

## THE SIXTH FORM AT ST JOHN'S

The Sixth Form is an exciting place, which offers a wide range of $A$ level subjects and courses. Pupils are intellectually curious, academically ambitious and highly creative. It is my hope that every pupil enjoys their studies, learns the skills and achieves the qualifications needed for university, apprenticeships and the workplace. We have an experienced Sixth Form team that supports university applications and offers career advice. I want every pupil to leave St John's at the end of the Upper Sixth ready for the challenges of life.

The St John's experience offers far more than a strong academic education: it will set you up for life after school by allowing you to develop a variety of skills and interests. Sixth Formers are expected to fully engage in a range of activities. Pupils can play a wide number of sports that cater for all levels of ability, play a variety of musical instruments, sing in choirs, perform in major drama productions, undertake the challenges of the Duke of Edinburgh Award, join the CCF and much, much more. We do not mind which sports and activities pupils participate in, I want them to get involved to the best of their ability, follow their passions and have fun. They will make life-long friends and learn to manage a very busy timetable.

The values of St John's are rooted in the house system, which provides pastoral support and the chance for the Sixth Form to learn how to lead the younger year groups. At St John's, our Sixth Form is reflective and respectful to others. They learn how to thrive in an inclusive, coeducational community and think about the needs of others. They are confident, honest and act with integrity. The Sixth Form pupils are the leaders of the School and our ambassadors to the wider world.

This document sets out the academic options for the year ahead and
gives a glimpse of the St John's Sixth Form experience. We have an outstanding teaching staff and our departments run various trips, lectures, activities, societies, debates and competitions. Pupils in the Sixth Form are encouraged to take the lead in many of these activities and take on responsibility and service.

If you have any questions or would like any further information we are always happy to share what St John's has to offer.

Kate Symes-Thompson, Assistant Head (Sixth Form)

## CURRICULUM AND OPTIONS

CURRICULUM OUTLINE

## TIMELINE

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## CURRICULUM OUTLINE

All Lower Sixth pupils will select four options for September 2024. For the vast majority, this will be three A levels with an additional qualification; for a small number of individuals, it may be four A levels if this is appropriate and has been agreed with the Assistant Head (Sixth Form).

A levels are two-year, linear courses which are examined at the end of the Upper Sixth; some contain NEAs (non-examination assessments), written and/or practical, which are assessed internally and subjected to external moderation. Additional qualifications are completed in the Lower Sixth. Occasionally, if in the best interests of the curriculum and our pupils, subjects may change examination board. This does not change the overall qualification, but parents and pupils will be notified if this results in any topic changes.

Pupils also study Quad which focuses on developing a wider understanding of the world and skills for life beyond St John's.

- Option A: three A levels + Quad + an additional non-A level qualification
- Option B: four A levels + Quad


## Choosing your options

Making the correct choice of options is a very important process. Pupils should speak to their subject teachers, tutors, housemasters and housemistresses to gather their input on what will work, as well as look at the ongoing assessments, reporting and feedback which indicate areas of strength. The correct balance of A level subjects is particularly important and the combination of options should complement each other. Pupils should consult widely before finalising their subject choices and staff will welcome discussion.

Enjoyment of the subject is important to consider within the decision-making: A levels are demanding so pupils must want to engage with the complexity. If a pupil has a specific career, university or course in mind, then they will need to investigate what is either required or deemed to be advisable and/or useful.

## Entry requirements

We expect external pupils to have an average grade score of 6.0 for their (I)GCSE results and, in most cases, grade 7 or above for their A level choices. Please note that some subjects specify a higher or a lower entry requirement and we also discuss individual cases who may not exactly meet these.

## University entrance

Pupils will need to find out exactly what is required if they wish to pursue a career for which specialist training is essential or desirable. These tend to be in the sciences, medicine, dentistry and engineering but can apply to arts and languages too.

The table on pages 9-II of this document offers a broad overview of what is needed for degrees in some of these subjects. It is important to remember, however, that different universities hold different entry requirements and it is best to consult individual prospectuses and to seek advice from informed sources before reaching your decisions. A clear explanation on subject requirements for degree courses and advice about subject combinations can be found in The Russell Group 'Informed Choices' guidance - https:// www.informedchoices.ac.uk/.

## Options deadlines

The form should be completed in conjunction with both the information in this document and advice from subject teachers. The deadline for this form to be completed (online) is 19 February 2024. This deadline exists to enable us to write a timetable that accommodates pupils' subject choices. Please note that the School reserves the right to withdraw a course.

For pupils joining us from other schools, details on how to inform us of options will be advised. We will be holding an event in January to provide the benefit of our advice and expertise in making these decisions and to ensure the choices available at St John's are clear.

For pupils already at St John's, the deadline for online completion of the options form is absolute and is no later than 19 February 2024.

Tara Hanley, Deputy Head (Academic)

## TIMELINE

2024

## 23 JANUARY

A level Options Evening.

## 19 FEBRUARY

A level options deadline.

## MAY/JUNE

(I)GCSE examinations.

AUGUST
(I)GCSE results published A level choices confirmed.

## 30 AUGUST

Induction day for all Lower Sixth pupils.

## 2 SEPTEMBER

Start of Autumn Term for all pupils.

## 2025

## MAY/JUNE

Internal examinations that lead to
A level predicted grades for UCAS.
Final drafting of UCAS application.

## SUMMER

University visits.

## SEPTEMBER

University application forms completed. Any gap year plans decided.

## EARLY OCTOBER (internal)

MID OCTOBER (external)
Applications to Oxford, Cambridge, medicine, dentistry and veterinary.

## OCTOBER

All UCAS applications completed before the end of the first half of term.

## OCTOBER/DECEMBER

University Subject Tests. University offers begin to arrive. Oxbridge and other university interviews.

## 2026

## MAY/JUNE

A level examinations.

## AUGUST

A level results. University places confirmed; otherwise enter
Clearing or withdraw and re-apply.

## ADDITIONAL QUALIFICATIONS

ADDITIONAL QUALIFICATIONS
QUAD \& THE ST JOHN'S LEADERSHIP AWARD


## ADDITIONAL QUALIFICATIONS

Pupils' fourth option is intended to complement their A level subject choices, or to provide contrast and breadth. All the options are additional, externally-recognised qualifications which will enhance pupils' skills, CVs and future applications, and which we believe help to contribute to an exciting and challenging curriculum. In choosing their fourth option, we encourage pupils to think carefully about which option works best with their A level subjects, their personal skill-set, and what they hope to pursue after they leave school. Like their A level subjects, all the fourth options will require independent work outside of lesson time. We will try our best to accommodate the choices of all pupils, but this will depend on timetabling and staffing limitations. The options available are:

## Further Mathematics

Further mathematics is an additional A level subject and is suitable for those with exceptionally strong mathematical skills who wish to study mathematics or a subject with a high level of mathematical content at university. To take further mathematics, you need to also take single mathematics, so mathematics counts as one of your options and further mathematics is your fourth choice. It is a challenging qualification, which both extends and deepens knowledge and understanding beyond standard A level mathematics. As well as learning new areas of pure mathematics, you will study further applications of mathematics in mechanics and statistics.

## Extended Project Qualification (EPQ)

The Extended Project Qualification (EPQ) is a self-motivated, independent project which is graded from E up to $A^{*}$ and is suited to all subject areas.

The EPQ is about research and offers pupils the opportunity to produce a piece of work on a topic of individual interest. The final piece may be a research dissertation or a creation (known as an artefact) such as creative writing, design, scientific experiment or a performance. On completion of their project, pupils are required to present their findings, as well as writing a reflective log throughout the process.

A large amount of the work is conducted beyond the classroom, with pupils expected to dedicate around two hours a week, in addition to their taught timetable, to independent research. Timetabled lessons include how to conduct independent research, how to locate and evaluate resources, time management, referencing, presentation skills and many others. The lesson time will also be used for one-to-ones with supervisors to help guide the pupils on their individual research journey.

## Mathematics in Context

Mathematics in Context consolidates and builds on mathematical understanding and further develops skills in the application of mathematics to authentic problems. The course is an alternative to A level mathematics and will support A levels in subjects (including the sciences, psychology, geography, business and economics) which require pupils to have acquired competence in quantitative skills.

Mathematics in Context will enable pupils to feel more comfortable with the mathematics they will encounter in their other subjects. This qualification provides a sound basis for the mathematical demands that pupils will face at university and within employment across a broad range of academic, professional and technical fields. Real-world relevance and the potential for application provides an enriching and purposeful learning experience.

The course draws from and develops GCSE content. Pupils will study four content strands which are relevant and applicable to a wide range of areas of study and employment: applications of statistics, probability, linear programming and sequences and growth. The course is assessed via two written examinations, both I hour 40 minutes in length.

## Arts Award

The Arts Award is a creative, project-based qualification which is highly appropriate for those wishing to develop and demonstrate creative skills. Pupils develop an arts project of their choosing, producing a portfolio of evidence. The qualification involves two components: arts development and arts leadership. For the first component, pupils plan and create new work in an art form of their choice such as: film, photography, creative writing, musical composition, drama, painting or any other art form. They involve themselves in the world of the arts through placements, volunteering, training and research. The qualification also requires pupils to review arts events/experiences, find out about artists and their career paths, making the case for an arts issue and communicating that case. For the second component, pupils plan and deliver an arts leadership project, including: identifying the project's aims and outcome, organising the people and resources, delivering the project and managing its effectiveness, managing a public showing/sharing of the work, reviewing their leadership development and collecting and evaluating feedback from participants, audience members and other stakeholders.

