biology
Business
Chemistry
Computer Science
<b>D</b> Criminology
DT – Fashion & Textiles
<b>D</b> DT – Food Science & Nutrition
DT – Product Design
<b>SH</b> Dance
Drama & Theatre Studies
Economics
English Language
English Literature
<b>SH</b> French
Further Mathematics
Geography
German
<b>T</b> Health and Social Care
<b>H</b> Information Technology
History
Mathematics
Media Studies
<b>SH</b> Music
<b>T</b> Music Technology
Religious Studies (Philosophy and Ethics)
Physical Education
<b>T</b> Physical Education: Cambridge Technical
Physics
Politics
Psychology
Sociology
<b>H</b> Spanish
<b>H</b> Tourism

- T** Technical courses
- D** Diploma
- SH** Joint course with Hardenhuish School
- H** Offered at Hardenhuish School

**For more information contact:** Mrs Rhian Brunt  
**Board:** WJEC

### COURSE DESCRIPTION

#### Option 1

##### Fine Art

In this course students will be involved in the traditional art practice areas of painting, drawing, printmaking and sculpture, as well as the new media increasingly used by fine artists such as video and installation. A critical focus on the work of fine artists, and in particular with contemporary art, informs personal project work.

#### Option 2

##### Photography

Students can follow a single pathway in photography or graphics, or combine units from both areas of study. Use of digital cameras and image manipulation software is central to both areas, and this option would suit students with strong IT skills. A critical focus on the work of photographers and graphic designers informs personal project work.

#### Option 3

##### Art, Craft and Design

Art, Craft and Design Students can follow a single pathway or combine units from diverse areas of study within Art which will include options in embellished expressive and constructed textiles, sculpture and printmaking.



### ENTRY REQUIREMENTS

A grade 6 at GCSE Art is normally required, or grade 6 in art, craft & design. Those who have not studied GCSE Art will be asked to assemble a portfolio of relevant work. Students will be required to take part in at least one trip per year to help conduct primary critical research.

### CAREER PROGRESSION

There are many careers in art, craft and design. Most of these require further study at an art school, further education college or university. If students are unsure about whether to make a career of the subject the best thing is for them to speak to their art teacher who will know about courses on offer in the local area and further afield.

At present most students wishing to take art, craft and design further will go on to do a one year "Foundation" course at an art college or college of further education before applying to degree courses in more specialist areas of art and design.

Students may wish to do an Art A Level for its own sake, perhaps to form the basis of a future career or as part of a range of other subjects. However, they might wish to go into a job where it is useful to have had experience of art, craft and design, or where they will need to use some of the skills developed during this course. These might include careers in such fields as advertising, marketing, design, architecture, publishing and the media.

### METHOD OF ASSESSMENT

#### Component 1:

Personal Investigation 60% of A-Level (120 marks).

#### Component 2:

Externally set Assignment 40% of A-Level (80 marks)  
40% Terminal, Coursework Personal Investigation 60%.

**For more information contact:** Dr William Butler  
**Board:** AQA

### COURSE DESCRIPTION

The course covers cells, biological molecules, exchange of substances between organisms and the environment during the AS part of the course; whilst genetics, homeostasis, ecology and control of gene expression are to be found in the A Level. There is practical content throughout the course, with 12 practicals being compulsory and the skills and theory of these practicals will be part of the A Level exams.

A Level exams will be at the end of the second year and consist of 3 papers each lasting 2 hours.

Paper 1 (91 marks) covers all topics found from the first year of the course. Paper 2 (91 marks) covers the second year course components and paper 3 (78 marks) covers all content, practical skills and an essay question from a choice of 2. Practical based questions will consist of at least 15% of the final mark.

#### First year:

Biological molecules and biochemistry, cells and their fine ultra-structure, how organisms exchange substances with the environment, genetic information, how organisms show variation and to measure this, different relationships between organisms.

There is an element of field work in the course which has included field trips with individual days out of school. We will share the details of any planned fieldwork well in advance.

#### Second year:

Energy transfers in and between organisms; organisms responding to changes in their internal and external environments; genetics, population biology, ecology and evolution; the control of gene expression.

### ENTRY REQUIREMENTS

Students will normally be expected to have achieved a double grade 6 in Science together with a grade 5 at Mathematics.

### CAREER PROGRESSION

Appropriate grades at A Level will admit students to Biology based degree courses. The course satisfies entry requirements where A Level Biology are specified.

### METHOD OF ASSESSMENT

Terminal exams at the end of Year 13 for A Level.

Throughout the course teachers have to assess whether the students pass or fail the practical aspect of the course and this will appear as a separate pass/fail on their certificate.





**For more information contact:** Miss Louise Tuttiett

**Board:** PEARSON EDEXCEL

### COURSE DESCRIPTION

The qualification is built around an enterprise theme to enable students to think of a new business idea and how they might research and develop it. Students will think about how their learning applies to their own business idea. The course covers key activities which students may be involved in if they were to set up and/or manage a business whether small, medium-sized or large. It also introduces students to some basic management tools and models.

The course covers four themes.

- Marketing and development
- Managing business activities
- Business decisions and strategy
- Global business

### ENTRY REQUIREMENTS

Students need a grade 5 or higher in GCSE Business Studies if they studied it or a grade 4 or higher in GCSE English Language.

### CAREER PROGRESSION

Universities regard A-Level Business as a good A-Level in terms of entry to degree courses. Many of our A Level Business students go on to study degrees in subjects such as Economics, Law, Accounting, Marketing, Leisure and Recreation, Politics and Business Studies itself.

Employers also view A-Level Business favourably because of the way it develops certain study skills, such as problem-solving.

Business students find employment in a wide range of industries and professions.

### METHOD OF ASSESSMENT

#### Paper 1:

Marketing, people and global businesses

#### Paper 2:

Business activities, decisions and strategy

#### Paper 3:

Investigating business in a competitive environment - Examinations in June of Year 13



**For more information contact:** Dr Fiona Aicken or Dr Alison Simpson

**Board:** OCR Chemistry B (Salters)

### COURSE DESCRIPTION

A Level Chemistry B will give you an exciting insight into the contemporary world of chemistry. It covers a range of different contexts, conveying the excitement of contemporary chemistry. This combination of academic challenge, relevant context and practical focus makes the prospect of studying A level Chemistry highly appealing. You will learn about chemistry in a range of different contexts and the impact it has on industry and many aspects of everyday life. You will learn to investigate and solve problems in a range of contexts.

### Key features

- Simple straightforward assessment through examinations.
- Based on key contexts relevant to chemistry.
- Opportunities to build practical skills through a range of experiments and investigations.

There are 10 modules covered throughout the course 1-5 are covered in Y12 and 6-10 in Y13

#### 1. Elements of life

Atomic structure; Chemical equations and the mole; Titrations; Periodic table; Group 2 chemistry; Bonding and shapes of molecules

#### 2. Developing fuels

Thermochemistry; Catalysis; Alkanes and alkenes; Addition polymers; Isomerism; Dealing with polluting gases

#### 3. Elements from the sea

Halogen chemistry; Redox chemistry; Equilibrium

#### 4. The ozone story

Rates of reaction; Radical reactions; Intermolecular bonding; Halogenoalkanes; Ozone layer

#### 5. What's in a medicine?

Chemistry of the OH group; Carboxylic acids and esters; Analytical techniques

#### 6. The chemical industry

Equilibrium; kinetics; nitrogen chemistry; the costs and effects of chemical processes

#### 7. Polymers and life

Enzyme catalysis; amino acid and protein chemistry; proton and <sup>13</sup>C NMR; structure and function of DNA and RNA

#### 8. Oceans

Enthalpy changes; entropy; acid base equilibria; pH; greenhouse effect

#### 9. Developing metals

Redox titrations; cells and electrode potentials; rusting; d-block chemistry; colorimetry

#### 10. Colour by design

Origins of colour in organic compounds; dyes; aromatic compounds; carbonyl compounds; organic synthesis

Emphasis throughout the course is on developing knowledge,

competence and confidence in practical skills and problem solving. You will learn how society makes decisions about scientific issues and how sciences contribute to the success of the economy and society.

**To achieve a Practical Endorsement you will be expected through a range of experiments to display your competency in:**

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

### Where can A Level Chemistry take me?

A Level Chemistry is an excellent base for a university degree in healthcare such as medicine, pharmacy and dentistry as well chemistry, the biological sciences, physics, mathematics, pharmacology and analytical chemistry. Chemistry is also taken by many law applicants as it shows you can cope with difficult concepts. Chemistry can also complement a number of arts subjects.

A range of career opportunities including chemical, manufacturing and pharmaceutical industries and in areas such as forensics, environmental protection and healthcare. The problem-solving skills are useful for many other areas, too, such as law and finance.

### ENTRY REQUIREMENTS

Students will normally be expected to have achieved a double grade 6 in Science or a grade 6 in Chemistry together with a grade 5 at Mathematics.

### METHOD OF ASSESSMENT

Total of 6 hours of examinations (2 x 2 hours 15 minutes and 1 x 1 hour 30 minutes) taken at the end of the course.

A wide range of question types including multiple choice, short answer and extended response questions.

Opportunity to demonstrate your knowledge of both theory and practical skills through the examinations.



**For more information contact:** Mr Ben Foulger  
**Board:** OCR

## COURSE DESCRIPTION

- Focus on programming, building on our GCSE Computing and emphasise the importance of computational thinking as a discipline.
- Put computational thinking at its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence.
- Allow students to apply the academic principles learned in the classroom to real world systems in an exciting and engaging manner.
- Give students a clear progression into higher education, as the course was designed after consultation with members of BCS, CAS and top universities.

There are 3 main units:

- 01:** Computer Systems (40%)
- 02:** Algorithms and Problem Solving (40%)
- 03:** Programming Project (20%)

## ENTRY REQUIREMENTS

An interest in solving problems is the main requirement, along with GCSE Computing at grade 5 or above. Evidence of extra-curricular projects related to computing would also be a consideration. A summer project will be provided.

