

SIXTH FORM INFORMATION

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POLAM HALL
CONCORDIA CRESCIMUS

2011

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WELCOME

The primary aim of our Sixth Form is to enable each student to take the best steps in life.

Examination success is undoubtedly important but we also attach great importance to developing self-reliance, self-motivation and a sense of belonging to a wider community. All our Sixth Formers have opportunities to demonstrate leadership and team-work skills. All-round experience is increasingly essential for success in university applications.

Sixth Formers are encouraged to try a number of extra-curricular options in addition to their academic timetable; this enables them to discover a wide range of interests and to develop their individual personalities.

Our friendly yet purposeful atmosphere is underpinned by a very strong pastoral system with regular communication and target-setting. Students are kept busy in many directions; they work hard without being unnecessarily pressurised.

These factors lead to high personal and academic success without the narrowness of approach that often accompanies it.

The annual examination results demonstrate impressive academic achievements and the wide range of higher education places our students secure. Details of the A level results in recent years and the destinations of our leavers can be found on the school website. Our thriving Old Scholars' Association is further testimony to the excellent experience Polam Hall students enjoy and to the friendships they forge, with both peers and staff.

We are committed to this powerful and successful combination.

PASTORAL SYSTEM

Closely monitored and supported by the Head of Sixth Form, a team of form tutors are responsible for the routine administration of the Sixth Form. In addition students choose their own Personal Tutor, who then works closely with them during the two years, monitoring and mentoring. The Personal Tutor also helps with careers advice and university preparation in close collaboration with the Head of Careers. This is where the school's focus on individuals is most obvious and hugely appreciated by the students. The fact that 100% of our leavers were successful in gaining entry to their chosen courses in 2010 shows the value of this very personal and supportive approach.

FACILITIES AND PRIVILEGES

In addition to the main school facilities, Sixth Formers also have their own centre, Plantation, for private study and relaxation. Plantation has common rooms, study rooms, computers, kitchens, toilets and a basement multi-gym.

Students may visit Darlington during lunch-times or their free periods and may leave from 3.00pm, providing they have no lessons.

DRESS CODE

Sixth Form do not wear the same uniform as the rest of the School, but they are expected to dress smartly as in a business environment. We recommend a dark suit or similar and expect the highest standards of dress. This not only serves to reinforce the appropriate working atmosphere so vital in these A Level years, but helps Sixth Formers prepare for the competitive world of work.

OPPORTUNITIES AND RESPONSIBILITIES

All Sixth Formers serve as prefects, experiencing the associated responsibilities and the opportunities for leadership. Many are also elected to additional roles, such as Head of School, House Captains or serve as members of committees.

There are a host of other opportunities for enrichment and everyone is encouraged to engage in something:

- Sport
- Choir
- Drama
- Expeditions
- Inter-house competitions
- Reading Mentors
- Peer Mentors
- Orchestra
- Debating
- Speech & Drama
- Wind band
- Creative writing
- School Council
- Senior Quiz
- School Magazine
- Duke of Edinburgh Award
- Charity work
- Form Prefects
- Social Committee
- Bridge
- and many more

SIXTH FORM SCHOLARSHIPS

Polam Hall School awards academic scholarships and means-tested bursaries based upon three main criteria:

- Academic excellence.
- The promise or potential of academic excellence in the future.
- That the candidate will contribute significantly to the general life of the school.

At 16+ (for entry into Year 12 and awarded until completion of Year 13)

- The maximum for a scholarship award is a third off the full fee. Awards may also be made on a subject-specific basis.
- Music awards.
- Sports awards.

The scholarship process is detailed on the school website. It takes place in late January or early February.

CURRICULUM

This booklet details the A level subjects currently offered at Polam Hall.

A Level courses all follow the pattern of an AS qualification (made up of 2 or 3 units) and an A2 (full A level) qualification (also made up of 2 or 3 units).

The courses will continue to follow the AS (Lower Sixth) to A2 (Upper Sixth) pattern. AS and A2 courses each contribute 50% of the final A Level. Flexibility is one of the advantages of this system. It allows students to study a subject to AS in the Lower Sixth and then in the Upper Sixth year to pick up a totally new subject also leading to AS examinations, subject of course to restrictions imposed by the timetable.