## CISI Award in Fundamentals of Financial Services

This qualification is suitable for those interested in working in financial services. The Chartered Institute for Securities and Investments is a leading professional body for securities, investment, wealth and financial planning. Their qualification aims to give pupils an understanding of financial services and an overview of key concepts and terminology relating to it. It will expose pupils to the complexity of financial markets and investment, challenge pupils to think about their own personal finance decisions and gain a broad insight into the core components of the financial services industry. The course will test candidates' knowledge and understanding of the following elements: ethics and integrity in financial services, saving and borrowing, banking, equities, bonds, markets and other areas of financial services, The qualification is achieved by successfully passing a multiple-choice question exam.

## QUAD AND THE ST JOHN'S LEADERSHIP AWARD

Quad is made up of four elements. The first three are a carousel of three eight-week courses: political literacy, financial competence, and an introduction to psychology. This will form part of each pupil's taught timetable, delivered through one lesson a week. The aim is to prepare pupils for the world beyond St John's by giving them understanding of reallife matters and developing the skills of thought and reason.

## POLITICAL LITERACY

- Democracy, elections, and Parliament
- Freedom of speech and toleration
- Equality
- Who are the UK's political parties and what do they stand for?
- The challenge of climate change


## FINANCIAL COMPETENCE

- What is inflation?
- What are interest rates?
- How loans work
- How a mortgage works
- How much tax do people pay?


## INTRODUCTION TO PSYCHOLOGY

- What determines human behaviour?
- What can be done about threats to our natural environment?
- What are the limits of our knowledge?
- If we can do something, should we?

The fourth element is the electives pupils can choose. Pupils will have the opportunity to choose between a range of exciting academic courses beyond the syllabus and teachers offer seminar style electives based on a particular specialism. Examples include, The application of Clausewitz's war theory on Modern Warfare, Would humanity survive a super volcanic eruption?, Viruses that Changed our World and Utilising Performance Psychology for the 'Big Day'.

## St John's Leadership Award

This exciting new initiative gives pupils the recognition for the additional skills and experiences they gain during the Sixth Form. Pupils can gain a bronze, silver and gold award by taking part in the opportunities that St John's offers our pupils. The award is aimed at encouraging our pupils to engage in co-curricular activities, internships and work experience, volunteering, as well as school and community leadership. We want our Sixth Form pupils to be aspirational about their futures, and this award will enhance their UCAS application and their CV.

## USEFUL SUBJECT COMBINATIONS

| University course or career | Suggested combination of A levels | Additional information |
| :---: | :---: | :---: |
| Accountancy | Compulsory: at least one of maths, economics, business. | You do not have to have an accountancy degree to become an accountant. |
| Architecture | Compulsory: art (or design and engineering), maths (most courses), physics (most courses). Drawing skills need to be shown. | Universities tend to require a portfolio of work, so make sure you are preparing this throughout the Sixth Form. |
| Banking/Finance | Compulsory: at least one of maths, economics or business. | You do not have to have a banking/finance degree to go into this field in the future. |
| Biochemistry, Biology, Zoology and related subjects | Compulsory: usually two sciences: maths and either biology or chemistry. | Maths can be compulsory. |
| Business | There are no compulsory subjects, some universities favour business at A level. | Business is increasingly global, so joint honours with languages is a good route to consider. Strong GCSE maths is advisable. |
| Chartered Surveyor | Advisable: at least one of geography, maths, economics, art or design and engineering. | Make sure your university course is RICS accredited. |
| Chemistry | Compulsory: chemistry, maths. Advisable: a further science | For Oxbridge, maths is required at A level. |
| Classics | Compulsory: Latin. Advisable: Greek, history, English, classical civilisation. | As the School offers Greek, top universities would expect it, and you would be at a disadvantage without it. |
| Computer Science | Compulsory: maths, computer science Advisable: a further science. | Oxbridge don't require computer science but do require maths and prefer further maths. |
| Design | Design and engineering, maths, physics, art, business. | Depends what side of the area: engineering side or artistic side. Drawing skills would need to be developed. |
| Drama/Theatre | Compulsory: drama. Advisable: English, history, art. |  |
| Economics | Compulsory: maths. Advisable: economics | Maths to A level is required by top universities. |
| Engineering | Compulsory: maths and physics. Advisable: further maths, chemistry, design and engineering. | Depending on type of engineering, need to consider other subjects (i.e. chemistry for Chemical Engineering) |
| English | Compulsory: English Advisable: history, language (modern or classical). | Single honours English is highly competitive. Consider a joint honours degree. |

## USEFUL SUBJECT COMBINATIONS

| University course or career | Suggested combination of A levels | Additional information |
| :---: | :---: | :---: |
| Fine Art | Compulsory: art. Advisable: English, other arts subjects. | You will need to apply to art school for a year first before continuing on to a degree. |
| Geography (Human) | Compulsory: geography. Advisable: history, economics, English, a language, a science. | Known as BA, Bachelor of Arts, usually more competitive than BSc. |
| Geography (Physical) | Compulsory: geography, one other science: either maths, physics, biology or chemistry. | Known as BSc, Bachelor of Science. Could also consider geology. |
| Geology | Compulsory: two sciences, from physics, chemistry, biology, maths and geography. | Cambridge requires two sciences from physics, biology and chemistry, plus one other. |
| History, Ancient History, Archaeology | Advisable: history, politics, languages (classical or modern), English, economics. | Should have an essay-writing subject, but required subjects rare. |
| History of Art | Advisable: art, history, English, classical civilisation/classical or modern language. |  |
| Law | Any. Advisable: history, English, Latin, politics, economics. For Patent Law: a science. | You do not have to study law at university to become a lawyer. All trainee lawyers will do a law conversion course. For those with a degree, this is one year rather than two. |
| Material Sciences | Two of: maths, chemistry and physics. |  |
| Maths, Maths and Physics; Theoretical Physics | Compulsory: maths (and physics). Advisable: further maths, a third science. | Courses at the top universities will also require further maths. |
| Medicine, Veterinary Sciences, Dentistry | Compulsory: chemistry, either biology or maths. Advisable: all three of the above. | Highly competitive. Work experience is also crucial. Do consider a breadth of three sciences and an arts based subject. |
| Modern Languages | Compulsory: at least one, preferably two modern languages. Advisable: history, English, Latin. | Two languages widen your choice of courses. One can sometimes be enough. |
| Music | Compulsory: music, and Grade 8 or more in one instrument. | Practical music through music school; academic study of music at university. |

## USEFUL SUBJECT COMBINATIONS

| University course or career | Suggested combination of A levels | Additional information |
| :--- | :--- | :--- |
| Natural Sciences | Compulsory: at least two sciences from maths, physics, chemistry <br> and biology. Advisable: three sciences. | Maths A level is strongly recommended. You need to check the <br> university's website. |
| Pharmacy | Compulsory: chemistry and one additional science. | To be a pharmacist you must have a pharmacy degree. |
| Physics | Compulsory: physics, maths. Advisable: an additional science. | Further maths is highly regarded for physics degrees. |
| Politics, International Relations | Advisable: politics, history, English, economics, theology and <br> philosophy and a modern foreign language. | Joint honours courses can have lower grade requirements. |
| Psychology | Advisable: maths, biology. Psychology is useful but not a <br> requirement. | Some courses require maths A level. Also check that your course <br> is approved by the BSP if you want a psychology career. |
| Sports Science | Compulsory: at least one science. Advisable: biology, maths, <br> chemistry. |  |
| Theology | Advisable: theology and philosophy, history, English, Latin or <br> Greek. |  |

## SUBJECT INFORMATION

| ART | > |
| :---: | :---: |
| BIOLOGY | $>$ |
| BUSINESS | $>$ |
| CHEMISTRY | $>$ |
| CLASSICAL CIVILISATION | $>$ |
| COMPUTER SCIENCE | $>$ |
| DESIGN AND ENGINEERING | $>$ |
| DRAMA AND THEATRE STUDIES | $>$ |
| ECONOMICS | > |
| ENGLISH LITERATURE | $>$ |
| GEOGRAPHY | > |
| HISTORY | $>$ |
| LATIN | > |
| MATHEMATICS | $>$ |
| FURTHER MATHEMATICS | $>$ |


| MODERN FOREIGN LANGUAGES | $>$ |
| :--- | :--- |
| MUSIC | $>$ |
| PHYSICS | $>$ |
| POLITICS | $>$ |
| PSYCHOLOGY | $>$ |
| SPORTS SCIENCE | $>$ |
| THEOLOGY, PHILOSOPHY AND RELIGION | $>$ |

## ART (A LEVEL)

Examination Board: AQA

Fine art education is concerned with making decisions, as well as with making things. The practice of fine art can prove personally uplifting and provide experiences that go beyond the knowledge and understanding associated with learning in many other areas of the curriculum. The skills you will develop in fine art will be varied and will be determined, to some extent, by the area of study you choose. However, whether you see your strengths in painting and drawing, sculpture, printing, photography/film or textiles, the same basic rules and skills apply. Drawing is the main vehicle that we use to communicate and explain our ideas, be it observational or experimental in nature, and it is a major aspect of the subject. We also believe in guiding your creative thinking and contextual understanding of art and will help you gain confidence in this discipline.

The Fine Art Department runs trips over the two year period in the A level course to museums and galleries, usually in and around London. These are compulsory as they provide invaluable support to pupils' coursework and exam work studies. We ask for a contribution of around $£ 25$ per pupil for these trips.

## Component I: Coursework - Start date September of Lower Sixth (60\% of A level)

This component incorporates two linked elements: practical work and personal study.

It is essential for both elements of this component that pupils build on their prior knowledge and experience developed during their GCSE course. The coursework aspect will run from September in the Lower Sixth until February in the Upper Sixth. This will allow for the development of a strong body of personal work. The first term will be teacher-led with skills, techniques, theories and genres challenged. The following three terms will be
pupil driven with close one-to-one support from the teachers.
The pupils will complete a written component that must correspond with their own area of personal study, which will be submitted in December of the Upper Sixth. The syllabus places the emphasis on the pupil and this section of the course is driven by their learning skills and independent artistic interests. This is then supported and guided by their teachers.