## CAREER PROGRESSION

Computing is, to the modern world, what engineering was to the Industrial Revolution. Few industries do not use computing, and the reach of the systems seems to be deepening all the time. Studying Computer Science will give you a very wide range of career paths. The A Level opens the doors for students to go on and do a Degree, Diploma or study other sciences. The options available to students are limitless, but include software/hardware development, database administration, network security and maintenance as well as many others.

## METHOD OF ASSESSMENT

### A Level

- 01:** Computer Systems (40%)
- 02:** Algorithms and Problem Solving (40%)
- 03:** Programming Project (20%)



**For more information contact:** Ms Rose Lolla or Ms Amy Goldsmith  
**Board:** WJEC

## COURSE DESCRIPTION

Not all types of crime are alike. Are you interested in the different types of crime that take place in our society? Are criminals born or made? How do we decide what behaviour is criminal? What are the different roles of everyone involved when a crime is detected? Perhaps you are interested to know more about the new exciting course in Criminology?

Criminology is the study of the reasons why individuals commit crime. By understanding why a person commits a crime, we can develop ways to control crime or rehabilitate the criminal. This course will enable you to use theories of criminality to analyse criminal situations and suggest ways of reducing crime. You will also develop the knowledge and skills to research policy in practice, assess campaigns for changes in awareness and examine information to review verdicts in criminal cases.

### Level 3 Certificate Course (Year 12)

#### Unit 1: Changing Awareness of Crime (Internal Non Examined Assessment)

You will explore how crime reporting affects the public perception of crime and criminals. You will then go on to study how campaigns are used to bring about change and plan a campaign of your own. Controlled assessment units are internally marked but externally moderated.

#### Unit 2: Criminological Theories (External Exam)

You will discover and assess psychological and sociological theories that have been put forward to explain why crime occurs. You will also explore how these theories influence crime control policies.

### Level 3 Diploma Course (Year 13)

#### Unit 3: Crime Scene to Courtroom (Internal Non Examined Assessment)

You will gain an understanding of the process of criminal investigations and then go on to learn about the prosecution of suspects and be able to review criminal cases. Controlled assessment units are internally marked but externally moderated.

#### Unit 4: Crime and Punishment (External Exam)

You will study every aspect of the criminal justice system and the types and purposes of punishment in England & Wales.

## ENTRY REQUIREMENTS

Candidates are expected to have grade 4 or above in English.

## CAREER PROGRESSION

This course is ideal for anyone who wishes to pursue a career in Criminology. This course can provide a route into Higher Education to study at degree level in a variety of areas such as Criminology, Criminal Justice, Psychology, Sociology and Forensic Science. The course would also provide an excellent basis for anyone wishing to pursue a career within Social Work, Mental Health, the Police Force, Customs and Immigration, Prison Services, Court Services, Security Services, and Youth and Community Services.

## METHOD OF ASSESSMENT

The course is divided into 4 units and therefore it is a modular structure. You will be assessed at the end of every unit.

Units 1 & 3 are internally assessed by your teachers and units 2 & 4 are examined through a 90 minute external written paper in June of each year.

Units 1 & 2 lead to a Level 3 Certificate in Criminology, worth 50% of the Level 3 Diploma.

Successful completion of the 4 units, over the 2 years, leads to the Level 3 Diploma, which is equivalent to an A-level and carries the same UCAS points.





**For more information contact:** Mrs Faye Blackhall  
**Board:** AQA

## COURSE DESCRIPTION

The course provides excellent progression and diversity leading to qualifications that reflect a strong understanding of Fashion and Textiles. Students will develop their own design context and work with both a client and an industrial tutor to solve a real problem which may prove commercially viable. Students will develop the following skills:

- Develop and enhance their own creative and innovative design skills whilst following the design process; producing in-depth research analysis, imaginative design sheets, effective models (Toiles) and quality prototypes.
- Develop first-hand experience of analysing and evaluating their own products and the work of others
- Apply knowledge and understanding of fibres and fabrics, tools, machinery and production processes including CAD/CAM in order to plan for different scales of production
- Develop skills in pattern drafting and garment construction to be able to produce high quality fashion and textiles products, clothing and accessories
- Understand how to enhance fabrics through decoration and embellishment
- Explore design movements, historical influences and the work of iconic fashion designers when considering the impacts on fashion
- Review major developments in technology such as the use of technical textiles, E-textiles, eco-textiles and smart fabrics
- Use key scientific knowledge and mathematical skills to understand and develop product design in textiles and fashion
- Develop an understanding of social, moral, spiritual and cultural issues relating to design and manufacture.
- Discover fashion cycles and understand the importance of marketing and branding
- Be open to take risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens. Develop intellectual curiosity about the design and manufacture of fashion and textiles products

## ENTRY REQUIREMENTS

A GCSE grade 5 or higher in DT Textiles plus a minimum grade 5 in GCSE Mathematics and Science.

## CAREER PROGRESSION

Our DT Fashion and Textiles course provides a gateway to higher level courses including HNC and an art foundation whilst our full A Level course provides a strong foundation for a degree in design. Career paths include fashion design, costume design for theatre, television or film, textiles and knitwear design, tailoring and pattern cutting, interior design and merchandising.

## ORGANISED TRIP

The course will provide students with the opportunity to go on visits which will enable them to experience work placements, industrial processes and manufacturing in action. Pre-COVID this included a trip to Paris but we will share the details of any planned trips well in advance.

## METHOD OF ASSESSMENT

### A Level

**Unit 1:** Written examination 2 ½ hours (30%)

Mixture of short answer, multiple choice and extended response

**Unit 2:** Written examination 1 ½ hours 20%

Product Analysis and Commercial Manufacture, Mixture of short and extended questioning

**Unit 3:** Coursework Project 50%

Students will produce their own individual context and brief



**For more information contact:** Mr James Finch  
**Board:** WJEC

## COURSE DESCRIPTION

The Certificate and Diploma courses both provide excellent progression and diversity leading to qualifications that reflect a strong understanding of food science and nutrition. The course enables students to understand and meet the nutritional needs of specific groups, engage in food experimentation, food safety and discuss current issues relating to food.

Students following either course will develop the following skills:

- Develop an understanding of the nutritional needs of a wide range of consumers
- Demonstrate an understanding about the science of food safety
- Through ongoing practical sessions to develop the skills to produce high quality food items
- Develop the ability to work alongside other food professionals
- Engage in project based research and development
- Develop the ability to work independently in order to solve problems



## ENTRY REQUIREMENTS

A GCSE grade 5 or higher in Food and Nutrition.

## CAREER PROGRESSION

Our Food Science and Nutrition courses provide a gateway to higher level courses including HNC and apprenticeships, whilst our full Diploma course provides the same UCAS point values as A Levels for entry to university degree courses in Public Health, Food Science and Human Nutrition. Career paths include Nutritionist, Food Scientist, Bacteriologist, Sports Science, Medical Dietician, Social Care, Public Sector Catering, Food Entrepreneur.

## ORGANISED TRIP

The course will provide students with the opportunity to go on visits which will enable them to experience work placements, industrial processes and manufacturing in action. Pre-COVID this included a trip to Paris but we will share the details of any planned trips well in advance.

## METHOD OF ASSESSMENT

### Year 12

#### Certificate Course (Makes up 50% of Diploma)

**Unit 1:** Meeting the Nutritional Needs of Specific Groups (compulsory)

(50% Project Internally Assessed/50% External Exam)

### Year 13

#### Diploma Course (Makes up 50% of Diploma)

**Unit 2:** Ensuring Food is Safe to Eat (Externally Assessed Project Mandatory – 25% of Diploma)

**Unit 3:** Experimenting to Solve Food Production Problems (Internally Assessed Project Optional – 25% of Diploma)

**Unit 4:** Current issues in Food Science and Nutrition (Internally Assessed Project Optional – 25% of Diploma)

There is no external examination in Year 13.



**For more information contact:** Mr Sam Fawcett  
**Board:** AQA

## COURSE DESCRIPTION

The course provides excellent progression and diversity leading to qualifications that reflect a strong understanding of design. The course provides students with the opportunity to showcase their design and prototyping skills through work on a real life brief with the support of a local town council. Students will select individual projects and work with both a client and an industrial tutor to solve a real problem which may prove commercially viable. Students following either course will develop the following skills:

- Develop and enhance their own creative and innovative design skills whilst following the design process, producing in-depth research analysis, detailed design sheets, effective models and quality prototypes
- Develop a critical understanding of processes and products through product analysis
- Apply knowledge and understanding of materials, tools, machinery and production processes including CAD/CAM in order to plan for large scale production
- Use ICT to enhance their design and technological capability
- Use key scientific knowledge to understand and develop products through material properties and physical structure
- Develop mathematical skills to establish material quantities, machinery speeds, costing and to analyse data
- Develop an understanding of social, moral, spiritual and cultural issues relating to design and manufacture
- Develop as discerning consumers who are able to make informed choices about design through work collaboration, sustainability and experiencing manufacturing environments

## ENTRY REQUIREMENTS

A GCSE grade 5 or higher in DT Resistant Materials or DT Graphic Products plus a minimum GCSE grade 5 in Mathematics and Science.

## CAREER PROGRESSION

Our Product Design courses provide a gateway to higher level courses including HNC and apprenticeships, whilst our full A Level course provides a strong foundation for a degree in design. Career paths include architecture, industrial design, mechanical and civil engineering, product design, advertising, interior design, automotive engineering and graphic design.

## ORGANISED TRIP

The course will provide students with the opportunity to go on visits which will enable them to experience work placements, industrial processes and manufacturing in action. Pre-COVID this included a trip to Paris but we will share the details of any planned trips well in advance.