Most students choose to do four AS subjects in the Lower Sixth and to carry on with three of these to A2. For some students, however, the choice may be five or three AS subjects. Currently each AS subject has 4½ timetabled hours per week and A2 subjects have 5 hours. Students are expected to spend at least a matching amount of time studying independently. It is definitely not sufficient just to do the homework set. Background reading and individual research are vital for high grades at A Level. Some supervised study periods in Lower Sixth help students to develop appropriate work habits. Enrichment and PE also have timetabled lessons and are compulsory.

Examination sessions are in January and May/June. Individual subject teachers decide which session is most appropriate for the units in their subject. Most students will be entered for at least one unit in the January session of Lower Sixth.

EFL (ENGLISH AS A FOREIGN LANGUAGE)

For students whose first language is not English and who do not have a grade C in GCSE English (or equivalent) EFL lessons are part of the regular timetable alongside A Levels. Polam Hall's EFL Department prepares students for examinations that will help them to demonstrate their proficiency in English when applying for University. The examination currently offered is the IELTS - International English Language Testing System. If it is practicable students may also work towards an A Level in their native language.

IELTS (International English Language Test Series) 2 hours 45 minutes

Students will travel to a test centre in either York or Harrogate to sit this examination, which will take most of the day, usually a Saturday. It is also possible to sit this examination in their own countries. Candidates are examined in modules for:

- Listening : 30 - 40 minutes
- Academic reading : 60 minutes
- Academic writing : 60 minutes
- Speaking : 15 minutes

This examination is accepted by all UK universities, which require entrants to score between 6.0 and 7.0 on a scale that reaches from 0.0 – 9.0. The grade required depends on the university and the course the entrant intends to follow.

The international nature of this examination makes it recognisable and useful in many other countries around the world.

THE STUDY CENTRE AND THE SIXTH FORM

The Study Centre offers places to a small number of students who require something different from a full A Level timetable, and also assists Sixth Formers who need to re-sit modules. All Sixth Formers have an individual timetable, drawn up in consultation with students and parents. Usually this will include a combination from the items listed below:-

- Appropriate courses at A Level and/or GCSE
- Work experience
- Keyboard/computer skills
- English and number work
- General Studies
- Individual studies based on the interests of the student or vocational study
- The usual sixth form duties and responsibilities
- Life skill studies
- PE

Career choice and placement is considered carefully and the timetable can be flexible enough to enable a student to integrate gradually into a work or college placement. The main aim for Sixth Formers attending the Study Centre is to provide a relaxed and enjoyable learning programme which will help pupils to gain a little more maturity and confidence whilst preparing for the next stage in life.

ENRICHMENT

A twelve month multi-discipline Enrichment course, incorporating aspects of both General Studies and Critical Thinking, is followed by all students in the Lower Sixth Form. The aim is to stimulate a breadth of interest in subjects outside specialist courses, and to provide opportunities for discussion thereby enhancing and broadening their curriculum.

The course is delivered by a team of teachers from varying disciplines and as a result each teacher offers a lively, interesting programme within his or her specialism. Outside speakers are also invited to participate in the programme. These speakers may give presentations to small groups or to the entire Sixth Form depending on the nature of the topic..

Presentations may include:

Learning Styles and Study Skills	Business Dynamics
Aspects of Personal Safety	Personal Health & Drugs Awareness
Money Management	Careers presentations from different bodies
Local (and national) Politics	Cooking on a budget

BOARDING

Boy boarders are housed in South View, whilst girls are in New House. Sixth Form boarders share study bedrooms and enjoy the privilege of considerable freedom. Sixth Form boarding is viewed as a stepping-stone to the university experience, and whilst closely monitored by boarding staff, boys and girls are allowed to become more independent.

Students are encouraged to take responsibility for their own laundry and housekeeping. Evening private study is expected and the House is required to be quiet by 11pm with all in bed by midnight. Students have access to the Boarding house IT Room until 11pm.

Sixth form boarders assume various duties and act as prefects and mentors to the younger girls. The Head and Deputy Head Boarder and the Heads of the two Boarding Houses liaise closely with the Head of Boarding, and co-ordinate the Boarding Council. These meetings provide an important voice for the boarders and are held twice a term.

Many of the School facilities are available to the boarders during evenings and weekends and, in addition, boarders take advantage of the many cultural and sports activities in Darlington. Girls may attend parties when invited and many of them travel to Newcastle to enjoy the theatre, shops and other attractions.

The school provides medical facilities for all inoculations and vaccinations required for pupils travelling abroad. Assistance is also given with travel arrangements should parents require it, but it is parents' responsibility to see that passports and visas are current and to obtain flight tickets.