## Practical work

Practical work aims to provide opportunities for pupils to pursue their own creative, visual ideas in a chosen area of fine art. Practical work should arise from pupils' current interests and experiences in fine art together with a depth of subject knowledge. Challenges will be set according to thematic briefs and pupils will have to research and develop their ideas.

## Personal study

Work for this element requires pupils to produce an illustrated dissertation on a selected aspect of another artist or artists' work that link to their present work and interests. Pupils are required to research, evaluate, analyse and establish coherent and sustainable links between their own work and that of historical and contemporary references. The personal study will usually take the form of a written (1,000-3,000 words) and illustrated dissertation. Pupils will be expected to investigate a wide range of work and sources.

## Component 2: Externally set assignment - Start date February

 in the Upper Sixth ( $40 \%$ of A level)Submissions must include

- Preparatory work, including sketchbook(s) and/or a range of preparatory studies making up the supporting studies. This includes research and investigation.
- Unaided work produced under examination conditions in a period of 15 hours.

These submissions will be marked internally and moderated externally.

## REQUIREMENTS

The minimum requirement is a grade 7 in GCSE art and design. In exceptional cases it may be possible for a pupil to study fine art at A level without having taken art at GCSE but ability will first need to be assessed by the Art Department.

## COMBINATIONS

Art combines well with other arts or science subjects.
The course provides important preparation for any pupil contemplating an art-based career. In the past, pupils have attained places onto numerous foundation courses, architecture courses, graphic design, photography and art history courses. A good grade in fine art can also lead onto courses in textile design, film, fashion, web design and theatre design, including both costume and stage set interpretation.

## Examination Board: Edexcel Specification B

A level biology is a very popular choice in the Sixth Form. Our chosen syllabus combines the best of traditional biology with new areas of interest such as epigenetics. A good range of relevant practical work supports the theory learned at A level. The course is certainly challenging, however, pupils who are prepared to work diligently throughout the two years will find the course stimulating and interesting.

The A level biology course includes a field trip in the Upper Sixth. This will help consolidate understanding of the ecology topic and core practicals. The field trip typically costs around $£ 500$ (depending on numbers, this is often lower) and usually takes place at the end of the Lower Sixth year. For some pupils, we recognise that this cost may be prohibitive, so we may be able to provide support for those pupils to enable them to take part in this important aspect of the curriculum.

The topics studied across the two years are as follows:
Topic I - Biological molecules
Topic 2 - Cells, viruses and reproduction of living things
Topic 3 - Classification and biodiversity
Topic 4 - Exchange and transport
Topic 5 - Energy for biological processes
Topic 6 - Microbiology and pathogens

## Topic 7 - Modern genetics

Topic 8 - Origins of genetic variation
Topic 9 - Control systems
Topic IO - Ecosystems
Assessment will take the form of three written examinations:

Paper I (30\% of A level)
I hour 45 minutes - any content from topics 1-7, including relevant practical skills.

Paper 2 ( $30 \%$ of A level)
I hour 45 minutes - any content from topics I-4 and
8 - 10 , including relevant practical skills.
Paper 3 ( $40 \%$ of A level)
2 hours 30 minutes - any content from topics 1 - 10 , including relevant practical skills.

There is also a science practical endorsement which does not count towards the A level grade but is reported as a pass or fail on the A level certificate.

## BUSINESS (A LEVEL)

## Examination Board: Edexcel

A level business is a practical and useful subject to study. It is particularly suitable if you are interested in setting up your own company or working in a managerial position, as you will learn how businesses are created, managed and become successful in an increasingly competitive environment. It will develop your knowledge of all areas of business including finance, human resources, production, marketing and the economic environment in which businesses operate. You will also develop transferrable skills such as decision making, problem solving and teamwork, which are highly valued by employers. Overall, you will gain an insight into business issues and how their decisions and actions impact societies as a whole. To succeed in business, you need to be comfortable manipulating numbers, data, interpreting graphs, ratios and percentages as these calculations, their analysis and interpretation are at the core of assessing a business financial success.

The course is structured into four 'themes' and consists of three externally examined papers. Pupils are introduced to core business knowledge, which is applied to business contexts to develop an understanding of how businesses work as well as business strategies, opportunities and issues in themes 3 and 4.

Paper I (35\% of A level): themes I and 4 Paper 2 ( $35 \%$ of A level): themes 2 and 3 Paper 3 ( $30 \%$ of A level): Investigating a business in a competitive environment.

All papers are 2-hour long examinations and in Paper 3, pupils are required to apply their knowledge and understanding from themes I, 2, 3 and 4 .

## Theme I: Marketing and people

Pupils are introduced to the market, explore the marketing and people functions as well as investigating entrepreneurs and business start-ups. This theme aims to develop their understanding of customers' needs and how businesses use this knowledge to create a competitive advantage. They will also explore how businesses adapt their marketing to compete in a dynamic environment. In order to develop their knowledge, skills and understanding, pupils need to have a competence in quantitative skills that are relevant and applied to the context of this theme.

## Theme 2: Managing business activities

Pupils will explore the finance and operations functions and investigate external influences on business. The theme aims to develop pupils' understanding of raising and managing finance and how to measure business performance. External factors affecting businesses are also explored including economic and legal factors. A degree of competence in handling relevant data will be required to apply concepts to the context of this theme.

## Theme 3: Business decisions and strategy

Pupils develop their understanding of the concepts introduced in theme 2 and explore influences on business strategy and decision making. The themes encourage pupils to think beyond business functions and take a strategic view of businesses' opportunities and issues. The theme covers the causes and effects of change and how businesses mitigate risk and uncertainty.

## Theme 4: Global businesses

Pupils will develop their understanding of concepts studied in theme I and explore business activity in a global context. Pupils investigate businesses that trade on a global scale
and explore their reasons for doing so. They develop an understanding of a global competitive environment and consider the ethical and moral dimension of global business activities.

## REQUIREMENTS

Business is an essay based subject. Successful candidates will need to manipulate qualitative and quantitative data confidently, hence pupils will require a minimum grade 6 in GCSE English and maths.

## COMBINATIONS

A level business will equip pupils with the necessary skills to undertake further studies, particularly in similar areas, but not exclusively. This qualification provides a solid foundation to undertake courses related to, and careers in, business management, business administration, accountancy and finance, human resource management, marketing, retail management, tourism management and international business This qualification complements a well thought-out programme of study and many different combinations are possible: business with languages, theology and philosophy, geography, history, psychology and politics are just a few of the possible combinations. Economics and business is a viable and suitable option as they have common themes and complement each other well. However due to their overlapping themes, choosing both subjects can result in a narrow programme of study at A level.

## CHEMISTRY (A LEVEL)

## Examination Board: OCR A

A level chemistry relates what is taught in the classroom to the real world. It will help inspire pupils, nurture their passion for chemistry and lay the groundwork for further study in courses such as the natural sciences, medicine, and dentistry. There are numerous opportunities for the development of practical skills and the skills needed for success at university and beyond.

## Chemistry (A) comprises of 6 modules.

- Module I - Development of practical skills in chemistry: Practical skills assessed in a written examination. Practical skills assessed in the practical endorsement.
- Module 2 - Foundations in chemistry: Atoms, compounds, molecules and equations, Amount of substance, Acid-base and redox reactions, Electrons, bonding and structure.
- Module 3 - Periodic table and energy: The periodic table and periodicity, Group 2 and the halogens, Qualitative analysis, Enthalpy changes, Reaction rates and equilibrium (qualitative).
- Module 4 - Core organic chemistry: Basic concepts, Hydrocarbons, Alcohols and haloalkanes, Organic synthesis, Analytical techniques (IR and MS).
- Module 5 - Physical chemistry and transition elements: Reaction rates and equilibrium (quantitative), pH and buffers, Enthalpy, entropy and free energy, Redox and electrode potentials, Transition elements.
- Module 6 - Organic chemistry and analysis: Aromatic compounds, Carbonyl compounds, Carboxylic acids and esters, Nitrogen compounds, Polymers, Organic synthesis, Chromatography and spectroscopy (NMR).

Paper I is Periodic table, elements and physical chemistry ( 01 ), this accounts for 100 marks in a 2 hours 15 minutes written paper and draws on content from modules I, 2, 3 and 5 . This paper is $37 \%$ of the A level grade.

Paper 2 is Synthesis and analytical techniques (02), this accounts for 100 marks in a 2 hours 15 minutes written paper and draws on content from modules I, 2, 4 and 6. This paper also makes up $37 \%$ of the A level grade.

Paper 3 is Unified chemistry (03), this accounts for 70 marks in a I hour 30 minutes written paper and draws on content from the whole A level. This makes up $26 \%$ of the A level grade.

## REQUIREMENTS

The minimum requirement is a grade 7 in GCSE chemistry. For candidates with double award science, two grade 7s are the minimum requirement. A grade 7 in GCSE mathematics is also required. Pupils studying chemistry are highly recommended to study mathematics.

## COMBINATIONS

A level chemistry is best supported by an A level in mathematics; biology and/or physics also complement the course well. Arts subjects are obviously less compatible but can be combined with chemistry to demonstrate a varied and interesting profile in some cases. Studying chemistry without mathematics, however, can result in a limited range of available options for those wishing to study chemistry or related courses in higher education. A level chemistry is essential for further study of chemistry, biochemistry, medicine, dentistry, veterinary science and pharmacology. Graduates of chemistry degrees go on to work in related fields such as pharmaceuticals and petrochemicals as well as more diverse fields such as law and finance.

## CLASSICAL CIVILISATION (A LEVEL)

## Examination Board: OCR

A level classical civilisation is an exciting two-year course studying classical Greek and Roman culture and history through literature read in translation. The course offers pupils the opportunity to study elements of the literature, visual/material culture and thought of the classical world, and acquire an understanding of their social, historical and cultural contexts.