## METHOD OF ASSESSMENT

### A LEVEL

**Unit 1:** Written examination 1½ hours 30%

Mixture of short answer, multiple choice and extended response

**Unit 2:** Written examination 2½ hours 20%

Product Analysis and Commercial Manufacture, Mixture of short and extended questioning

**Unit 3:** Coursework Project 50%



**For more information contact:** Miss Tammy Spalding  
**Board:** AQA

## COURSE DESCRIPTION

### A-Level

#### Component 1

Performance and Choreography  
(Practical examination)

- Solo performance linked to a specific practitioner within an area of study (20 marks)
- Performance in a quartet (20 marks)
- Group choreography (40 marks)

#### Component 2

(Written examination)

**Section A:** Short answer questions (25 marks) and one essay question (25 marks) on the compulsory set work/area of study

**Section B:** Two essay questions on the second set work/area of study (25 marks for each essay)

The two works and related areas of study are Sutra and the Contemporary Dance Scene in Britain, and Rooster and the work of Rambert Dance Company.

## ENTRY REQUIREMENTS

Minimum of Grade 5. If you have done some dance outside of school, we are happy to consider candidates who have not done GCSE dance. These will be considered case by case.

## CAREER PROGRESSION

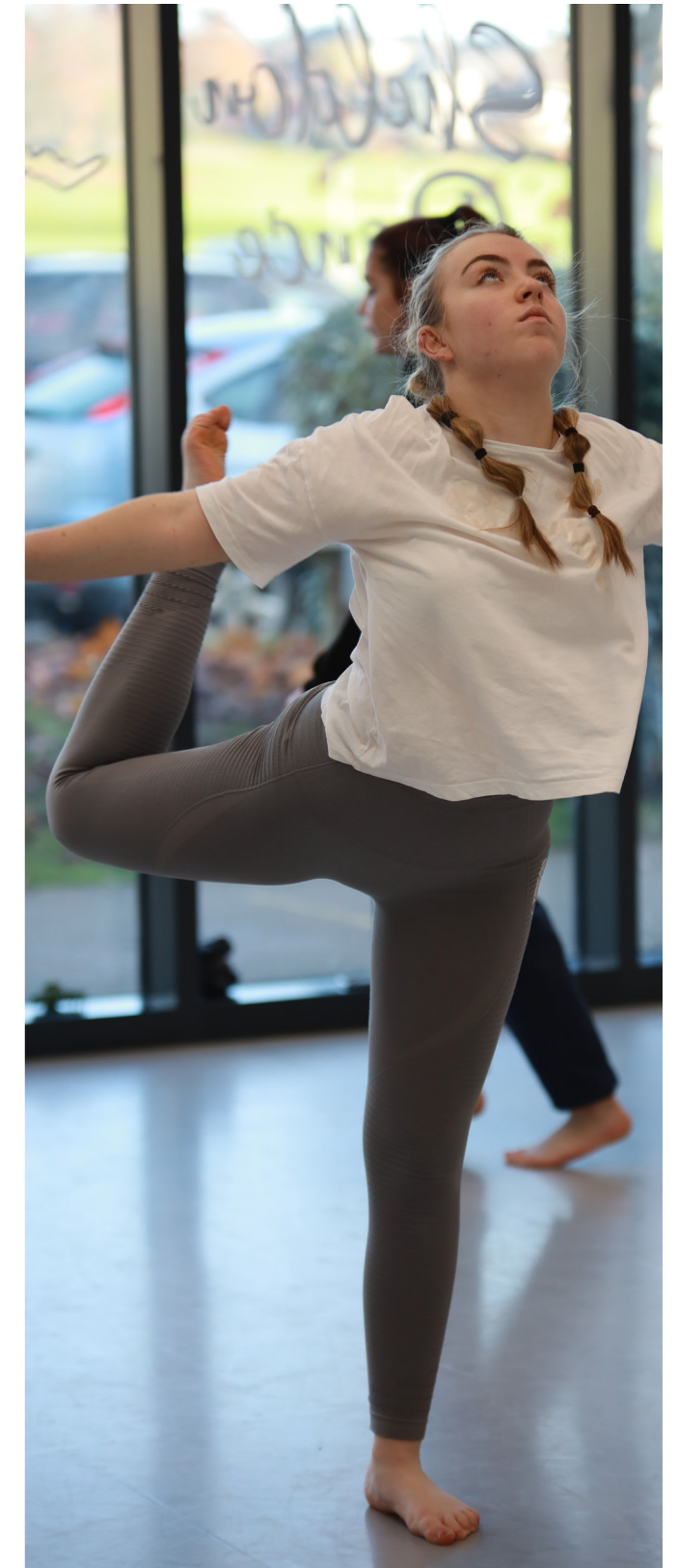
Students who complete A-Level Dance can then follow dance to degree level or audition to join dance schools. From here, students can go into the dance sector in jobs such as teaching, performing, choreographing, marketing, administration, managing/directing or being a journalist or critic.

Students who have a real interest or passion for dance will excel in this subject. The course is a balance of practical and theory work. Double lessons will alternate between practical and theory. The practical work will involve working with others, and individually, to create choreography while the theory will look into various professional works and choreographers' backgrounds. Written tasks will be set for homework on a weekly basis and near to assessments, additional rehearsals at lunch time or after school may be required.

## METHOD OF ASSESSMENT

**Component 1:** Written Paper (50% of A Level)

**Component 2:** Practical Assessments (50% of A level)





**For more information contact:** Mr Simon White  
**Board:** PEARSON EDEXCEL

## COURSE DESCRIPTION

A Level Drama and Theatre will engage students through encouraging creativity, focusing on practical work which reflects 21st century theatre practice and developing skills that will support progression to further study of drama and a wide range of other subjects.

The A Level has a straightforward structure with three components; one that focuses on devising, one that focuses on performing and one that focuses on practical exploration of texts to interpret them for performance.

Students will develop a multitude of skills including collaboration, communication and an understanding of how to amend and refine work in order to make a smooth transition to their next level of study or employment.

### Unit 1:

#### Coursework

40% of the qualification

- Devise an original performance piece
- Use one key extract from a performance text and a theatre practitioner as stimuli
- Centre choice of text and practitioner

### Unit 2:

#### Text in Performance

Acting Exam - 20% of the qualification

- A group performance of one key extract from a performance text
- A monologue or duologue from one key extract from a different performance text
- Centre choice of performance texts

### Unit 3:

#### Theatre makes in Practice

Written exam: 2 1/2 hours

- Live theatre evaluation - choice of performance practical exploration and study of a complete text - focusing on how this can be realised for performance
- Practical exploration and interpretation of two complete performance texts, in light of a chosen practitioner - focusing on how this text could be reimagined for a contemporary audience
- Centre choice of texts
- Centre choice of practitioners

## ENTRY REQUIREMENTS

Students need to have a grade 4 in GCSE Drama if they studied it and if not they will need to demonstrate their keen interest in Drama to the subject leader.

## CAREER PROGRESSION

The course is an ideal stepping stone for both higher education and employment. It is accepted by universities for courses other than drama, and is an excellent foundation course for those wishing to pursue careers and study in drama or the theatre. The course develops self-confidence, communication and interpersonal skills. In today's ever competitive jobs market, drama offers the chance to develop valuable life skills.

## METHOD OF ASSESSMENT

### Unit 1

There are two parts to the assessment

1. A written portfolio of between 2,500 -3,000 words
2. The devised performance

## ASSESSMENT OVERVIEW

**Section A:** Live theatre evaluation; students answer one extended response question from a choice of two.

**Section B:** Answer two questions from an unseen extract of the studied play.

**Section C:** Students will answer one extended response question from a choice of two using their chosen text.



**For more information contact:** Mr Jon Scourfield  
**Board:** PEARSON EDEXCEL

## COURSE DESCRIPTION

Economics studies what is going on around you now. It provides a framework to help you understand who gets what and why. The A Level concentrates on how a market economy should work and what happens when it fails. Below are some of the topics you will study and the kinds of questions you will cover.

Economics is divided into four main themes and consists of three externally examined papers.

### Theme 1:

#### Introduction to markets and market failure

This theme focuses on microeconomic concepts. Students will develop an understanding of:

- Nature of economics
- How markets work
- Market failures
- Government intervention

### Theme 2:

#### The UK economy – performance and policies

This theme focuses on macroeconomic concepts. Students will develop an understanding of:

- Measures of economic performance
- Aggregate demand
- National Income
- Economic growth
- Macroeconomic objectives and policies

### Theme 3:

#### Business behaviour and the labour market

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of:

- Business growth
- Business objectives
- Revenues, costs and profits
- Market structures
- Labour market
- Government intervention

### Theme 4:

#### A global perspective

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of:

- International economics
- Poverty and inequality
- Emerging and developing economies
- The financial sector
- Role of the state in the macroeconomy

## ENTRY REQUIREMENTS

Students do not need to have studied Economics at GCSE in order to study the subject at A Level. Students should have at least a grade 4 in both English Language and Mathematics at GCSE. It is also important that students have an interest in current affairs and are willing to follow economic events in the news, and refer to appropriate newspapers and magazines, for example, The Independent, The Times, The Economic Review and The Economist.

## CAREER PROGRESSION

This course will appeal to students who wish to pursue a career in local or central government, Accounting, Finance, Management or an Economics related profession, and who enjoy studying a subject that affects their everyday lives. It is also a very useful subject for those students who wish to keep their options open, since Economics can be combined with a wide range of Science, Social Science and Humanities subjects.

## METHOD OF ASSESSMENT

A variety of assessment techniques including multiple choice questions, data response problems and essay papers.

Terminal exams at the end of Year 13





**For more information contact:** Miss Elaine Beange  
**Board:** AQA

## COURSE DESCRIPTION

The course aims to further candidates' interest and enjoyment in the use of English, through learning more about the structures and functions of English and the way language is used in real contexts.