Parents are expected to make arrangements for pupils to be away from school during half terms.

CAREERS

Careers Guidance is assuming an increasingly important role within the framework of our educational system. The world of work is complex and ever changing, so it is vital that the strong foundations established earlier in the school are built upon in the Sixth Form. The Sixth Formers have unlimited access to the Careers Room and its bank of resources; books, periodicals and prospectuses.

During the Lower Sixth, the students are encouraged to attend 'taster courses' in such subjects as Forensics, Medicine, Veterinary Science and Law. These courses are run by participating universities and provide a useful insight into both the career and University life. They will have opportunities to attend University Open Days.

At the beginning of the Spring Term all students will do the Stamford Test: this will highlight suitable university courses and students are guided to relevant websites including UCAS. The summer term will contain a programme of visiting speakers addressing such issues as 'how to select a suitable degree course' and 'how to fill in the personal statement on the UCAS form'. It will culminate with a visit to the Spennymoor Higher Education Fair. This ensures that each student has a clear understanding of the Higher Education programme and is given positive guidance. By the end of the Lower Sixth the students should be familiar with university prospectuses and UCAS Apply (internet application system). Extra work experience in a relevant field is encouraged at this stage.

In the Upper Sixth the students receive comprehensive advice and support from both Personal Tutors and the Careers Advisor when filling in their application form for Higher Education. The relationship that exists between the student and their Personal Tutor is of particular value and importance. Students apply to Higher Education establishments and tend to gain admission to the course and institution of their choice. Those intending to enter the world of work are suitably prepared. Admissions to Oxbridge are a regular occurrence, and a number of staff provide relevant information to aid the student in their choice of course and college.

Staff are available on A Level results day to ensure the students have access to up to date information regarding university entrance requirements, in the unlikely event that they do not achieve their first choice.

UCAS Points Score

At present for the purposes of entry to universities and for the preparation of league tables, the new A Levels and AS Levels are given points as follows:

	A*	A	B	C	D	E
A Level	140	120	100	80	60	40
AS Level		60	50	40	30	20

DESTINATIONS OF RECENT LEAVERS

A sample from the last few years showing a selection of higher education establishments to which our students have gone, their chosen course and the minimum requirement for entry:

University	Grades	Course
Sunderland	300	Pharmacy
UEA	AAB	Pharmacy
Sheffield	Unconditional	East Asian Studies
Nottingham	ABB	Psychology
Manchester Met	160	Physical and Sports Education
U. Central Lancs	200	Fine Art
York St John	240	Business Management
Abertay Dundee	CCC	Computer Games
Aberdeen	ABB	Entrepreneurship and Finance
Cleveland College Art	Unconditional offer	Professional Photography
Manchester College	120	Sport and Fitness Management
Kent	280	Fine Art
Manchester Metropolitan	240	Food and Nutrition
Staffordshire	240	Computer Games Programming
York	BBC	Applied Social Science
Northumbria	300	Fashion Marketing
Teesside	220	Childhood Studies
Manchester Met	240	Sports Coaching
U of West England Bristol	300	Forensic Science
Essex	180	Accountancy
York St John	220	Marketing Management

EXPECTATIONS

POLAM HALL SCHOOL / STUDENT PARTNERSHIP

Students may expect:

- Initial and continuing guidance about courses.
- Appropriate teaching, setting and marking of work.
- Regular reports, assessment, discussion and advice.
- Additional support and reviews whenever necessary, on request.
- Facilities and resources for study and encouragement to acquire sound learning skills and habits.
- Careful and comprehensive advice and support about careers.
- A willingness to talk with students and/or their parent(s), both at regular published meetings and by appointment.
- Genuine concern for the welfare and development of all students, both as a body and as individuals.
- Opportunities for personal development through extra-curricular involvement, teamwork and leadership.

Please note, staff are available for consultation and the help of outside agencies can be sought when needed. No student should ever feel there is no one to turn to.

The school expects:

- Respect for others, their learning, views and belongings at all times.
- Prompt attendance at all classes, assemblies and registration.
- A genuine effort to maintain appropriate standards of work and meet course requirements.
- The completion of all work on time.
- Systematic use of study time to follow up and consolidate class work.
- Respect for the working environment, particularly in designated study areas.
- Your availability to staff when they request.
- Fulfilment of all duties and extra-curricular commitments.
- A manner of personal conduct (including dress) appropriate to our school environment.