## Unit I (40\% of A level)

The World of the Hero (Homer's lliad and Virgil's Aeneid) Topics covered include:

- Literary techniques and composition
- Concepts, values and behaviour of a Greek and Roman Hero
- Characterisation of major and minor characters
- Social, religious and cultural context of poems
- Historical and political background of poems

Assessment of this unit will take place in the form of a 2 hour and 20 -minute examination.

## Unit 2 (30\% of A level)

Imperial Image (Augustus)
Topics covered include:

- The benefits of Augustus associating himself


## with Julius Caesar

- Augustus' representations as a military leader
- The idea of Augustus as a religious leader
- Augustus as a cultural hero
- Augustus' role as the Pater Patriae
- Later representations

Assessment of this unit will take place in the form of a I hour and 45-minute examination.

## Unit 3 (30\% of A level)

Greek Religion
Topics covered include:

- The nature of the Olympian Gods
- Personal experience of the divine
- Religion and society
- Places of worship
- Ritual and priests
- Religion and philosophy

Assessment of this unit will take place in the form of a I hour and 45-minute examination

## EXAMINATIONS

For each paper, pupils will study a prescribed selection of sources and will be required to answer:

- Short factual recall questions based on a source
- I0-mark visual and literary source analysis questions
- A 20-mark essay question based on wider knowledge of sources studied
- A 30-mark answer question using sources studied to support argument


## REQUIREMENTS

Classical civilisation GCSE is not required in order to study the subject at A level. Pupils who wish to study the subject will need a minimum grade 6 in GCSE ‘essay-rich' subjects such as English or history.

## COMBINATIONS

Classical civilisation combines well with any other essay subjects, which develop a similar set of skills. The course material links in well with English, history, politics and theology and philosophy. It is also often taken as an alternative subject by science and mathematics pupils who wish to broaden their Sixth Form curriculum.

Classical civilisation pupils go on to study a wide range of subjects at university, including classics, history and law.

## COMPUTER SCIENCE (A LEVEL)

## Examination Board: OCR (spec H446)

"Computer science is no more about computers than astronomy is about telescopes." Edser Dijksra

Computer Science is, above all else, relevant to the modern and changing world of computing. It is our aim that pupils will be inspired, motivated, and challenged by following a broad, coherent, practical, satisfying, and worthwhile course of study. It will provide insight into, and experience of, how computer science works, stimulating pupils' curiosity and encouraging them to engage with computer science in their everyday lives and to make informed choices about further study or career choices.

Pupils will develop an ability to analyse, critically evaluate and make decisions during their practical programming project.

At St John's, the chosen programming language is Python which is a widely used and popular language, hugely in demand by companies such as Google and used in areas such as web and software development, machine learning and Al, fintech and data science. Teaching will be split between theory and programming, and wherever possible the opportunity will be taken to extend the theoretical work into programming tasks.

The course includes the following topics:

- I.I. The characteristics of contemporary processors, input, output, and storage devices
- 1.2. Software and software development
- I.3. Exchanging data
- 1.4. Data types, data structures and algorithms
- I.5. Legal, moral, cultural, and ethical issues
- 2.I. Elements of computational thinking
- 2.2. Problem solving and programming
- 2.3. Algorithms
- 2.4. Programming project

Pupils will be assessed in the following ways: Component IComputer systems (2 hours 30 minute) $40 \%$ of A level.

This paper covers the majority of the content of the specification, topics 1.1 to 1.5 listed above, and is assessed in a written paper recalling knowledge and understanding.

Component 2 - Algorithms and programming (2 hours 30 minutes) $40 \%$ of A level

This paper relates principally to problem solving skills needed by learners to apply the knowledge and understanding encountered in Component 0 I and covers topics 2.1 to 2.3 listed above.

Component 3 (Non-exam Assessment - NEA) 20\% of A level.
The NEA allows pupils to demonstrate their ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. The programming project will be submitted in the form of a report that will contain the solution to a problem, selected by the learner or centre. Pupils are required to work independently on this component both in and outside of the timetabled allocation of lessons. The programming task will start in the Summer Term of Lower Sixth and be completed during the Upper Sixth.

## REQUIREMENTS

This subject is suitable for those who are scientifically and mathematically minded and enjoy problem solving. Pupils with an interest in technology or engineering would also enjoy this course.

The following GCSE grades are required to study computer science A level: GCSE maths grade 7, GCSE computer science grade 7 (if previously studied).
N.B. This subject can be studied without having taken GCSE computer science, after discussion with the Head of Department regarding suitability, as no prior programming knowledge is required.

## CAREERS

A level computing is an excellent choice, not only for pupils who are considering a future in computing, but many physics and engineering degrees make use of computer modelling using applications such as MATLAB. Looking beyond degree study, there is high demand for competent programmers in an ever increasing variety of workplaces, in addition to the computer and gaming industry
"Computer Science is rapidly changing every aspect of the world we all live in. The best way to predict the future is to implement it.' David Heinemeier Hansson

## DESIGN AND ENGINEERING (A LEVEL)

Examination Board: AQA

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, design and engineering is a great choice. The skills you gain make it a great complement to other subjects. Studying design and engineering encourages pupils to develop design and thinking skills that open up a world of possibility, giving them the tools to create the future.

This specification will excite and engage learners with contemporary topics covering the breadth of this dynamic and evolving subject. It will generate empathetic learners who have the ability to confidently critique products, situations and society in every walk of their lives now and in the future.

Studying design and engineering helps to create a broad and balanced curriculum, which is an excellent foundation for whatever you want to do afterwards. The transferable skills you'll gain, such as creativity, analysis and problem solving, complement a range of other subjects and careers. In the first term and a half students will undertake a range of projects which will help develop their practical skills as well as expose them to the use of more advanced CAD packages and rapid prototyping processes such as 3D printing. This will run alongside developing the knowledge required for the written papers at the end of the course.

The course we run is AQA Product Design where $50 \%$ of the mark comes from a substantial design and make project and the remaining $50 \%$ comes from two written theory papers.

## CAREERS

You can continue your study of design and/or engineering at university leading to careers in architecture, engineering (electronic, mechanical, structural, aeronautical, automotive), design (transport vehicles, products, furniture, fashion, jewellery) and computing.

## Paper I

Technical principles

- Written exam: 2 hours and 30 minutes
- 120 marks
- $30 \%$ of A-level

Mixture of short answer and extended response.

## Paper 2

## Designing and making principles

- Written exam: I hour and 30 minutes
- 80 marks
- $20 \%$ of A-level

Mixture of short answer and extended response questions.

## Section A

- Product Analysis: 30 marks
- Up to 6 short answer questions based on visual stimulus of product(s).


## Section B

- Commercial manufacture: 50 marks
- Mixture of short and extended response questions


## Non-exam assessment (NEA)

Practical application of technical principles, designing and making principles.

- Substantial design and make project
- 100 marks
- $50 \%$ of A-level

Written or digital design portfolio and photographic evidence of final prototype.

## DRAMA AND THEATRE (A LEVEL)

## Examination Board: Edexcel

In the A level theatre course, there is a balance between individual practice and research and working as part of a creative team. Studying drama at A level provides pupils with a raft of skills that will prepare them for further education and beyond. Pupils will develop skills that are specific to this subject such as acting, directing and design, but more than this, they will develop communication skills, the ability to collaborate as a team and to be critical observers.

Trips to the theatre are compulsory and an integral part of the course, they deepen pupils' awareness of the theatre as a site of production and reception and pupils are given the opportunity to evaluate the complex relationship between the two. We ask for a contribution of approximately $£ 30$ for each of these trips.

Candidates are required to show knowledge and understanding of:

- How performers, designers and directors communicate meaning to an audience
- Theatre practice through their own engagement with the medium as both participant and informed audience member
- The appropriate vocabulary and specialist terminology for the subject


## Component I - Devising ( $40 \%$ of A level)

- 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
- Performer or designer routes available

This unit is internally assessed and externally moderated. There are two parts to the assessment
I. A written portfolio between 2,500-3,000 words that details the devising process
2. The devised performance/design realisation

## Component 2 - Text in performance ( $20 \%$ of A level)

- A group performance/design realisation of one key extract from a performance text
- A monologue or duologue performance/design realisation from one key extract from a different performance text
- Centre choice of performance texts and extracts
- Performer and designer routes available

This unit is externally assessed by a visiting examiner

## Component 3 - Theatre makers in practice ( $40 \%$ of A level)

- Written examination: 2 hours 30 minutes
- 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 another complete performance text, in light of a chosen practitioner - focusing on how this text could be reimagined for a contemporary audience
- Centre choice of 15 performance texts from two lists
- Choice of eight practitioners

This assessment is externally marked.

## REQUIREMENTS

Pupils who want to take this subject must attain a minimum grade 6 in GCSE drama. In exceptional cases, it may be possible for a pupil to study drama for A level without having taken drama at GCSE but ability will first need to be assessed by the Drama Department.

## COMBINATIONS

Drama and theatre is welcomed as an academic subject by universities. It is excellent preparation for a degree in drama or drama school training; however, the skills developed through this course are relevant to many different academic and professional areas. As the study of drama and theatre focuses on the study of human behaviour across the world over time, it combines very well with arts, languages, history and English.

The performing arts industries are now Great Britain's second largest employer after tourism. Career opportunities for drama graduates are varied and extensive, encompassing television and radio production, stage management, arts and literary administration. In addition, drama and theatre complements a range of subjects and is invaluable in improving communication, confidence and presentation skills in a range of careers such as law, advertising, PR, event coordinating, marketing and communications.

Increasingly the workplace demands skills such as leadership, creativity, flexibility and the ability to communicate effectively as part of a team. A level drama and theatre is an excellent opportunity to develop skills that will last a lifetime.