Students entering this course should be fascinated by all aspects of written and spoken English. They will be keen to develop their own writing skills and interested in understanding the position of the language within society.

### A LEVEL:

**Language, the Individual and Society:**

#### Textual Variation

In this unit students will explore how language is shaped according to audience, purpose, genre and mode, and how it varies according to context.

#### Children's language development (0-11 years)

Students learn how children develop their spoken and written skills by studying theories and research about language acquisition as well exploring the functions of children's language.

#### Language Diversity and Change:

The focus of this unit is how language varies across different social groups (occupation, ethnicity, class, age, gender, sexuality). In addition, regional, national and global variations of English are studied. Students also have the opportunity to explore how language has changed from 1600 to the present day.

#### Language in Action – Coursework Projects:

Students have the chance to work independently to carry out a language investigation into an area of individual interest. They must also produce a piece of creative writing (e.g. short story, travel journalism, persuasive speech) and an accompanying commentary to complete their coursework portfolio.

## ENTRY REQUIREMENTS

Students embarking on the AS and A Level courses needs at least a grade 5 in both GCSE English Literature and English Language.

## CAREER PROGRESSION:

A Level English enriches one's general understanding of life and develops skills in critical analysis and communication which are important for a wide range of careers. Possession of an English A Level is valued in professions such as Law, management, teaching, journalism, public relations, librarianship, information management and advertising, to name but a few.

## METHOD OF ASSESSMENT

Combination of coursework and examinations.



**For more information contact:** Miss Elaine Beange  
**Board:** PEARSON EDEXCEL

## COURSE DESCRIPTION

The A Level English Literature course aims to develop a real love of literature in students through studying a range of whole texts, allowing them to foster a personal relationship with a writer or genre. Students will learn to develop informed responses to texts, linking them to their social and historical contexts, and gaining insights from critical perspectives. There is an emphasis on the development of independent research skills, essay writing, and giving presentations to other members of the class.

The A Level course requires that students study eight texts over two years – three of these from before 1900 (including one Shakespeare play).

### Unit 1: Drama

(30% of the total A Level)

Assessed by a two hour open book examination, students study one Shakespeare play and one play by another writer. The most popular Shakespeare plays for study in recent years have been Othello, Hamlet, King Lear or Measure for Measure. Students usually study 'A Streetcar Named Desire' by Tennessee Williams as their other drama text.

Section A of the exam contains a question about the chosen Shakespeare play, which students must examine in the light of their wider critical reading.

In Section B students have a choice of two questions from their chosen play; they are tested on their ability to analyse the text with insight and contextualised literary knowledge.

### Unit 2: Prose

(20% of the total A Level)

Assessed by a one hour and 15 minutes open book examination, students study two novels linked by a particular theme. We choose either Women and Society or Science and Society as themes and the choice of texts include 'Wuthering Heights' by Emily Bronte, 'A Thousand Splendid Suns' by Khaled Hosseini, 'Frankenstein' by Mary Shelley and 'The Handmaid's Tale' by Margaret Atwood. Students write a comparative essay about their studied theme.

### Unit 3: Poetry

(30% of the total A Level)

Assessed by a 2 hour and 15 minute open book examination, students study an anthology of modern poems from this century, a range of unseen poems, and a collection of poems from either a named poet or a literary movement, for example, the poems of John Donne or Romantic poetry. In Section A students must write an essay on an unseen poem compared with a poems from the set anthology: 'Poems of the Decade: An Anthology of the Forward books of Poetry', and in Section B students answer one question about their studied poet or literary period.

### Unit 4: NEA (Coursework)

(20% of the total A Level)

Internally assessed and externally moderated. Students have more freedom in choosing texts for this unit, although it is always under teacher guidance. Currently we introduce students to two literary texts written by contemporary Black British writers in lessons and have a recommended reading list from which students can pick a second text for comparison. Students write a 2500 – 3000 word comparative essay on their chosen texts having negotiated the focus and title with a teacher. This is an opportunity for students to pursue some of their own literary interests, develop research skills and work more independently.

## ENTRY REQUIREMENTS

Grade 5 in both GCSE English Language and English Literature.

## CAREER PROGRESSION

A Level English Literature enriches students' understanding of life, and develops skills of communication and critical analysis relevant to a wide range of careers. English Literature A Level is particularly valued by professions such as law, management, journalism, public relations, advertising, and teaching.

## METHOD OF ASSESSMENT

As above.





**For more information contact:** Mr. Lister or Mrs Clemas

**Board:** AQA

## COURSE DESCRIPTION

Our aim is for students to feel comfortable and confident in expressing themselves but also to develop their accuracy in both oral and written French. Grammar is an important feature of the course and students are expected to achieve a high level of accuracy. Indeed an ability to study independently is vital for this course.

Students will develop an advanced level knowledge and understanding of the French language, the culture of France and other French speaking countries including studying popular literary texts and films.

**Four themes studied include:**

**Theme 1: Aspects of French Speaking Society: Current Trends**

- The changing nature of family
- The 'cyber-society'
- The place of voluntary work

**Theme 2: Artistic Culture**

- A culture proud of its heritage
- Contemporary French music
- Cinema: the 7th Art form

**Theme 3: Aspects of French Speaking Society: Current Issues**

- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated

**Theme 4: Aspects of Political Life in the French Speaking World**

- Teenagers – the right to vote and political commitment
- Demonstrations, strikes – who holds the power?
- Politics and immigration

## ENTRY REQUIREMENTS

GCSE French at grade 7 or above is desirable, grade 6 at a teacher's discretion.

## CAREER PROGRESSION

A modern foreign language is highly desirable for many careers: teaching, journalism, international law, politics, trade, the diplomatic service, translation and interpreting, industry and travel and tourism to mention but a few. Knowledge of a foreign language is a marketable skill for any future career and is a high status academic subject, well regarded by all universities.

## METHOD OF ASSESSMENT

**Paper 1:** Listening, Reading and Writing (50%)

**Paper 2:** Written response to work (literary text/film) and translation (20%)

**Paper 3:** Speaking (30%)



**For more information contact:** Ms Nicola Scott or Ms Emma Libby

**Board:** PEARSON EDEXCEL

## COURSE DESCRIPTION

Further Mathematics is a very challenging course aimed at those students who will excel at A Level Mathematics. It broadens and extends topics studied at A Level. First year topics include matrices, complex numbers and proof. Second year topics include differential equations, further complex number, hyperbolic functions and polar co-ordinates.

## ENTRY REQUIREMENTS

Students should have gained at least a grade 7 in GCSE Mathematics. Students considering this course should talk to their Mathematics teacher, Mr Avery or Miss Libby to ensure that they would be suited to the course.

## CAREER PROGRESSION

Students thinking about going on to study degrees in Mathematics, Physics and Engineering will find that Further Mathematics is welcomed by universities. Universities look favourably at students who have studied Further Mathematics.

## METHOD OF ASSESSMENT

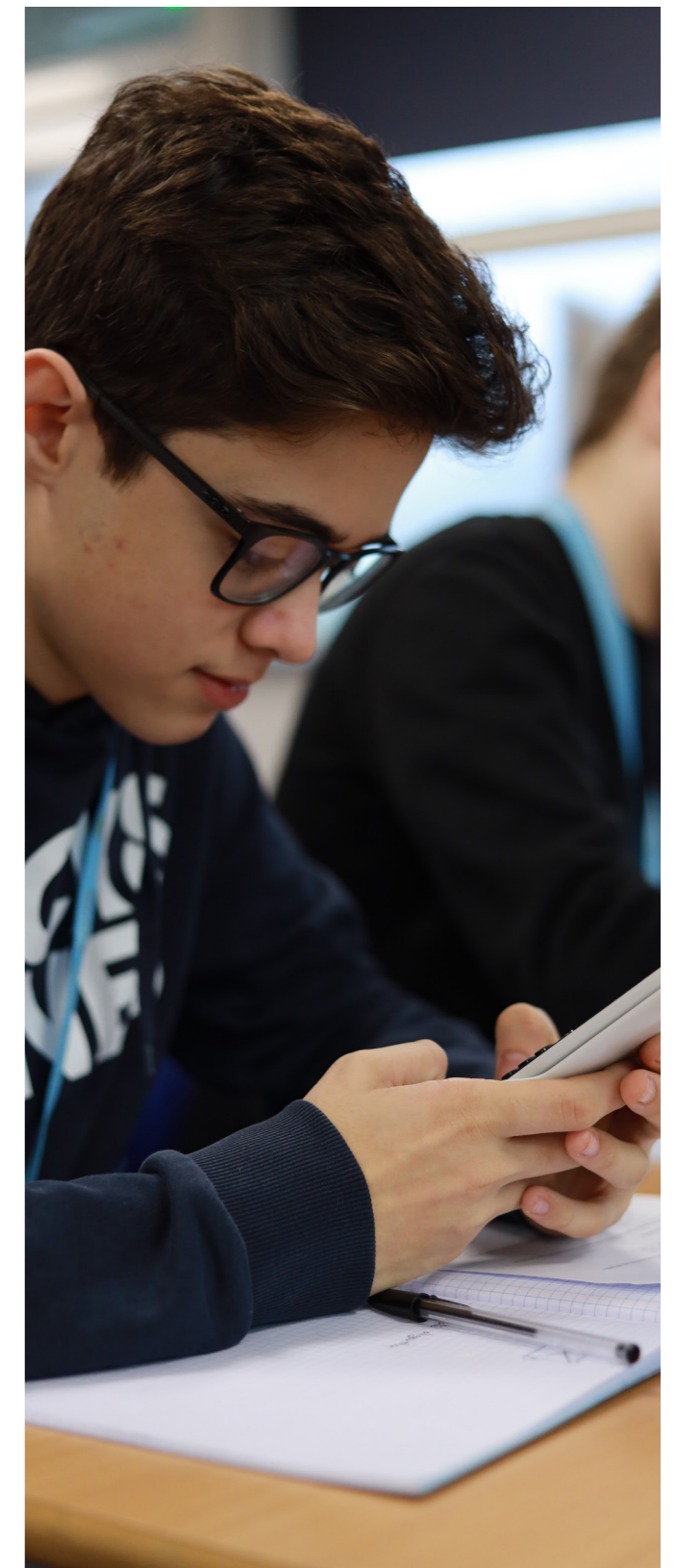
### A LEVEL EXAMINATIONS

**Paper 1:** Core Pure Mathematics 1 Examination – 1½ hours

**Paper 2:** Core Pure Mathematics 2 Examination – 1½ hours

**Paper 3:** Further Mathematics Option 1 Examination (choice of pure, statistics, mechanics or decision) – 1½ hours

**Paper 4:** Further Mathematics Option 2 Examination (choice of pure, statistics, mechanics or decision) – 1½ hours





**For more information contact:** Ms Francesca Venner  
**Board:** AQA

## COURSE DESCRIPTION

During the course students will study a balance of physical and human geographical concepts, as well as developing fieldwork and investigation skills. The course will develop the opportunity to develop essay-writing skills and data-handling techniques.