SUBJECTS

The following pages describe the courses currently on offer at AS and A2 Levels. The provision at A Level is annually reviewed and every effort is made to match the Sixth Form curriculum to the interests of the cohort.

ART

EDEXCEL

The Art Department has a special teaching area reserved for the use of A Level candidates with full size adjustable drawing boards. They also have the use of a dedicated private study room for art. Other facilities include a pottery room with kiln and a dark room with five enlargers and a developing sink. The resource area is equipped with a variety of sources of information, including a comprehensive collection of books, images, videos and CD's. Our graphic design computer suite is equipped with a scanner and specialist printer and has internet access for research. We have also recently installed an interactive white board.

The A Level course encourages a broad approach, which allows candidates to develop a sound grounding in a number of areas while still exploring the subject in depth. The Specification builds on the skills, knowledge and understanding acquired by taking Art at GCSE. Although certification at GCSE is not a pre-requisite of the AS/A Level course, it is expected that candidates have some experience of using art materials and processes together with some knowledge of contemporary and historical art and design. More importantly, Art students should have a commitment to and love of the subject, feel motivated to develop their skills, and be able to express their ideas in creative assignments.

Art and Design at A Level may form the basis for further specialist study at degree level. Many successful candidates go on to Foundation courses to select their specialisation before entering Art Colleges. Many of our former students work in fashion and interior design, whilst other have moved on to study Architecture, Law, Accountancy and Journalism or have entered Primary teachers training courses where art is greatly valued.

Areas of Study offered at Polam Hall:

- * Fine Art
- *Textile Design
- *Photography
- *Graphic Design
- *Critical and Contextual Studies

AS Units:

Unit 1: Art and Design Coursework - Students must submit supporting studies and practical outcomes from personal starting points.

Unit 2: Art and Design Externally Set Assignment - Students must submit supporting studies and practical outcomes in response to a given theme.

A2 Units:

Unit 3: Art and Design Coursework - Students must submit supporting studies, a linked personal study of 1,000 - 2,000 words and practical outcomes from personal starting points.

Unit 4: Art and Design Externally Set Assignment - Students must submit supporting studies and practical outcomes in response to a given theme.

Skills

This course requires students to develop the skills to:

- a) record experiences and observations, mainly in visual form; undertake research and gather, select and organise visual and other appropriate information
- b) explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; make and record independent judgements
- c) use knowledge and understanding of the work of others to develop and extend thinking and inform their own work
- d) generate and explore potential lines of enquiry using appropriate media and techniques
- e) apply knowledge and understanding in making images and artefacts; review and modify work, and plan and develop ideas in the light of their own and others evaluations, and
- f) organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms

Knowledge and Understanding

This course requires students to develop practical and theoretical knowledge and understanding of:

- a) relevant materials, processes, technologies and resources
- b) how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts
- c) how images and artefacts relate to the time and the place in which they were made and to their social and cultural contexts
- d) continuity and change in different genres, styles and traditions, and
- e) a working visual/written vocabulary and specialist terminology

Assessment Objectives

These are equally weighted and must be fulfilled within each unit:

AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

AO2 - Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

AO3 - Record in visual and/or other forms ideas, observations and insights relevant to intentions, demonstrating an ability to reflect on work and progress

AO4 - Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, oral and other elements

At present Biology has a very high profile. It is right at the forefront of science and the amazing discoveries being made on a nearly daily basis, mean that certain phrases are common parlance, for example biotechnology, GM foods, human genome. The study of Biology is exciting and dynamic, and the Specification changes to keep abreast with new discoveries. This means that genetic engineering - its applications and implications - are among the topics studied. To study Biology is to be at the forefront of scientific enlightenment!

Biology offers a natural bridge between the sciences and the arts. Although it is an essentially scientific subject, its study inevitably requires models and abstract reasoning. It can be the natural choice for both the science and the arts student.

Biology is of obvious value for a career in medicine or veterinary science. The broad base of A Level study is an excellent preparation for further specialist study at undergraduate and postgraduate levels. Much modern scientific research is centred round Biology - from microbiology and biotechnology to genetic engineering and bio-molecular study.

The variety of the subject that makes it fascinating and flexible: it is a natural partner to such diverse subjects as Food Technology, Chemistry, Statistics, Geography, Art, Business Studies and PE.