## ECONOMICS (A LEVEL)

## Examination Board: AQA

Economics is at the heart of many key issues we face in society. This two-year course encourages the learners to 'think as economists' and develop analytical, questioning, reasoning and discursive skills. The qualification will enable learners to develop a strong grounding in both microeconomics and macroeconomics, drawing on local, national and global contexts. Learners are encouraged to apply the concepts and techniques they have learned to a range of real-world issues and contexts.

The A level is a linear qualification with $100 \%$ external assessment i.e. no coursework. The course consists of a microeconomics component and a macroeconomics component. These are studied in parallel across two years. External assessment takes the form of three equally weighted exams each two hours in length. The papers include data stimulus sections, essays and multiple-choice questions.

## Component I: Microeconomics

Component I of the course focuses on microeconomics. From a base of microeconomic theory, the component enables learners to discuss and evaluate how well microeconomic theories explain our observations of economic agents in the real world. The theoretical workings of the free market provide a useful starting point for explanation and analysis. Imperfections and market failures provide a lead into a discussion of the merits and drawbacks of government intervention. The study of microeconomics encourages the learners to consider the usefulness of theory in explaining observations taken from
the real world of economics.
Assessment of this unit takes place in the form of a 2 -hour written paper which represents $33.33 \%$ of the A level.

## Component 2: Macroeconomics

Component 2 of the course focuses on macroeconomics. This component provides learners with the technical and analytical tools required to understand how the economy functions on both a domestic and global level. The content of this component encourages learners to adopt a critical approach to their study of policy through a development of their understanding of the limitations and conflicts, which macroeconomic policies cause. Learners should be able to: recognise the assumptions, relationships and linkages of the possible impacts of macroeconomic policies; consider the possible impact of macroeconomics policies; recognise the issues which a government faces in managing the macroeconomy; argue for different approaches; and identify criteria for success and be able to evaluate the effectiveness of different policy approaches. Policy approaches are also considered in a historical context, as well as at the current time, in order to develop an understanding of how macroeconomics has changed over time.

Assessment of this unit takes place in the form of a 2-hour written paper which represents $33.33 \%$ of the A level.

## Component 3: Economic principles

This element of the course involves application of both microeconomics and macroeconomics to real world scenarios. Assessment of this component will be fully synoptic in nature and will draw on both the
microeconomic and macroeconomic components.
Although there is no specific content prescribed within the assessment of this component, it is anticipated that both the microeconomic and the macroeconomic subject content will be applied, as appropriate, in relation to a specific case study.

The paper consists of 30 multiple choice questions and an investigation.

The assessment takes place in the form of a 2-hour written paper which represents $33.33 \%$ of the A level.

## REQUIREMENTS

The course requires strong numerical skills, the ability to adopt a conceptual approach and to write coherent essay responses. The minimum requirement is a grade 7 in GCSE mathematics and English language. No prior knowledge of economics is required, and pupils do not need to have taken GCSE economics.

## COMBINATIONS

Economics combines well with most subjects at A level. For those considering studying economics at university it is worth bearing in mind that many universities expect applicants to have studied A level mathematics. Economics also fits with science subjects, particularly physics.

At degree level, economics can be taken as a pure subject or combined with other subjects. It is a useful subject when considering careers in banking and finance, management, accountancy, marketing, law, journalism, politics, the civil service and many other areas.

## ENGLISH LITERATURE (A LEVEL)

## Examination Board: Edexcel

The course involves pupils learning about the world and themselves through the prism of literature. Through the study of challenging texts, pupils develop their skills of argument and analysis, as well as building their appreciation of how an understanding of context and critical appreciation can illuminate a text.

Successful A level English pupils show a willingness to read independently and engage in wider reading. Lessons will often include seminar-style discussions and each pupil's voice will be championed and respected.

The qualification requires students to study eight literary texts. Three of these have to be pre- 1900 texts (including one Shakespeare play), plus one text first published or performed post-2000

The requirement to study eight texts is met in the following way:

| Qualification <br> Structure | Studied Texts |  |  |
| :--- | :--- | :--- | :--- |
| Component 1: Drama | 1 | Shakespeare | 2 |
| Other drama play* |  |  |  |
| Component 2: Prose | 3 | Pre-1900 prose fiction | 4 |
| Prose fiction* |  |  |  |
| Component 3: Poetry | 5Post-2000 specified <br> poetry | 6 <br> Specified poetry (pre- <br> or post-1900)* <br> Non-examination <br> assessment Chosen text | 8 Chosen text |

## Paper I (30\% of A level)

Drama
Section A: Shakespeare - Character and theme study of a Shakespeare play.

Popular texts include Hamlet, Othello, Measure for Measure
and Twelfth Night.
Section B: Other drama - Character and theme study.
Popular texts include Doctor Faustus, A Streetcar Named Desire and The Importance of Being Earnest.

Assessment of this component will take place in the form of a single, open book (clean copies) examination lasting 2 hours and 15 minutes, with two essays completed in this time.

## Paper 2 (20\% of A level)

## Prose

Pupils study two prose texts from a chosen theme. At least one of the prose texts will be from pre- 1900 .

Popular themes include 'Science and Society', involving Frankenstein and The Handmaid's Tale, and 'Women in Society, involving Wuthering Heights and A Thousand Splendid Suns.

Assessment of this component will take place in the form of a single, open-book (clean copies) examination lasting I hour and 15 minutes, with one essay completed in this time.

## Paper 3 (30\% of A level)

## Poetry

Pupils study a selection of post-2000 specified poetry and a specified range of poetry from either a literary period or a named poet from within a literary period.

Popular periods and poets studied include The Victorians, The Movement, Christina Rossetti and Philip Larkin.

Assessment of this component will take place in the form of a single, open-book (clean copies) examination lasting 2 hour and 15 minutes, with two essays completed in this time.

## Coursework ( $20 \%$ of A Level)

Pupils will study two texts linked by theme, movement, author or period, and these may be selected from poetry, drama, prose or literary non-fiction.

Popular texts previously taught for coursework include Atonement, Time's Arrow, The Optician of Lampedusa, the lyrics of Bob Dylan, and The Underground Railroad.

Pupils produce one essay with an advisory word count of 2500-3000 words.

## REQUIREMENTS

Pupils who wish to take this subject must attain a minimum of a grade 6 at GCSE English literature.

## COMBINATIONS

Subjects that pupils might like to study alongside this subject include history, politics, geography, classics, modern foreign languages, theology and philosophy, drama, art, music.

Typical courses which those with English at A level go on to study, include; English, law, combined honours (e.g. English and French; English and film), history, politics, sociology, media/communication studies.

Typical careers which those with English degrees go on to pursue, include; law, politics, teaching, local government, arts administration, and social work.22

## GEOGRAPHY (A LEVEL)

## Examination Board: AQA

Geography is an exciting and interesting course that spans the arts/science barrier, with direct relevance to everyday events. Pupils will be given the opportunity to develop fieldwork skills and study geographical issues and impacts. During the course, the aim is to develop pupils' abilities to collect, interpret and analyse information. Pupils will also learn to communicate their findings in a variety of ways through class discussion, essays and a fieldwork investigation. By developing the links between different parts of the subject, pupils will learn to appreciate the importance of understanding our physical environment and the need to manage it carefully.

## Component I: Physical geography: (40\% of A level)

This part of the course will be separated into three core units: water and carbon cycles, hot desert systems and hazards.

Assessment of this unit will take place in the form of a 2 hour 30 minute paper worth 120 marks.

## Component 2: Human geography ( $40 \%$ of $A$ level)

This part of the course will be separated into three core units; global systems and global governance, changing places and population and the environment.

Assessment of this unit will take place in the form of a 2 hour 30 minute paper worth 120 marks.

## Component 3: Geographical investigation (20\% of A level)

Pupils complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the pupil relating to any part of the specification content. Assessment of this unit will be a 3,000 to 4,000 word investigation worth 60 marks. It will be marked by the classroom teachers and moderated by AQA.

This fieldwork will take pupils on a five-day residential trip (UK based) towards the end of the Lower Sixth. We visited St Ives in Cornwall for the 2022-23 trip. We ask for a contribution towards this trip of approximately $£ 450$.

## REQUIREMENTS

The minimum requirement is a grade 6 in GCSE geography. It is possible to study A level geography without having studied the subject at GCSE but any pupil attempting this must be prepared to put in extra work and background reading.

## COMBINATIONS

Geography spans the arts/science barrier and consequently it combines well with many subjects and provides access to a wide range of career and higher education opportunities. Taken with sciences such as physics, biology, chemistry and with mathematics, it would be possible to apply for a wide variety of science-based university courses such as psychology, engineering, environmental sciences, ecology, geology, medicine, meteorology or statistics. Taken with humanities subjects such as English, history, business, and French, geography supports an equally wide variety of university courses such as management studies, law, travel and tourism, media studies, politics, town planning, journalism and social sciences.

## Examination Board: Edexcel

The A level course aims to provide pupils with a strong understanding of major developments in early modern and modern history, in Britain and across the globe. Pupils will learn how history has shaped our country and how it helps to explain much of the world today. It is designed to both engage and stretch pupils in terms of knowledge, understanding and historical skills. It is a purposeful and challenging course in its own right and also serves as an excellent foundation for further education.

## Paper I (30\% of A level)

In search of the American Dream: the USA 19|7-96
This course examines the dramatic political, economic and social changes that occurred in the USA during the twentieth century, an era that saw the USA challenged by the consequences of social inequalities at home and of its involvement in international conflict. The course includes the impact of the Second World War and the Vietnam War on society, the quest for civil rights and the cultural changes that took place across the period. Pupils will gain a deep understanding of change and a grasp of the key developments that led to the transformation of American society.

Assessment for this unit will take place in the form of an examination lasting 2 hours 15 minutes.