## YEAR 13 (A LEVEL)

### Paper 1 – Physical Geography

Students study Water and Carbon Systems, with climate change a concluding focus. Coastal Systems and Hazards builds on work from GCSE, with a study of landforms, processes and impacts on people. Management of environments runs through all elements of this paper.

### Paper 2 – Human Geography

Students study Changing Places, looking at perception and meaning of place. Resource Security involves analysis of energy, water and minerals at global and national scales. They will also study the economic, social and political changes associated with globalisation and the impact that this has on governance, with Antarctica as a case study.

### Paper 3 – Individual Investigation

This will involve an independent investigation into an issue identified by the student and students will work on this from the end of Year 12 into the beginning of Year 13. It will conclude in a 3,000-4,000 word report and can cover any aspect of the specification.

There is an element of fieldwork involved in the course and in the past this has meant going on a residential trip. We will share the details of any planned fieldwork or trip well in advance.

## ENTRY REQUIREMENTS

Students will need to achieve a grade 6 in Geography at GCSE together with a grade 5 in Mathematics due to the statistics elements. Students who have not studied GCSE Geography should discuss their suitability with Mrs Goldsmith as they would be expected to achieve a grade 6 or above in their Humanities GCSE subject.

## CAREER PROGRESSION

A Level Geography is highly regarded by all Universities as a facilitating subject. The study of Geography often leads to careers in International Development, Business, Environmental Planning and Management. The holistic nature of the subject leads to a global awareness and transferable skill set desirable in many professions.

## METHOD OF ASSESSMENT

The A Level is a linear course, taught over Years 12 and 13.

Students complete two exams at the end of Year 13 and submit one piece of coursework.



**For more information contact:** Ms Sheila Small  
**Board:** AQA

## COURSE DESCRIPTION

Our aim is for students to feel comfortable with German and to be able to express themselves accurately and meaningfully, both orally and in writing. Grammar is an important feature of the course and students are expected to work towards a high level of accuracy.

Students are also encouraged to establish contact with German-speaking countries to help them develop insights into their society, cultural background and heritage. We also aim to deepen and broaden the students' understanding of many areas of human experience to encourage students to visit a German-speaking country through a programme of visits and exchanges and in addition to providing a sufficient basis for further study and/or practical use of the language.

## A LEVEL COURSE

### Theme 1: Aspects of German Speaking Society

- The changing state of the family
- The digital world
- Youth culture, fashion, music, TV

### Theme 2: Artistic Culture in German Speaking Society

- Festivals and traditions
- Art and Architecture
- Cultural life in Berlin

### Theme 3: Multiculturalism in German Speaking Society

- Immigration
- Integration
- Racism

### Theme 4: Aspects of Political Life in German Speaking Society

- Germany and the EU
- Politics and youth
- German reunification and its consequences

### Students will also:

- study one film and one novel in Year 13
- choose, research and speak about an individual project chosen and completed in Year 13 in the oral exam

## ENTRY REQUIREMENTS

GCSE German at grade 7 or above is desirable, but grade 6 at a teacher's discretion.

## CAREER PROGRESSION

For any job which involves travel and tourism, industry and trade, government, the media, teaching, journalism, translation and interpreting, international law, politics.

## METHOD OF ASSESSMENT

**All final exams at the end of Year 13.**

### Paper 1: Listening, reading and writing

- Written exam: 2 hours 30 minutes
- 100 marks
- 50% of A Level

### Paper 2: Writing

- Two essays on one text and one film or two texts from the list set in the specification

### Assessment:

- Written exam: 2 hours
- 80 marks in total
- 20% of A Level

### Paper 3: Speaking

- Individual research project
- Discussion of one of Themes 1-4

### Assessment:

- Oral exam 21-23 minutes (including 5 minutes preparation time)
- 60 marks in total
- 30% of A Level



**For more information contact:** Ms Hannah Laken  
**Board:** OCR

## COURSE DESCRIPTION

This course aims to extend post 16 Science provision to those students who want to study Health and Social Care and develop an understanding of some of the topics that are fundamental to the Health and Social Care sector. They can learn and be assessed in ways that are practical and relevant to the sector. It is designed to give learners the transferable knowledge and skills to progress to higher education or further study. This will be achieved through a variety of approaches including work experience, links with local employers, case studies and research.

Learners will take 6 units, made up of internally and externally assessed units.

The units covered are:

- **Building positive relationships in Health and Social Care** (Internal assessment)
- **Equality, diversity and rights in Health and Social Care** (External examination)
- **Health, safety and security in Health and Social care** (External examination)
- **Anatomy and physiology for Health and Social Care** (External examination)
- **Nutrition for health** (Internal assessment)
- **Supporting people with mental health conditions** (Internal assessment)

## ENTRY REQUIREMENTS

Students should achieve a double grade 5 in Science together with a grade 5 in Mathematics. Students who do not meet these criteria will be considered on an individual basis.

## CAREER PROGRESSION

**Where could this qualification lead to?**

1. A Higher Education course: Combine this qualification with additional qualifications and choose to undertake a Health and Social Care related degree from options including Social Sciences, Health and Social Care, or Child Care, e.g. Occupational Therapy, Radiography, Midwifery, Social Work, Mental Healthcare, Nursing, Sports Science, Biomedical Sciences, Environmental Health
2. Entry onto a Higher Apprenticeship programme in Health and Social Care
3. Entry to employment in some Health and Social Care roles, for example direct care or administrative roles within the sector. (Most careers in Health and Social Care require specific qualifications known as a 'licence to practise'. This qualification is not a licence to practise.)

## METHOD OF ASSESSMENT

The course has a significant component of externally moderated portfolio work, built up as a result of extended research, visits, work experience and independent study. The remainder of the units are examined. A pass / near pass grade has to be achieved in **all** units to enable the qualification to be awarded.



**For more information contact:** Miss Ingrid Frater or Ms Alice Allen  
**Board:** AQA

## COURSE DESCRIPTION

The A Level History course enables students to develop their understanding of historical events, the role of individuals and the nature of change over time. The course considers the past through political, social, economic and cultural perspectives. Students will learn a range of skills, including effective debating, producing coherent and well-justified arguments, and looking at historical evidence critically.

### Component 1:

**A study in breadth: The Making of a Superpower: USA 1965–1975**

Students explore the development of the United States of America during this period. This unit considers the USA's development in terms of politics, the economy, society, involvement in world affairs, and ideologies. The course includes:

- Reconstruction (following the American Civil War)
- Social changes including immigration, urbanisation, the role of women and the position of African-Americans
- Foreign affairs including the two World Wars, the Panama Canal, relations with Europe, and the Cold War
- Economic themes and events including the Depression, boom and bust, the rise of consumer society and economic growth

### Component 2:

**A study in depth: The Making of Modern Britain, 1951–2007**

Students explore the key political, economic, social and international changes which helped to mould Britain in the second half of the 20th century. The course includes:

- Prime ministers such as Churchill, Wilson, Thatcher and Blair, and the development of the major British political parties
- The economy – growing affluence in the 1950s, arguments between governments and trade unions, monetarism and privatisation under Thatcher
- Society – the status of women, student protests, the legalisation of homosexuality and abortions, the end of capital punishment, and the growth of multiculturalism
- Relations with the EEC and later EU, the Falklands Conflict, the 'special relationship' with the USA, and the Iraq War
- The 'Troubles' in Northern Ireland since the 1960s

### Component 3:

**Coursework: Historical themes in Europe, 1400–1600**

Students will study aspects of this period of European history in lessons, exploring themes including politics, religion, the economy and society. We will particularly focus on Spain; a key superpower of Europe during this period. Students then continue to produce their own extended piece of writing focused on a period of 80–100 years, answering a question of their choice.

## ENTRY REQUIREMENTS

A grade 6 at GCSE History is preferable. Students who have not studied GCSE History should discuss their suitability with Miss Frater.

## CAREER PROGRESSION

A Level History is highly regarded by all universities. The study of History often lends itself to careers in law, politics, journalism and teaching, but provides a very well-respected qualification for any future career path.

## METHOD OF ASSESSMENT

### A LEVEL

Two exams on the USA (1865–1975) and Britain (1951–2007), and a piece of coursework.





**For more information contact:** Mr Eugene Spiers  
**Board:** OCR

## COURSE DESCRIPTION

The world in which we live is continuously changing with the advances and developments in IT. Most workplaces rely on computer systems to operate, with our social life, shopping habits and entertainment viewing now largely carried out using technology. The Cambridge Technical in IT looks at interesting and core topics which impact on our society, allowing learners to understand how the growing use of IT affects businesses, education and our home life.