AS Units

Unit 1: Cells, Exchange and Transport. Written examination paper of 1 hour in January

Unit 2: Molecules, Biodiversity, Food and Health. Written examination in June of 1 ¾ hours

Unit 3: Practical Skills in Biology 1. These are assessed using specific experiments and are lesson-based. The coursework will be assessed in the Spring Term.

A2 Units

Unit 4: Communication, Homeostasis and Energy. Written examination paper of 1 hour in January

Unit 5: Control, genomes and Environment. Written examination in June of 1 ¾ hours

Unit 6: Practical Skills in Biology 2. This unit is assessed through the completion of three set tasks in the Spring Term.

The AS course covers a broad range of topics concerning business planning, business functions and the external environment. Students begin the course by researching and preparing a business plan, and then later the functional areas of production, marketing, human resource management and finance are studied. The A2 course considers objectives and strategies businesses could adopt in the four functional areas, outlined above. External influences are also studied in more depth.

It is not necessary to have taken Business Studies at GCSE level, but clearly an interest in business issues and organisations is desirable. The skills that are required include literacy and essay writing abilities, analysis and evaluation skills, numeracy and ICT skills.

Business Studies combines well with other subjects and is helpful in a wide range of careers such as Accounting, Management, Marketing, Economics and other related fields. Although there are some common elements with Economics, the two subjects are quite different but they complement each other and often both subjects are chosen by students.

AS Units

Unit 1: Planning and Financing a Business

Starting a Business:

Enterprise, business ideas and business plans, markets and market research, legal structure, sources of finance for new businesses, location and issues about small businesses employing people.

Financial Planning:

Costs, revenues, profits, break-even, cash flow, budgets and objectives.

Examination: 40% of AS, 20% of A Level, 1 hour 15 minutes exam, 60 marks.
Short answer questions and extended responses based on a mini case study.

Unit 2: Managing a Business

Students gain an appreciation of different aspects of business including:

Marketing and the competitive environment, the role finance, issues relating to people within businesses and the principles of operations management.

Examination: 60% of AS, 30% of A Level, 1 hour 30 minutes exam, 80 marks.
Compulsory, multi-part data response questions.

A2 Units

Unit 3: Strategies for Success

The following topics are studied in relation to how businesses set objectives, measure performance and devise strategies: Functional objectives and strategies, financial strategies and accounts, marketing strategies, operational strategies and human resource strategies.

Examination: 25% of A Level, 1 hour 45 minute exam, 80 marks.
Extended answers based on an unseen case study.

Unit 4: The Business Environment and Managing Change

A synoptic unit drawing on all parts of the specification, considering the relationship between businesses and the external environment: corporate aims and objectives, assessing changes in the business environment and managing change. Students need to carry out research before the examination on an issue set by AQA.

Examination: 25% of A Level, 1 hour 45 minute exam, 80 marks.
1st section is questions on a Pre-released research task.
2nd section has a choice of essays.

The A Level Chemistry course is both interesting and challenging. It can be undertaken successfully by students who have studied either Chemistry or Additional Science at GCSE. We would recommend a B grade as the minimum level from which to start the A Level course.

Calculations feature fairly regularly throughout AS and A2. Students with a good pass at GCSE Mathematics will be able to cope and learn the few new mathematical skills required.

A good imagination and an ability to express and explain ideas are a considerable advantage.

During the A Level course the fascination of Chemistry begins to take off. For example, it is possible to get some insight into how and why drugs work and how they can be designed, how analytical methods work and how the structures of substances can be deduced.

A good A Level grade in Chemistry is required by many universities for students wishing to study medicine, dentistry, veterinary science or pharmacy.

Chemistry can be studied on its own at university, or it can be combined with a wide range of other subjects such as languages, engineering, biology and mathematics. Courses for a Chemistry degree exist which give an opportunity to spend a year at an overseas university.

AS Units

Unit 1 (1¼ hours): Foundation Chemistry

Unit 2 (1¾ hours): Chemistry in Action

Unit 3: Investigative and Practical Skills in AS Chemistry. (This is coursework and must be undertaken at school during lessons.)

A2 Units

Unit 4 (1¾ hours): Kinetics, Equilibria and Organic Chemistry

Unit 5 (1¾ hours): Energetics, Redox and Inorganic Chemistry

Unit 6: Investigative and Practical Skills in A2 Chemistry. (This is coursework and must be undertaken at school during lessons.)