Paper 2 (20\% of A level)
India, 19|4-48: the road to independence

This course examines the transition of the Indian subcontinent from a British colony to an independent country. The Indian struggle for independence influenced the nature of civil rights campaigning and the fight for national self-determination across the world. The course includes the effects of British rule on India, India's contribution to the world wars, the campaigning of Gandhi and the momentous partition of India in 1947, which led to the displacement of millions of people. Pupils will gain an indepth understanding of the changing relationship between Britain and India from the outbreak of the First World War to the gaining of independence.

Assessment of this unit will take place in the form of an examination lasting I hour and 30 minutes.

## Paper 3 ( $30 \%$ of A level)

Rebellion and disorder under the Tudors, I485-I 603
This course examines how the Tudor dynasty survived throughout the sixteenth century, overcoming the many threats and challenges it faced, from Henry VII to Elizabeth I. It allows pupils to compare rebellions, assessing their causes, consequences and significance, and providing insight into the demands of maintaining effective government.

Assessment of this unit will take place in the form of an examination lasting 2 hours and 15 minutes.

## Coursework (20\% of A level)

The Arab-Israeli conflict, c. I 880-200 I
This course addresses the Arab-Israeli conflict across the twentieth century. Pupils will choose from a selection of
texts to assess the validity of conflicting interpretations of the 1948 war and the subsequent exodus of Palestinian Arab refugees. It is designed to allow pupils to engage with historians' views and develop their reading and analytical skills.

Assessment of this unit will take place in the form of one coursework assignment, between 3,000 and 4,000 words.

## REQUIREMENTS

Pupils who wish to take this subject must attain at least a grade 6 in GCSE history. It is possible to study $A$ level history without having studied the subject at GCSE but pupils attempting this must be prepared to put in extra work and background reading. An ability to analyse and evaluate source material is important, as is the ability to write concisely and clearly.

## COMBINATIONS

History combines well with English, economics, classics, theology and philosophy or geography. In addition, modern languages can complement the subject well.

History A level is regarded as a strong qualification by both universities and employers. Besides deepening knowledge and understanding, its study develops analytical skills that can be applied in a wide range of settings. Pupils achieving history A level study many different subjects at university, ranging from history itself to other literary subjects, social sciences and even medicine. With regard to future careers, the analytical training is prized by employers; for example, it is good training for the legal profession.

## LATIN (A LEVEL)

## Examination Board: OCR

The Latin A level course builds on progress made during the GCSE course. Pupils continue to refine their translation skills, building up a wider vocabulary and encountering a few additiona linguistic features. The course also allows much greater and more engaging consideration of Latin verse and prose literature than has been possible so far. Strong candidates may even choose to begin writing simple Latin sentences.

## Unit I (33\% of A Level)

## Unseen translation

The paper contains two sections: Unseen Prose and Unseen Verse. Each section consists of a translation question from an unseen, adapted piece of Latin literature. The two sections are equally weighted.

The Unseen Prose author will be Livy and the Unseen Verse author will be Ovid.

Assessment of this unit will take place in the form of a I hour and 45-minute examination

## Unit 2 (I7\% of A Level)

Prose composition or comprehension
This paper comprises two optional sections, of

## which we choose to do prose comprehension

 (Section A).- Section A takes the form of a set of comprehension and grammatical questions on an adapted piece of Latin prose literature.

Assessment of this unit will take place in the form of a I hour and I5-minute examination.

## Unit 3 (25\% of A Level)

## Prose Literature

The paper comprises comprehension questions based on two previously translated set texts, each worth $50 \%$ of the overall marks for the paper, and a short essay. The set texts are currently from Tacitus' Annals

Assessment of this unit will take place in the form of a 2-hour examination.

## Unit 4 (25\% of A Level)

## Verse Literature

The paper comprises comprehension questions based on two previously translated set texts, each worth $50 \%$ of the overall marks for the paper, and a short essay. The set texts are currently from Virgil's Aeneid.

Assessment of this unit will take place in the form

## of a 2 hour examination.

## REQUIREMENTS

Pupils who want to take this subject must attain a grade 6 or higher in GCSE Latin.

## COMBINATIONS

In content, Latin combines particularly well with modern foreign languages, English, and history. Additionally, pupils who are strong at mathematics and science also often find themselves very able Latin pupils.

Latin is academically very rigorous and develops important skills in close analysis, logical reasoning, and independent study. Latin A level pupils gain excellent preparation for university study in a range of subjects, including classics, modern languages, English, and the sciences. Latinists are also traditionally welcomed as aspiring lawyers and civil servants.

## MATHEMATICS (A LEVEL)

Examination Board: Edexcel

The course consists of three modules with the examinations taken at the end of the two-year course.

Mathematics helps us to not only understand the world around us but also provides us with the knowledge and skills to be able to change it. The use of mathematics can be found in many aspects of our everyday lives. Studying A level mathematics encourages logical thought and an analytical approach to solving problems. This, coupled with the need to work confidently and accurately when dealing with numerical calculations, demonstrates many of the core skills that employers are now seeking in an increasingly competitive employment market.

## ASSESSMENT CRITERIA

Assessment takes the form of three 2 hour written assessments and are split accordingly:

## Paper I: Pure Maths I ( $33.33 \%$ of A level)

## Paper 2: Pure Maths 2 ( $33.33 \%$ of A level)

Paper I and Paper 2 may contain questions on any topics from the Pure Mathematics content.

Pure Maths in year I covers the basic algebra skills and acts as the building blocks for the rest of the A level modules. Pupils will encounter calculus and broaden their understanding of many topics covered at GCSE

## level.

Pupils study the following across the two years:

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

Paper3: Statistics and Mechanics (33.33\% of A level) This module covers the applied element of the syllabus and is split into two areas of Statistics and Mechanics.

## Statistics:

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


## Mechanics

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

Candidates are allowed to use a calculator in all the examinations.

## REQUIREMENTS

A grade 8 in mathematics at GCSE should be considered a pre-requisite for embarking on the A level mathematics course.

Ability to cope well with all GCSE algebra is a main requirement for coping well with the course. Particular topics which are important to have mastered prior to taking A level mathematics are:

- Quadratics
- Surds
- Algebraic fractions


## COMBINATIONS

Mathematics is a natural complement to A levels in any of the sciences but can also be studied alongside subjects such as economics, languages or English. A qualification in mathematics is useful for any career, demonstrating an ability for abstract, logical thought; for some careers, such as computer science, economics, electronics, engineering and physics, it is essential.

## FURTHER MATHEMATICS (A LEVEL)

## Examination Board: Edexcel

To take further mathematics, you need to also take single mathematics, so mathematics counts as one of your options and further mathematics is your fourth choice. The course consists of four equally weighted modules each examined by a I hour and 30 -minute examination.

There are many good reasons to study further mathematics. Pupils taking further mathematics find it to be an enjoyable, rewarding, stimulating and empowering experience. It is a challenging qualification, which both extends and deepens knowledge and understanding beyond standard A level mathematics. As well as learning new areas of pure mathematics, you will study further applications of mathematics in mechanics and statistics.

Paper I and 2: Core Pure Mathematics I and 2

- Proof
- Complex numbers
- Matrices
- Further algebra and functions
- Further calculus
- Further vectors
- Polar co-ordinates
- Hyperbolic functions
- Differential equation


## Paper 3: Further Pure Mathematics Option I

 Pupils take one of the following four options:I. Further Pure Mathematics I

Further trigonometry, further calculus, further differential equations, coordinate systems, further vectors, further numeric methods, inequalities.
2. Further Statistics I

Hypothesis testing, Chi squared tests, discrete probability distributions, poisson and binomial distribution, geometric and negative binomial distributions, central limit theorem, quality of tests, probability generating functions.
3. Further Mechanics I

Momentum and impulse, collisions, centres of mass, work and energy, strings and springs, elastic collisions in two dimensions.
4. Decision Mathematics I

Algorithms and graph theory, algorithms on graphs, critical path analysis, linear programming.

Paper 4: Further Pure Mathematics Option 2
Pupils take one of the following seven options:
I. Further Pure Mathematics 2

Groups, further calculus, further matrix algebra, further complex numbers, number theory, further sequences and series.
2. Further Statistics I

As per Option I.
3. Further Statistics 2

Linear regression, continuous probability
distributions, correlation, combination of random variables, estimation, confidence intervals, tests using normal distribution, hypothesis testing, t-distribution and quality estimators.
4. Further Mechanics I

As per Option I.
5. Further Mechanics 2

Further kinematics, further dynamics, motion in a circle, centre of mass of plane figures and further centre of mass.
6. Decision Mathematics I

As per Option I.
7. Decision Mathematics 2

Transportation problems, allocation problems, flows in networks, dynamic programming, game theory, recurrence relations, decision analysis.

## REQUIREMENTS

A grade 9 in mathematics at GCSE should be considered a pre-requisite for embarking on the further mathematics course. Further mathematics must also be studied alongside A level mathematics.

## COMBINATIONS

A qualification in mathematics is useful for any career, demonstrating an ability for abstract, logical thought; for some careers, such as computer science, economics, electronics, engineering and physics, mathematics is essential and further mathematics is highly beneficial. The demanding nature of the course means it is highly regarded qualification

## MODERN FOREIGN LANGUAGES (A LEVEL)

## Examination Board: AQA

The A level course in MFL is designed to develop pupils' proficiency in their chosen language and, at the end of the two years, they will be confident to speak and write about a wide range of topics. Regular one-to-one sessions with the language assistant and lessons taught mainly in the target language build spoken fluency, while a concentrated study of grammar and essay technique offers the pupils a solid understanding of the workings of the language. Pupils will come to understand linguistic concepts in detail and will gain an appreciation of register and style which will help them articulate themselves both in a foreign language and in their own language.