Whilst the Cambridge Technical is a level 3 qualification and not a traditional A-level, it is equivalent in terms of UCAS points and how universities and colleges view it. **The grade scale for this qualification is Distinction\*, Distinction, Merit and Pass. It is an excellent qualification for anyone passionate about IT.**

## ENTRY REQUIREMENTS

Hardenhuish standard entry criteria apply for this subject as follows: two GCSE grade 4s and three GCSE grade 5s, including at least a grade 4 in English Language or Literature and at least a grade 4 in Mathematics.

## CAREER PROGRESSION

Achievement of this qualification can enable progression to relevant IT degree courses such as Computing and Technology or Business IT, or support progression on to other degree courses.

Most careers use IT in some form. A qualification in IT might lead to the following specific careers: project manager, network engineer, IT Support, system security, games industry.

## METHOD OF ASSESSMENT

The course is split into 3 examination units and 2 coursework units. The total maximum mark is 360 credits.

### Unit 1 – Fundamentals of IT

Written exam (1.5 hours – 90 credits)

This unit looks at the basics of how a computer works. Topics include hardware & software, components of a computer, storage, the internet, networking, ethics, security.

### Unit 2 – Global information

Written exam (1.5 hours – 90 credits)

This unit focuses on social, moral and legal issues relating to IT. Topics include information – where is it?, portable vs fixed devices, internet/intranet/extranet, websites/blogs/social media, types of data, data legislation around the world, environmental issues, security of data.

### Unit 3 – Cyber Security

Written exam (1.5 hours – 90 credits)

This unit looks at the many risks that we are exposed to when using IT systems. Topics include hacking, viruses, unauthorised access, theft of data, consequences of loss of data, organised crime, money laundering, phishing, ethics and legalities, risk management, firewalls and encryption.

### Unit 4 – Project management

Coursework (60 credits)

This unit will provide you with the opportunity to understand and use various project planning skills and techniques, thereby enabling you to become more effective in the workplace.

### Unit 5 – The 'Internet of everything'

Coursework (60 credits)

This unit is about the use of the Internet and how it is impacting people and society.

**For more information contact:** Mrs Nicola Scott or Miss Emma Libby  
**Board:** PEARSON EDEXCEL

## COURSE DESCRIPTION

A Level Mathematics consists predominantly of pure mathematics. There is a lot of algebra, graphs, sequences and introducing and developing differentiation and integration. There will be plenty of trigonometry. In addition one third of the course will be statistics and mechanics. Statistics topics will include probability, normal distribution and correlation. The mechanics component covers velocity and acceleration, Newton's Laws of Motion and the idea of moments.

## ENTRY REQUIREMENTS

Students will be expected to have achieved a grade 7 or higher at GCSE Mathematics. Students who achieve a grade 6 will be considered on an individual basis.

## CAREER PROGRESSION

A Level Mathematics is a much sought after qualification for entry to a wide variety of full time courses in Higher Education. There are also many areas of employment that see a Mathematics A Level as an important qualification and it is often a requirement for the vocational qualifications related to these areas. Higher Education courses or careers that either require A Level Mathematics or are strongly related, include:

- Physics, Chemistry
- Economics
- Medicine
- Architecture
- Engineering
- Accountancy
- Teaching
- Psychology
- Environmental Studies
- Computing
- Information Technology

If students wish to continue their study of Mathematics after A Levels they could follow a course in Mathematics at degree level or even continue further as a postgraduate and get involved in mathematical research. Students with Mathematics degrees have an excellent record of employment. If you are considering Further Mathematics, see details on separate subject page.

## METHOD OF ASSESSMENT

### A LEVEL

- Paper 1:** Pure Mathematics Examination – 2 hours
- Paper 2:** Pure Mathematics Examination – 2 hours
- Paper 3:** Statistics & Mechanics Examination – 2 hour





**For more information contact:** Mr Dominic Edwards  
**Board:** OCR

## COURSE DESCRIPTION

This course enables students to develop a critical awareness of the media's role in building and moulding society's attitudes through the exploration of media products, media institutions and media audiences.

Year 12 students are required to study media products from all of the following media forms: TV, film, radio, advertising and marketing, video games, music video, newspapers, magazines and on-line media. In particular there will be a close study of newspapers and the impact of on-line media on news consumption; another key topic will be TV drama and how on-line consumption has affected longer forms of storytelling. Year 12 students will produce a media product, such as a television advertisement, in response to a brief set by the Exam Board. They will have the opportunity to develop their digital media production skills which will include photography, film-making, copywriting and use of a range of post-production software. Coursework will make up 30% of the overall mark.

A Level students will look at a range of products and contexts and focus on the changing face of media in the digital age. There will be scrutiny of how products are promoted across media channels and occupy space across platforms. Alongside consideration of cross media products there will be extensive focus on media theory which explores narrative, audience and culture. A Level students will build on their coursework of Year 12 with a cross media campaign made up of different products in response to the set brief.

## ENTRY REQUIREMENTS

Students will need at least a grade 5 in GCSE English Language. There is a need for clear, accurate English in examinations and coursework. Students should show a willingness to join in discussions and must be prepared to work on practical production in their own time. Media Studies combines well with other subjects at A Level including Art and Design, Sociology, History, Graphics, English Language and English Literature.

## CAREER PROGRESSION

A media qualification is recognised by the industry thus opening up opportunities for future employment in the media sector. Such careers might include advertising, broadcasting, journalism and teaching. In addition, the course provides an excellent foundation for further study in media related courses in higher education. More generally, it is a valuable qualification for any career that requires good communication and analytical skills.

## METHOD OF ASSESSMENT

This is a demanding but exciting A Level course. The course is divided into examination work based on theoretical knowledge of the media, and practical coursework.

This practical work is both print and moving image based.



**For more information contact:** Mr Craig Goldsworthy  
**Board:** AQA

## COURSE DESCRIPTION

The course is based on the interdisciplinary skills of performing, composing, listening and analytical skills in equal measure. The syllabus provides a foundation for students intending to pursue further courses in music or the performing arts. It can also be used as part of a broad, balanced course at A Level. Candidates will develop an understanding of the organisation of sounds, the context of music and musical styles and genres.

### Component 1 – Appraising Music

(Worth 40% of the final grade)

Students are assessed on the skills of listening, analysis and contextual understanding. Assessment is carried out in an exam paper with a mixture of listening and written questions using excerpts of music. The exam paper is divided into three sections:

**Section A:** Listening (56 marks)

**Section B:** Analysis (34 marks)

**Section C:** Essay (30 marks)

### Component 2 – Performance

Worth 35% of the final grade (50 marks)

Students are assessed through solo and/or ensemble performance as an instrumentalist or vocalist and/or music production (via technology). A minimum of 10 minutes performance time is required; this work is then marked externally. A standard of approximately grade 6 enables students to access the higher marks in this section.

### Component 3 – Composition

(Worth 25% of the final grade)

Students learn how to develop musical ideas and compose music that is musically convincing through two compositions.

## ENTRY REQUIREMENTS

It is essential that all candidates have studied GCSE Music, and ideally would have achieved a grade 6 or higher. A minimum level of grade 5 on at least one instrument is required. Where this is not the case, an audition of the prospective candidate will be held.

In exceptional cases candidates having not studied GCSE but with a very good standard of practical and theoretical musicianship would be considered after an audition and theory test (grade 5+). It is desirable for students to be having individual lessons on their chosen instruments.

## CAREER PROGRESSION

The course provides a good foundation to Higher Education courses in music and performing arts. It is also acceptable as an entry qualification for non-music courses.

## METHOD OF ASSESSMENT

Assessment in this subject will be through coursework and examination. The syllabus has been designed to provide progression from GCSE





**For more information contact:** Mr Craig Goldsworthy  
**Board:** PEARSON EDEXCEL

## COURSE DESCRIPTION

Students of Music Technology will focus on the techniques, practices and principles of music technology as an area of advanced study. They will learn about the technical principles that underpin music technology, develop a technical vocabulary, and be encouraged to use music technology as a tool to develop their composing and arranging skills. It is worth noting that the Music Technology course is one that requires no formal musical theory knowledge to access and has been designed as such by the exam board.

### Component 1.

**Recording** – 20% of the qualification (60 marks)

Students will use the studio to record a song (from a list of 10 songs provided by the exam board), consisting of a minimum of five compulsory instruments and two additional instruments.

Students will learn the processes involved in recording and mixing a piece of music using the studio. Skills such as microphone choice and placement, how to record amplified instruments, using audio effects and mixing will be covered during the course to facilitate this.

### Component 2.

**Technology Based Composition** – 20% of the qualification (60 marks)

One technology-based composition will be created chosen from three briefs set by the exam board. The composition will use synthesizers and samplers as skill in using and programming these instruments will be taught alongside compositional skills, production and mixing.

### Component 3.

**Listening and Analysing** – 25% of the qualification (75 marks) in the form of a 90 minute exam

Students are assessed on their knowledge and understanding of recording and production techniques and principles, by listening to unfamiliar music set by the exam board. Application of knowledge related to three areas of study will be assessed:

1. Recording and production techniques for both corrective and creative purposes
2. Principles of sound and audio technology
3. The development of recording and production technology.

This paper comprises two sections: A and B

#### Section A:

Listening and analysing (40 marks) – four questions, each based on unfamiliar commercial recordings (10 marks each).

#### Section B:

Extended written responses (35 marks) – two essay questions. One comparison question, which uses two unfamiliar commercial recordings. The second essay uses the final unfamiliar commercial recording on the CD (20 marks).

### Component 4.

**Producing and analysing** – 35% of the qualification (75 marks) in the form of a 135 minute exam

Students are expected to show knowledge and understanding of editing, mixing and production techniques, to be applied to unfamiliar materials provided by during the exam.

Students will correct and then combine the audio and MIDI materials to form a completed mix, which may include creating new tracks or parts from the materials provided.