DRAMA AND THEATRE STUDIES

EDEXCEL

An exciting and thought provoking course in which you can develop skills in performance and/or technical design. There are options to focus on costume design, mask design, set design lighting and sound design, as well as the traditional performance choice.

If you choose this subject you can: analyse live performances, deconstruct dramatic texts and create original theatre; investigate and experiment with the work of famous innovators and practitioners in the theatre; explore your own dramatic and technical creativity and cultivate craftsmanship while developing your own work.

The course enables students to gain an entry qualification for many higher education courses, not only in Drama and Theatre Studies, but also in a host of other subjects. A Level Theatre Studies is accepted as part of the entrance qualifications for a wealth of courses at universities, including Oxford and Cambridge.

The exam structure is ideal for practical learners, with plenty of opportunities for applied learning and a practical assessment format.

AS Level (1st year of study)

Unit 1 – “Exploration of Drama and Theatre”

Students will learn how to analyse plays in a variety of ways so that they become familiar with the way written plays can be interpreted for realisation in performance. This will include the practical study of 2 plays, the practical exploration of a Drama practitioner and an evaluation of a play seen.

Assessment will take the form practical workshop, with a portfolio of evidence compiled by the student. (Internally assessed practical exam, 20% of the full A level)

Unit 2 – “Theatre Text in Performance”

Students work in their chosen area of performance or design, creating a practical presentation of a play accompanied by a written concept of their work.

(Externally assessed practical exam, 30% of the full A level)

A2 Level (2nd year of study)

Unit 3 – “Exploration of Dramatic Performance”

This unit requires the creation of a unique and original piece of theatre. The knowledge and understanding gained in the AS units can now be applied to a created production. Students will be assessed on both the process of creation and the finished product in the form of a performance to an invited audience.

There are options to follow pathways in both performance and design, researching, developing, shaping and refining ideas.

(Internally assessed practical exam, 20% of the full A level)

Unit 4 – “Theatre Text in Context”

Students will study a classic British theatre masterpiece. They will develop and shape their ideas for a proposed production of the play from the perspective of a director.

Students will see a live production and evaluate the performance or design elements of the production in a final written examination.

Annotated texts and personal notes are permitted in this exam.

(Externally assessed written exam, 30% of the full A level)

Economics offers the opportunity to study a new subject in the Sixth Form.

For those considering this subject an interest in the news and current affairs is important. Examinations require the analysis of written and numerical information. Students need to be able to explain concepts clearly in written and diagrammatical form. Essay skills will also be required and these will be developed during the course.

Although there is some overlap with Business Studies it is by no means large, the specification contents are quite different. Therefore it is acceptable to study both subjects as in fact they do complement each other well.

Economics is a well regarded social science. The subject looks at how individuals, firms and governments allocate scarce resources. It therefore examines choices and the decisions they face.

It is a useful subject for students considering careers in Economics, Management, Business, Accounting, Law and other related fields.

AS Units

Unit 1: Markets and Market Failure

This unit introduces **Microeconomics** and the following topics are studied: The economic problem, the allocation of resources in competitive markets, production and efficiency, market failure and government intervention in the market.

Examination: 50% of AS, 25% of A Level, 1 hour 15 minutes examination, 75 marks.
Section A – objective test items.
Section B – choice of data response questions.

Unit 2: The National Economy

This unit introduces **Macroeconomics** and the main topics studied are: the measurement of macroeconomic performance, how the macroeconomy works, AD/AS analysis, the circular flow of income, economic performance and macroeconomic policy.

Examination: 50% of AS, 25% of A Level, 1 hour 15 minutes examination, 75 marks.
Section A – objective test items.
Section B – choice of data response questions.

A2 Units

Unit 3: Business Economics and the Distribution of Income

This is a synoptic unit. Issues will be examined in global and EU contexts including: The firm: objectives, costs and revenues, competitive markets, concentrated markets, the labour market and government intervention in the market.

Examination: 25% of A Level, 2 hour examination, 80 marks.
Section A – a choice of data response questions
Section B – three optional essay questions

Unit 4: The National and International Economy

This is a synoptic macroeconomic unit examined in global and EU contexts. Topics studied are macroeconomic indicators and the international economy.

Examination: 25% of A Level, 2 hour examination, 80 marks.
Section A – a choice of data response questions.
Section B – three optional essay questions.