Together with language skills, the AQA course focus is on how French, German and Spanish-speaking societies have been shaped, socially and culturally, and how they continue to change. Over the two years of study, pupils will cover the following topics all in the context of the countries where their chosen language is spoken:

- social issues and trends (the family, cyber-society, voluntary work)
- artistic culture (cultural heritage, contemporary music, cinema)
- current issues (multicultural society, life for the marginalised, crime and punishment)
- political life (teenage engagement, the right to
vote, demonstrations, politics and immigration)
An individual project based on one of the topics above affords pupils the autonomy to concentrate on an area of particular interest while providing the opportunity to improve independent research skills. Pupils will have the opportunity to talk about and debate a subject that particularly appeals to them.

Pupils will also have the chance to analyse and critique a French, German or Spanish film and novel, which will further their appreciation of the language and the culture while preparing them well for tertiary study. Reading in a foreign language is one of the great joys of learning another language and this course introduces some of the best known works for pupils to enjoy.

## ASSESSMENT

Paper I: Listening, reading, writing (2 hours 30 minutes, 50\%)

Paper 2: Writing (2 hours, 20\%)

- In this paper, pupils are required to write two critical essays: one on a novel and one on a film (both in the language of study). They will be assessed on their level of language, their analytical skills and essay-writing style.

Paper 3: Speaking (2I-23 minutes, 30\%)
The speaking examination is divided into two
sections. In section one, pupils are given a stimulus on a subject within the prescribed topics. They are given five minutes to prepare answers to set questions and ideas on the topic as a whole. The examiner will then ask questions to elicit ideas and reactions to the stimulus.

In section two, pupils will hold a conversation for ten minutes on their individual research project. They will be assessed on the level of their spoken language but also on the depth of their research and their knowledge of culture

## REQUIREMENTS

Pupils who want to take these subjects must attain a minimum of a grade 7 at GCSE.

## MODERN FOREIGN LANGUAGES (A LEVEL)

## FRENCH

With over 200 million people speakers covering all five continents and as an official language of the United Nations, French remains a highly important world language. France is a key economic partner of many nations, notably Britain, and a knowledge of French offers a great advantage in the international job market.

Studying French also provides access to some of the greatest works of art and literature, not to mention fashion, dance, cooking and architecture where it is the recognised international language. Add to this the ability to travel and communicate, as well as the simple joy of learning a melodious and rich language, and French becomes an excellent choice to study at A level and beyond.

## GERMAN

German is not only the second-most spoken language in Europe but a dominant language in business and academia. Germany is also renowned globally for its strong economy and its contributions to science and technology with many global market leaders. Furthermore, Germany offers a world-class higher education.

The A level course gives an insight into the culture, society, art and history of Germanspeaking countries. Pupils will be introduced to seminal works of literature (i.e. Bernhard Schlink's 'Der Vorleser' ) and internationally acknowledged cinema (i.e 'Good Bye Lenin!').

Understanding German culture, linguistics and literature will provide an invaluable foundation for multiple subjects at higher education and it will open doors to the German-speaking as well as the international job market.

## SPANISH

The Spanish A level course forms a natural progression from GCSE, building on practical skills to enable you to understand and communicate in the written and spoken language for a variety of purposes in the world of work and leisure.

Pupils will study technological and social change, looking at the multicultural nature of Hispanic society. They will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. They will learn about aspects of the diverse political landscape of the Hispanic world. Finally, pupils will explore the influence of the past on present-day Hispanic communities.

Throughout their studies, they learn the language in the context of Hispanic countries and issues and influences which have shaped them. Pupils will study texts and film and will have the opportunity to carry out independent research on an area of their choice.

## COMBINATIONS

Popular choices in the past have been to combine the study of a modern foreign language with Latin or English for those with a real love of languages. Those wishing to specialise in languages at university would be advised to consider the study of two languages at A level. Many also take a language alongside subjects such as economics or business with a view to using their language for work later in life. Pupils with a more scientific bias have reported the benefits of having studied an arts subject once moving onto university. Pupils sometimes choose to follow a joint honours degree including the study of a language alongside another subject for the obvious benefit this offers to their CV.

Being able to communicate in a foreign language is a useful skill in itself in the workplace. Employers also recognise the value of other skills developed over the course of a degree in modern languages such as problem solving, enhanced cultural awareness and understanding and, if they embark upon exchanges or work experience programmes, the independence to live and thrive in a foreign country.

## MUSIC (A LEVEL)

## Examination Board: Edexcel

Music is a central part of life; all of us hear music and are impacted by music on a daily basis. Music is an academic subject of tremendous value in later life. It is a practical subject - a specific skill - that enables young adults to stand out from the crowd. As well as developing the confidence to perform in public, the ability to work independently on ideas is encouraged and developed. Such traits are central to success at university. An open mind, a desire to work independently and a willingness to engage with whole-school musical activities are essential traits for success in this qualification.

The Edexcel A level in music requires learners to develop an in-depth knowledge and understanding of musical elements, musical contexts and musical language, and allows pupils to apply these, where appropriate, to their own work when performing and composing.

## Component I: Performing (30\%)

Pupils will make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical and expressive control and an understanding of style and context. This will be achieved through playing or singing solo or in an ensemble, improvising, or realising music through music technology. This component will be externally assessed.

Assessment: a public performance of one or more pieces, performed as a recital totalling a minimum of eight minutes.

## Component 2: Composing (30\%)

Pupils will learn more of the processes involved in creating music through developing the technical and
expressive skills needed by a composer. Pupils will explore a range of compositional starting points, investigate a range of techniques for developing and manipulating ideas, before turning their ideas into completed pieces of music. This component will be externally assessed.

Assessment: two compositions, of a combined duration of at least six minutes.

One composition must be in response to a list of four briefs chosen by the examination board that assess compositional technique. The second can be either a free choice composition or can be chosen from a list of six briefs relating to areas of study covered elsewhere in the course.

## Component 3: Appraising (40\%)

Pupils will develop their listening and appraising skills through the study of music across a variety of styles and genres. The content is grouped into six areas of study, each containing two set works. Pupils will develop their knowledge and understanding of musical elements, context and language so they are able to make critical judgements about the repertoire and context of music within the areas of study. This component will be externally assessed.

Areas of study:

- Vocal music
- Instrumental music
- Music for film
- Popular music and jazz
- Fusions
- New directions

Assessment: a 2 hour 10 minute written examination comprising of two sections. Section A comprises three listening questions related to the set works studied and one short melody and rhythm completion exercise. Section B comprises two essay questions where pupils are required to draw links from their study of the set works to music heard as an unfamiliar extract and evaluate the musical elements, context and language of a set work they have studied.

## REQUIREMENTS

The minimum requirement is grade 7 in GCSE music. Pupils will also be helped by having grade 6 or higher in GCSE essay based subjects such as English and history. Pupils will need the ability to perform to at least grade 6 ABRSM standard on an instrument or voice and grade 5 theory is desirable.

## COMBINATIONS

Music can be taken in conjunction with a range of other subjects and is recognised as an academic course. The skills acquired throughout the course are of significant value in later life and employment. Music perfectly complements other subjects, both scientific and artistic, to provide a balanced set of qualifications.

## PHYSICS (A LEVEL)

## Examination Board: AQA

A level physics offers a broad, interesting and challenging curriculum that, in addition to building upon ideas introduced at GCSE and IGCSE, introduces new concepts to pupils. Practical work and practical skills underpin much of the work as does mathematical modelling. At A level there is an opportunity for pupils to specialise by means of an option section.

## TOPICS

I. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity
6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear physics

OPTIONS (pupils select one option in the second year):

- Astrophysics
- Medical physics
- Engineering physics
- Turning points in physics
- Electronics


## ASSESSMENT

Paper I (worth 34\% of A level)
Topics: I-5 and the first part of topic 6 Examined over 2 hours

Paper 2 (worth 34\% of A level)
Covers the second half of topic 6 (Thermal
Physics) and topics 7 and 8. Examined over 2 hours
Paper 3 (worth 32\% of A level)
Topics: Practical skills, data analysis and option Examined over 2 hours

Since practical work is at the heart of physics, exam boards have put in place a separate endorsement of practical skills that runs alongside the A level course. It assesses pupils' competency in a range of skills that are not assessable in written exams.

The A level grades will be based only on marks from written exams and is separate to the practical skills endorsement.

## REQUIREMENTS

The minimum requirement is a grade 7 in GCSE physics. For candidates with science and additional science GCSEs, two grade 7s are the minimum requirement. A grade 7 in mathematics is also required. Pupils studying physics are highly recommended to study mathematics at A level.

## COMBINATIONS

A level physics is best supported by an A level in mathematics. For the more able, further mathematics should be seriously considered. Another science, particularly chemistry, also complements the course well, as do design and technology and geography. Arts subjects are generally less compatible but can be combined with physics to demonstrate a varied and interesting profile in some cases. However, studying physics without mathematics can result in a limited range of available options for those wishing to study physics or related courses such as engineering in higher education.

Physics is essential for those pupils wishing to pursue careers in physics or engineering and may also benefit those wishing to study computing or related disciplines. It is also looked on favourably as a disciplined preparation for many other degree courses.

## Examination Board: Edexcel

Politics is a challenging and exciting subject that is new to virtually every pupil at A level. Many pupils will have some understanding of the nature of British politics, the parliamentary system and political parties; some will have an understanding of similar processes in other countries. The A level course is designed to teach pupils about the British political system, the nature of political ideologies and also takes a comparative look at US politics. The new A level allows for UK and US politics to be taught alongside each other and thus enhancing both the comparative element of this A level and the learning experience for the pupils.

## Paper I - UK Politics (33.33\% of A level)

Pupils will study:

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

Assessment of this unit will take place in the form of a written examination of 2 hours.

Paper 2 - UK Government (33.33\% of A level) Pupils will study:

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

Assessment of this unit will take place in the form of a written examination of 2 hours.