This paper comprises two sections: A and B

#### Section A:

Producing and analysing (85 marks) – five questions related to the audio and MIDI materials provided that include both written responses and practical tasks.

#### Section B:

Extended written response (20 marks) – one essay focusing on a specific mixing scenario, signal path, effect or music technology hardware unit.

## ENTRY REQUIREMENTS

It is not essential that candidates study music GCSE to access the course but it can prove very useful, grounding in IT or computing can prove extremely beneficial. Keyboard skills are desirable but not essential for the composition element of the course.

## CAREER PROGRESSION

The course provides a good foundation to higher education and to many institutions who offer music technology and its subsidiaries (sound design, post production etc). It is acceptable as an entry qualification for non-music courses.

## METHOD OF ASSESSMENT

Coursework and 2 examinations

**For more information contact:** Mrs Sharon Wilson  
**Board:** OCR

## COURSE DESCRIPTION

Philosophy and Ethics draws its content from a range of different religions and beliefs and from a more philosophical and ethical approach to religion. It is designed to develop an interest in and an enthusiasm for rigorous study in religion and involves a lot of debate and argument.

This course makes a significant contribution to enhancing the Spiritual, Moral, Social and Cultural Education of students. Furthermore, there is an emphasis on enabling learners to respond critically and engage with a wealth of philosophical, ethical and religious concepts, equipping them with analytical skills readily transferable to other subjects.

There is an opportunity during this course to take part on a 3 day Residential where the students undertake a combination of team-building activities and academic studies, at an approximate cost of £155.

### Philosophy of Religion:

- Philosophical issues and questions
- Ancient philosophical influences
- Nature and impact of religious experience
- The problem of evil
- Ideas about the nature of God
- Issues in religious language

### Religion and Ethics

- 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 Religious Thought (Christianity)

- 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

## ENTRY REQUIREMENTS

Students do not need to have studied Religious Studies at GCSE Level in order to take this AS or A Level Course. It would, however, be beneficial to have gained grade 5 or higher in GCSE English.

## CAREER PROGRESSION

Students taking this course will find it to be a highly regarded and valued subject for entry into Higher Education or Employment.

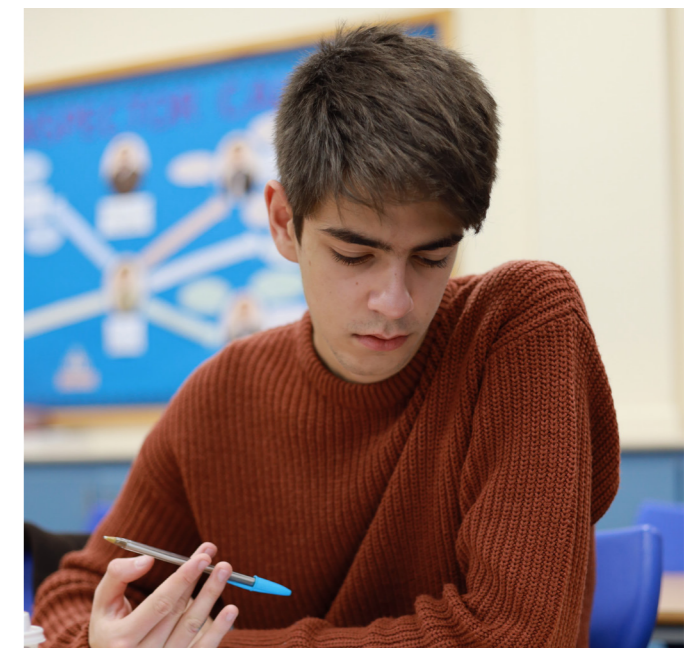
## METHOD OF ASSESSMENT

### A Level

**Paper 1:** Philosophy of Religion which will be assessed by written examination (2 hours) 33%

**Paper 2:** Religion and Ethics which will be assessed by written examination (2 hours) 33%

**Paper 3:** Developments in religious thought, assessed by written examination (2 hours) 33%





**For more information contact:** Mr Robert Humphreys  
**Board:** OCR

## COURSE DESCRIPTION

The course takes a multi-disciplinary approach, encouraging the development of different methods of enquiry drawn with a wide range of disciplines, with the focal point being the performer and performance. The syllabus is based on the interaction between the theory and practice of Physical Education.

**The course is divided into three theoretical components:**

### Physiological Factors Affecting Performance

- Anatomy and Physiology
- Exercise Physiology
- Biomechanics

### Psychological Factors Affecting Performance

- Skill Acquisition
- Sports Psychology

### Social-cultural and Contemporary Issues

- Sport, Society and technological influences

Candidates will complete three examinations at the end of the course which will account for 70% of their final mark.

## COURSEWORK

Students will need to complete coursework in the form of a practical performance.

Students will be assessed in ONE practical activity.

Students can choose from an extensive range of activities including sports participated in both inside and outside school (such as horseriding, swimming and skiing).

It is essential students prepare adequately for their practical activities and it is strongly recommended that they perform their chosen activity on a regular basis outside school.

Practical coursework accounts for 30% of the final grade.

## ENTRY REQUIREMENTS

A grade 5 or above in the GCSE PE examination or an equivalent grade in Biology is desirable. A distinction in BTEC PE is also acceptable.

## CAREER PROGRESSION

The course provides an excellent foundation for careers in teaching and coaching, the leisure industry, recreational management, health and physiotherapy and professional sport. It is also essential for students considering a degree in Sport Studies/Science at Higher Education.

## METHOD OF ASSESSMENT

Assessment in this subject will be through examinations and practical coursework. The syllabus has been designed to provide progression from GCSE and to provide a sound foundation for study in Higher Education.



**For more information contact:** Miss Holly Wainwright or Mr Humphreys  
**Board:** OCR

## COURSE DESCRIPTION

### Extended Certificate (5 / 6 Units studied – equivalent to 1 A Level)

The course will provide learners with the opportunity through applied learning, to develop the core principles and knowledge and understanding required in the sport and physical activity sector. Students will gain an insight into the sector as they investigate opportunities for delivering sport and physical activity to a wide range of participants, whether it is to mobilise sedentary participants to improve their health and wellbeing or to support regular participants to improve their performance and fitness. Students study a range of physiology and psychology modules.

## ENTRY REQUIREMENTS

Students need a grade 4 or higher in GCSE English Language. They also need to have gained a grade 5 or above in GCSE Physical Education or a merit or above on the Btec Sport course in Key Stage 4.

## CAREER PROGRESSION

The Cambridge Technical Level 3 Extended Certificate equates to one A Level and as such accumulates UCAS points which would allow students to access university courses at HND / HNC, foundation degree, or honours degree courses alongside other A Level or equivalent qualifications. Students could go on to a wide range of employment including working in the sports industry in a variety of roles.

## METHOD OF ASSESSMENT

**Students will be assessed by a mixture of:**

- Assignment – set and marked internally (moderated by exam board)
- Exam – 2 compulsory units which are formally examined and marked by the exam board

Units are graded Pass, Merit or Distinction.

The qualification is graded Pass, Merit, Distinction or Distinction\*.

Learners can re-sit an examined unit once before they complete the course.

**The core unit studies are:**

- Body systems and the effects of physical activity (external exam)
- Sports coaching and activity leadership (internal assessment then moderated by the exam board)
- Sports organisation and development (external exam)

In addition, there are two or three additional units which are internally assessed and then moderated by the exam board from the following:

- Performance analysis in sport and exercise
- Organisation of sports events
- Physical Activity for specific groups
- Nutrition and diet for sport and exercise
- Sports injuries and rehabilitation
- Practical skills in sport and physical activities
- Sport and exercise psychology
- Sport and exercise sociology

**The school will choose and deliver two or three additional units from the list above. There will not be the opportunity for student choice.**





**For more information contact:** Mr Darren Grainger or Mrs Beth Moyle

**Board:** AQA

## COURSE DESCRIPTION

The course covers measurements and errors, particles and radiations, waves, mechanics and materials and electricity as first year content with thermal physics, fields and their consequences, nuclear physics and astrophysics as the additional content in year two, with the first year content being the less difficult aspect of each area. There is practical content throughout the course, with 12 practicals being compulsory and the skills and theory of these practicals will be part of the A Level exams.

Final exams will be at the end of the course and consist of 3 papers each lasting 2 hours.

### First year

The measurements and errors section looks at the use of SI units, limitations of physical measurements and estimations.

#### First year – particles and radiation covers:

Particles, electromagnetic radiation and quantum phenomenon including wave particle duality.

#### First year – waves covers:

Progressive and stationary waves, refraction, diffraction and interference.

#### First year – mechanics and materials covers:

Force, energy, momentum and projectiles.

#### First year – electricity covers:

Current electricity, EMF, resistivity and potential dividers.

## A LEVEL

All first year content is covered and in addition:

#### Thermal physics covers:

Ideal gases and kinetic and molecular theory.

#### Fields and their consequences covers:

Gravitational fields, electric fields, capacitors and magnetic fields.

#### Radioactivity covers:

Rutherford scattering, types of radiation, nuclear instability,  $E=mc^2$ .

## ENTRY REQUIREMENTS

Students will normally be expected to have achieved a double grade 6 at GCSE in Science together with a grade 6 in Mathematics.

## CAREER PROGRESSION

A Physics qualification is very well regarded as a platform for numerous careers and study courses. Physics leads directly to careers in Science, Technology, Medicine and Engineering amongst many others. A qualification in Physics also indicates competence in Mathematics, practical and problem solving skills and an ability to evaluate evidence objectively.

## METHOD OF ASSESSMENT

Terminal exams at end of Year 13. Throughout the course teachers have to assess whether the students pass or fail the practical aspect of the course and this will appear as a separate pass/fail on their certificate.