ENGLISH LANGUAGE

AQA

This is a wide-ranging and very popular course, which provides an introduction to linguistics and the formal study of language, but also provides opportunities for students to develop their own skills as writers in a variety of modes. The course is likely to be of interest to students whose career interests include linguistics, journalism, psychology, sociology and politics, as well as speech therapy, teaching and working with children. In addition to its practical value as a career qualification, the course can provide interest and breadth to complement a wide range of other A Level subjects, from English Literature to Biology, from Drama to Economics.

Among the skills and knowledge to be assessed are:

AS Units

Unit 1: Categorising Texts Exam 2 hours

This unit covers the introductory aspects of the study of language, using a variety of texts for the basis of this study. In addition it focuses on three specific social contexts: Language and Power, Language and Gender, Language and Technology.

Unit 2: Creating Texts Coursework 2500-3500 words

In this unit candidates are encouraged to develop their own writing skills, producing writing in different genres for different audiences and purposes.

A2 Units

Unit 3: Developing Language Exam 2 ½ hours

This unit builds on the knowledge and skills developed in AS studies, as well as having an additional focus on two new specific areas of language study: Child Language Acquisition and Language Change.

Unit 4: Investigating Language Coursework 2500-3500 words

In this unit candidates apply their knowledge of linguistic methods and concepts acquired over the course to produce two separate pieces of writing: a language investigation and an informative media text.

"You develop the insight of an artist, the analytical precision of a scientist and the persuasiveness of a lawyer. "
'Why Study English?' Prof. Moran, Brunel University

English Literature is a varied and popular subject, combining a strong academic tradition with the most recent thinking in the field of literary studies.

The course enables pupils to enjoy reading and discussing English Literature, and to increase their understanding of what the study of literature involves. The emphasis is on getting to know a wide range of texts in depth, both through close reading and through an appreciation of the contexts in which literary texts are written and understood.

An A Level in English Literature is welcomed as a qualification for most degree courses and careers. It provides a very wide range of opportunities for courses in the Arts, Humanities, Media and Communications, but can also be a valuable contrast to scientific, technological and economics-based subjects, opening up greater breadth of interest and range of reference. Pupils will develop valuable skills in written and spoken communication, and be able to work independently and think critically.

Lessons are largely seminar-based, and supplemented by theatre visits, student conferences, workshops, and so on. Pupils will enjoy opportunities to discuss issues, develop their own ideas and interpretations, expand their own interests and enthusiasms, and think about a range of cultural, social and historical issues. At both levels the course combines focus on key taught texts with a requirement for extensive independent reading which will underpin examination success.

AS Units

Unit 1 (2 hours): Texts in Context Victorian Literature: Thomas Hardy's poetry and an unseen piece of Victorian non-fiction and wider reading of Victorian literature.

Unit 2 Coursework: Creative Study Victorian Literature: *Jane Eyre* or *The French Lieutenant's Woman*; *A Doll's House* or *Arcadia*. Critical essays or creative writing

A2 Units

Unit 3 (2½ hours): Reading for Meaning unseen extracts and wider reading on theme *Love through the Ages* across poetry, drama and prose

Unit 4 Coursework: Extended Essay and Shakespeare Study a critical essay on *The Winter's Tale*, *Pride and Prejudice* and a choice of one of the following: *Atonement*, *Brideshead Revisited*, *Death of a Salesman*, *My Mother Said I Never Should*, *The Great Gatsby*, *Who's Afraid of Virginia Woolf*.

Careers in food related areas are many and varied, ranging from opportunities in the food industry to community services. The depth of the course allows students to progress easily to public relations, research and marketing.

Students wishing to study Food Technology should have a good understanding of scientific principles but more importantly an investigative attitude towards the work. The specification covers relevant social, scientific, economic and technological knowledge allowing a keen understanding of market forces on consumers, manufacturers and suppliers. The practical base of the course enables students to follow a flexible pathway in development, production and marketing of manufactured products.

AS Units

Unit 1: Portfolio of Creative Skills

In this unit students are given the opportunity to develop their creative, technical and practical skills through a series of product investigation, design and manufacturing activities.

Unit 2 (1½ hours): Design and Technology in Practice

In this unit students develop a knowledge and understanding of a wide range of materials, components, additives and processes used in the design and production of food products. It is important for students to learn about the main food components, their physical nature and working properties. Similarly, students need to know the various stages in preparing foods for large-scale production. They must also learn the fundamental principles underpinning food preservation and the various techniques involved.