## Paper 3 - Comparative US Politics (33.33\% of A level)

 Pupils will study:- The US Constitution and federalism, US congress, US presidency, US Supreme Court, democracy and participation, civil rights.

Assessment of this unit will take place in the form of a written examination of 2 hours.

During the first year of the course, pupils study politics in the UK and US focusing on democracy, political parties, the media, US civil rights, electoral systems and voting behaviour. These topics will develop their understanding of how democracy functions and the differences between the two countries. They will also study the UK and US constitutions, and delve into the workings and relative strengths of Parliament and Congress.

The second year of the A level stretches and deepens their knowledge and understanding of power, democracy and the state by introducing them to the study of political ideologies. This ensures that those pupils interested in pursuing the subject to degree level have a strong foundation and that those who choose to study other subjects have an impressive knowledge that will complement other disciplines.

Pupils will take a comparative look at the position of the UK prime minister and the US president, and research the role of the supreme court in both countries. Finally, pupils will study liberalism, conservatism, socialism, feminism and anarchism; ideologies that all emerged out of the economic, social and political upheavals that have shaped the world in which we live today.

## REQUIREMENTS

Politics is likely to suit pupils who have an interest in the world around them, those who want to know more about the society they live in, how it works and how it could work. Those that enjoy debate, discussion and argument, and those who want to develop their own views, rather than accept the views of others, will flourish. As politics is not offered at GCSE, it is expected that pupils who opt for the subject at A level will have gained the minimum of grade 6 in literary subjects such as history, English and theology and philosophy at GCSE. No pupil will be hindered by not having studied the subject at GCSE, because the skills required are based upon analysis and evaluation that are developed in other subject areas.

## COMBINATIONS

At A level, politics combines well with history, geography, business, economics and English. Modern languages also complement the subject, opening up the possibility of the appreciation of other political systems. Taking politics will give pupils skills to help understand and assess ideas and arguments, and to construct and communicate clear answers to problems based on well-validated evidence.

Pupils can progress to courses such as an honours degree in politics, international relations and political science as well as to degrees in related subjects such as economics, business, history, geography, economics and social policy. The study of politics can lead to a variety of careers within areas such as journalism and broadcasting, management, publishing, local government, public policy and policy research, interest groups, the voluntary sector, as well as within politics itself

## PSYCHOLOGY (A LEVEL)

## Examination Board: AQA

Psychology can be defined as the scientific study of the brain and the mental processes that underlie our behaviour. It is both a thriving academic discipline and a vital professional practice.

We are all interested in what makes people tick and how this understanding can help solve major problems in society. Psychology is a science and psychologists study human behaviour by observing, measuring and testing, then arriving at conclusions that are rooted in sound scientific methodology. The A level course is designed to develop pupil interest in and enthusiasm for the subject, as well as learning to appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

In the Lower Sixth, pupils will study all of the core topics which include:

- Research methods
- Attachment
- Approaches in psychology
- Social influence
- Memory
- Biopsychology
- Psychopathology

These will be assessed across two, two-hour papers at the end of the Upper Sixth. Each topic will be examined through multiple choice, short answer and extended answer questions, making up 24 marks per topic.

In the Upper Sixth, pupils build on their knowledge of research methods through learning further mathematical skills, including the application of statistical testing. During the Upper Sixth we also study issues and debates in psychology, which includes the nature vs nurture debate and the assessment of cultural issues in research.

The third paper, Issues and Options in Psychology, examines pupils on three of nine optional topics. These are selected in line with pupil preferences and teaching staff expertise. The selected topics are outlined below:

- Gender
- Schizophrenia
- Forensic psychology

Paper three will also be a 2 -hour examination involving a variety of question types. The three papers contribute equally to the overall A level grade awarded at the end of the course.

Pupils studying psychology will have a number of opportunities to devise and conduct their own psychological research and analyse their results in a meaningful way through the use of statistical analysis. They will build a skill set which encourages them to think critically about existing research and how it can be improved.

In the Upper Sixth, pupils will engage in debates around key topics such as ethics and human research and the benefits of classification and diagnosis of mental disorders.

## REQUIREMENTS

The minimum requirement is a grade 6 in GCSE biology and English. For candidates with science and additional science GCSEs, two grade $6 s$ are the minimum requirement.

## COMBINATIONS

The psychology course links well with a range of other A level courses including biology, chemistry, physical education, geography, English, history and business.

Studying A level psychology can lead to applications for a variety of undergraduate courses. Among these, pupils have gone on to read psychology, criminology and social policy, criminology and psychology, forensic science and business management.

A psychology degree can lead on to a professional qualification and career in psychology, including clinical, educational and occupational psychology. These careers require a post-graduate doctorate qualification and work experience to be completed.

Every day, psychologists are involved in:

- Helping people to overcome depression, stress, trauma and phobias.
- Speeding up recovery from traumatic brain injury through an increased understanding of brain functioning.
- Reducing bullying in schools and psychological abuse in the workplace.
- Helping the police, courts and prison service to perform more effectively


## SPORTS SCIENCE (A LEVEL)

## Examination Board: OCR

The OCR sports science and physical education syllabus encourages pupils to understand and analyse the major concepts and principles underlying sport and physical education. The course gives pupils the opportunity to develop an in-depth understanding of the historical, physical, social, cultural and psychological factors that influence sport and physical education.

## Component I (30\% of A level)

Physiological Factors Affecting Performance
A 2-hour paper ( 90 marks) consisting of the following topics:

- Anatomy and physiology
- Exercise physiology
- Biomechanics


## Component 2 (20\% of A level)

Psychological Factors Affecting Performance
A I-hour paper ( 60 marks) consisting of the following topics:

- Skill acquisition
- Sport psychology


## Component 3 (20\% of A level)

Socio-Cultural and Contemporary Issues
A I-hour paper ( 60 marks) consisting of the
following topics:

- Sport and society
- Contemporary issues in physical activity and sport


## NON-EXAMINED ASSESSMENT (30\% of A level)

On-going practical assessment and coursework interview (60 marks)

Practical (30 marks - I5\%) This NEA will consist of one activity taken from the approved list. Learners can be assessed in the role of performer or coach.
EAPI Coursework - One to one interview (30 marks - 15\%) This NEA will consist of observing a live or recorded performance by a peer and then providing an oral response analysing and critically evaluating the performance.

List of permitted practical activities: //www.ocr. org.uk/Images/234840-as-and-a-level-guide-to-non-exam-assessment.pdf

## REQUIREMENTS

Pupils wishing to choose A level sports science should have a passion for sport and be a high level performer in their chosen activity. It is recommended that pupils compete at A team level at school or equivalent outside of school and have a strong desire to improve their performance through in-depth analytical and evaluative work.

A grade 7 in GCSE sports science is required and due to the large scientific component of
the course, involving anatomy, physiology and biomechanics, pupils should ideally have obtained a grade 7 in science at GCSE level

## COMBINATIONS

While there are several other subjects that could complement sports science very well, the anatomy and physiological elements of biology being particularly suitable, the breadth of the subject means that sports science could be studied alongside any subject. This course provides an excellent pathway to studying sports science or event management at university, leading to a number of career possibilities ranging from physiotherapy, teaching, sports analysis, event management, sports development, sports marketing and sports law, to name just a few.

The sports industry is an ever developing and lucrative business and as a result, a wealth of exciting careers are possible.

## THEOLOGY, PHILOSOPHY AND RELIGION (A LEVEL)

## Examination Board: OCR (Religious Studies)

'The unexamined life is not worth living', Socrates.

Theology and Philosophy develops the essential skills of reason and debate and no subject goes further to engage critically with the world and the nature of reality. The construction of coherent, persuasive and informed argument is a core aim of the A level and is both a hallmark of intelligence and key to a successful career in a variety of fields. The course builds on knowledge and skills initiated at IGCSE, although this is not a prerequisite of the course. The A level is examined in three separate papers; Philosophy of Religion, Ethics and Development in Christian thought.

## Unit I: Philosophy of Religion (33.33\% of A level)

 The topics covered include:- Ancient philosophical influences, such as Plato and Aristotle
- Arguments about the existence or nonexistence of God
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- The nature of the soul, mind and body.
- The possibility of life after death
- Ideas about the nature of God
- Issues in religious language


## Unit 2: Religion and Ethics (33.33\% of A level)

The topics covered include:

- Normative ethical theories, including utilitarianism, natural moral law and situation ethics
- The application of ethical theory to contemporary issues such as sexuality, business ethics and euthanasia
- Ethical language and thought
- Debates surrounding the significant ideas of conscience and free will
- The influence on ethical thought of developments in religious belief and the philosophy of religion


## Unit 3: Developments in religious thought from a Christian perspective ( $33.33 \%$ of A level)

The topics covered include:

- Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world. This includes the study of human nature and the purpose of life; the self and immortality; and the nature of Jesus Christ
- Sources of religious wisdom and authority, the Bible as a source of revelation and authority
- Practices that shape and express religious identity, and how these vary within a tradition
- Significant social and historical developments in theology and religious thought. This includes the
study of pluralism in theology and society; and gender in theology and society
- Key themes related to the relationship between religion and society. This includes study of topics such as the challenge of secularisation and religious responses to this


## REQUIREMENTS

Pupils who wish to take this subject must attain a grade 7 in Religious Studies (where this is taken at GCSE) and a grade 7 in English.

## COMBINATIONS

Pupils who take theology and philosophy at A level typically study other subjects in the humanities such as history, politics, English, psychology and modern languages; some pupils also combine theology and philosophy with one science subject.
Pupils of theology and philosophy typically have gone on to university to study law, philosophy, languages, history, English, psychology, economics and theology.

Philosophy and theology graduates have gone on to careers such as law, journalism, politics, medical ethics, psychotherapy, religious ministry and teaching.