**For more information contact:** Mrs Tracey Tillotson or Mrs Alice Allen

**Board:** PEARSON EDEXCEL

## COURSE DESCRIPTION

The Politics A Level is an ideal choice for so many students. It can complement arts subjects like History or Economics, or balance a selection of three Science subjects. Any student looking forward to gaining the right to vote within the next few years will benefit from a critical understanding of current political affairs and institutions. It would suit students who have an interest in the world around them and who enjoy debate, discussion and argument.

**There will be three components over the two years.**

### Component One:

#### UK Politics and Core Political Ideas

This module will explore the nature of politics and how people engage in the political processes in the UK. Students will investigate in detail how people and politics interact and explore the emergence and development of the UK's democratic system and similarities, differences, connections and parallels between indirect and direct democracy. They will focus on the role of political parties that are so central to contemporary politics, including manifestos and their relevance to the mandate of the resulting government. This section also allows students to understand the political process and their relationship with the state and how individuals and groups influence voting habits. They will also look at the role of the media in contemporary politics.

#### Core Political Ideas

This section allows students to explore the three traditional political ideas of conservatism, liberalism and socialism.

### Component Two:

#### UK Government and Non-Core Political Ideas

This module is fundamental to understanding the nature of UK Government, since it enables students to understand where, how and by whom political decisions are made. It also gives students a base of comparison to other political systems. It introduces students to the set of rules governing UK politics, the UK constitution, which is different in nature to the rest of the world. It also introduces students to the roles and powers of the different major branches of government – legislative, executive and judiciary – as well as the relationships and balance of power between them and considers where sovereignty now lies in the political system.

#### Non-Core Political Ideas

This section allows students to explore the concept of Nationalism and how it relates to human nature, the state, society and the economy.

### Component Three:

#### Comparative Politics – Government & Politics of the USA

Students will explore the US Constitution and the arguments surrounding it. They will also learn about the key government institutions within the USA and analysing the manner in which they achieve their power and exercise it over their citizens. Students will judge whether 'liberty and justice for all' has been achieved in the USA. Students will begin to engage with the impact of the US government across the world by comparing and contrasting politics and institutions in the US with those in the UK. This will develop a wider understanding of politics as a discipline, underpinned by the theoretical concepts of comparative politics.

## ENTRY REQUIREMENTS

Students need a grade 5 or higher in GCSE English Language.

## CAREER PROGRESSION

It would be a valuable subject for anyone considering a degree or career in law, media, journalism, business management or local government.

## METHOD OF ASSESSMENT

All three components will be assessed in the June of Year 13.





**For more information contact:** Ms Chloe Dundas or Ms Amy Goldsmith

**Board:** AQA Specification A

## COURSE DESCRIPTION

During the course students will study psychological theories and develop an understanding of the core areas of Cognitive, Social, Developmental and Physiological Psychology. The course will offer the opportunity to develop essay writing and design and conduct experiments.

We follow the AQA specification and study the following:

### Paper 1 – Introduction to topics in Psychology

- Social influence
- Memory
- Attachment
- Psychopathology

### Paper 2 – Psychology in context

- Approaches in Psychology
- Biopsychology
- Research methods

### Paper 3 – A Level Psychology will include paper 1, 2 and 3.

- Forensic Psychology
- Schizophrenia
- Relationships
- Issues and debates (compulsory)

## ENTRY REQUIREMENTS

As the course is a science and there is a requirement to write essays, students would normally have to have grade 5 in English Language, Science and/or Mathematics.

## CAREER PROGRESSION

A Level Psychology will equip students with valuable skills for many higher education courses and careers. Skills acquired in Psychology would be highly useful to those planning a career or course in teaching, medicine, law, business management, media, advertising, sports studies and academic research. Many students will go on to study Psychology at degree level to access careers in clinical, educational, occupational, forensic or sports psychology.

## METHOD OF ASSESSMENT

Exams at the end of year 13

No coursework element



**For more information contact:** Mr Eugene Spiers or Ms Rose Lolla

**Board:** AQA

## COURSE DESCRIPTION

### First year

#### Unit 1: The Family and Households

Students will look at how the family is changing and what different sociologists say about these changes. Topics include the division of housework, childhood, divorce, government policy on the family, family diversity and how demography has effected changes to family structures. Feminist, Marxist, Functionalist and post-modernist views on the family are also explored.

#### Unit 2: Education and Methods

Students will investigate the UK education system and why some social groups do better in it than others. A range of factors, both within schools and outside schools, will be explored, alongside the impact of current and past government policy. Students will also look at sociological research methods and the pros and cons of these alongside a study of how they can be used to investigate our education system.

### Second year

#### Unit 3: Beliefs

If the Media is studied students will investigate sociological explanations of new media and their impacts on contemporary society; the relationship between ownership and control of the media; globalisation and popular culture; the selection and presentation of the content of the news; media representations of age, social class, ethnicity, gender, sexuality and disability and the relationship between the media and audiences.

If Beliefs in Society is studied students will investigate ideology, science and religion, including both Christian and non-Christian religious traditions. This will include the relationship between social change and social stability; different types of religious organisations, including cults, sects, denominations, churches and New Age movements; the relationship between different social groups and religious/spiritual practices; the significance of religion in the contemporary world, including the nature and extent of secularisation in a global context.

#### Unit 4: Crime and Deviance with Theory and Methods

Students will investigate different theories about the causes of crime, control and punishments, the relationship between the media and crime and the impact of globalisation on crime. They will also investigate reasons for different patterns of offending amongst different social groups for example – why is the UK prison population 95% male and why are you more likely to be stopped and searched by the police if you are not white? Students will also look at the main perspectives and research methods used in Sociology and address questions like "is Sociology a science?"

## ENTRY REQUIREMENTS

Candidates are expected to have grade 4 or above in English.

## CAREER PROGRESSION

Sociology will be useful to those students who are interested in entering higher education equipping them with a number of required skills. It will be particularly of benefit for those who are interested in entering the caring professions, social services, healthcare, police force, armed services, teaching, probation, law etc.

## METHOD OF ASSESSMENT

### EXAMINATIONS

#### A LEVEL

(3 Papers at the end of the second year)

**Paper 1:** Education with Theory and Methods (2 hours)

**Paper 2:** Families and Beliefs in Society (2 hours)

**Paper 3:** Crime and Deviance with Theory and Methods (2 hours)





**For more information contact:** Mr Eugene Spiers or email Ms Rachel Greenslade (RXG@hardenhuish.wilts.sch.uk)  
**Board:** AQA

## COURSE DESCRIPTION

The course comprises the following topics:

- Aspects of Hispanic society: Modern and traditional values, Cyberspace, Equal rights
- Artistic culture in the Hispanic world: Modern day idols, Spanish regional identity and Cultural heritage
- Multiculturalism in Hispanic society: Immigration, Racism and Integration
- Aspects of political life in the Hispanic world: Today's youth, tomorrow's citizens, Monarchies and dictatorships, Popular movements

We also study different literary texts and films.

The A Level Spanish course is currently delivered at Hardenhuish School.

## WHY STUDY SPANISH?

Learning a foreign language increases personal satisfaction, employability, personal and social development of the individual, mobility and communication skills. Students gain a deeper understanding of another society through a study of literature, film, contemporary and historical events. Moreover, Spanish is the second most widely spoken language by first language speakers.

## ENTRY REQUIREMENTS

GCSE grade 6 in Spanish.

## CAREER PROGRESSION

Languages graduates are highly regarded by employers. There are many career options for languages graduates including interpreter, translator or a career in teaching. A Spanish degree would also be useful for careers in broadcast journalism, the diplomatic service, international aid, logistics and distribution, marketing, sales and tourism.

## METHOD OF ASSESSMENT

**There are three components to the assessment of the course:**

**Paper 1:** Speaking – (30%)

**Paper 2:** Listening, Reading and Translation – (50%):  
a 2.5 hour examination

**Paper 3:** Critical and analytical response in writing – (20%):  
a 2 hour examination comprising of two essays of 300 words on a literary work and film



**For more information contact:** Mr Eugene Spiers  
**Board:** WJEC

## COURSE DESCRIPTION

Tourism is witnessing huge global growth every year and it is forecast to continue to grow in the 21st Century. It is definitely an industry of the future. Growth means that more and more skilled workers are needed all over the world. By studying Tourism you will develop the skills and knowledge to be a part of this growth. You will learn and develop skills that are transferable to many other service industries and University courses. This qualification will also give you the confidence and skills to plan your own future travel and leisure time, such as a 'round-the-world' gap year after Sixth Form!

This new and engaging course combines a blend of practical, research, work related and theoretical learning and will complement a range of other courses offered in the Sixth Form. There is an important emphasis on collaborative learning through group work. The Level 3 Applied Diploma is equivalent to A Levels in terms of UCAS points and has the same grade scale from A\* to E.

## Course Content

**The course has the following four units:**

1. The United Kingdom Tourism Product
2. Worldwide Tourism Destinations
3. The Dynamic Tourism Industry
4. Event and Itinerary Planning

## ENTRY REQUIREMENTS

Hardenhuish standard entry criteria apply for this subject as follows: two GCSE grade 4s and three GCSE grade 5s, including at least a grade 4 in English Language or Literature and at least a grade 4 in Mathematics.

## CAREER PROGRESSION

This qualification is designed to provide students with the underpinning knowledge, understanding and skills associated with tourism organisations and activities. The qualification will provide a broad basis for further or higher education or for moving directly into employment and training in fields relating to tourism, business and other service based industries.

## METHOD OF ASSESSMENT

The Applied Diploma in Tourism has a combination of internally marked controlled assessments and an external examination. Units 1 and 3 are assessed by a 90 minute examination which contributes 50% of the overall grade and consists of a range of short and extended questions based on stimulus material and applied contexts. Units 2 and 4 are synoptic in nature by drawing on knowledge and skills from the other units and are assessed through two internally assessed assignments, each contributing 25% towards the overall grade.