Quality of food is of major importance to the manufacturer and consumer. It is therefore essential for students to understand the principles of food quality control and good manufacturing practice in the food industry.

A2 Units

Unit 3 (2 hours): Food Products, Nutrition and Product Development

In this unit students develop a knowledge and understanding of a range of food commodities, aspects of nutrition, product development and food innovation. It is essential for students to have a comprehensive knowledge of the main food commodities, their composition, basic processing and typical spoilage patterns.

A sound knowledge of nutrition and its influence on diet, contemporary lifestyle issues and new product development is particularly important for food technologists.

Unit 4 (internally set, externally moderated): Commercial Design

In this unit students are given the opportunity to apply the skills they have acquired and developed throughout this course of study, to design and make a food product of their choice.

In order to reach high attainment levels, students must adopt a commercial design approach to their work, reflecting how a professional might deal with a design problem and its resolution.

A key feature of this unit is that students consider issues related to sustainability and the impact their product may have on the environment. Sustainable issues include materials, components/ ingredients production and selection, manufacturing processes, use of the product and its disposal/recycling.

This A Level course concentrates on the use of French in a wide range of contemporary situations, with particular reference to France and French-speaking countries. At AS Level, students study broad topics which include aspects of everyday life, leisure, entertainment and the media. A2 units focus on more demanding issues such as law and order, the environment, politics, science and technology. Work at both levels is firmly rooted in the culture of the francophone world.. Authentic sources are used extensively to familiarise the students with a wide variety of contexts and to enable them to achieve effective communication at a high level. The fundamental language skills of listening, speaking, reading and writing are developed within the topic areas in order to achieve an integrated course of study.

Students are encouraged to have a direct contact with France and French people wherever possible in order to gain a range of valuable life skills. They will be offered the opportunity of following a short, intensive language course in France to enhance their linguistic capabilities as part of this course. All students are strongly urged to take advantage of this experience as part of their AS studies.

The modern linguist today needs to be dedicated, well motivated and intent on achieving a very high level of specialised skills. Oral fluency, together with the ability to contribute to discussion is important. The course is demanding but is undoubtedly an excellent preparation for all Higher Education courses and careers.

AS Units:

Unit 1 Speaking: 15 minutes with 20 minutes preparation time: Role play followed by topic conversation and discussion 15%

Unit 2 Listening, Reading and Writing mixed skill examination (2 ½ hours) 35%

A2 Units

Unit 3 Speaking and Reading: 15 minutes with 20 minutes preparation time: Questions on a topical article followed by in depth discussion 15%

Unit 4 Listening, Reading and Writing mixed skill examination (2 ¾ hours) 35%

GEOGRAPHY

AQA

Geography is a fascinating subject because it is about ourselves – it asks why we live how and where we do, and how we fit into our environment – plus, what happens when it goes wrong. Is this for you? Yes – if you enjoy learning about people and places and are fascinated by cultural differences, or wondered about globalisation and why there is a Starbucks on many High Streets? Yes – if you're interested in the natural world – glaciers, rivers and volcanoes – and are concerned about the environment and its future.

The units of study allow candidates to consider their own roles, values and attitudes and also those of the decision makers in relation to the themes and issues being studied. The subject content takes an 'Issues and Impacts' approach and has been designed to allow progression through the course and beyond to link with the demands of higher level study. Concepts covered at GCSE may be revisited but not repeated in AS. Likewise, concepts covered in AS may be further developed but not repeated at A2.

AS LEVEL

This provides for a coherent and relevant programme of study in itself and also a substantial platform for progression towards successful completion of A2 Geography. It is divided into two sections – Physical and Human Geography. **Unit 1** forms the core and includes compulsory topics on rivers and flooding and global population change, together with the elected topics on coastal environments. Candidates answer four questions on the 2 hour paper, one on each topic. **Unit 2** – Applied Geography – is a 1 hour paper with questions based on fieldwork, Ordnance Survey map work and geographical skills.

A three day residential fieldwork course is arranged during the Spring Term, currently based at the Cranedale Centre in the Yorkshire Wolds.

A2 LEVEL

Unit 3 – Contemporary Geographical Issues – involves studying topics such as plate tectonics and associated hazards, weather and climate and associated hazards, world cities and globalisation. Students take a 2 ½ hour paper and answer three questions, one of which is an essay question. **Unit 4** consists of two parts. **Unit 4a** is the Fieldwork Investigation which consists of structured short and extended questions based on fieldwork carried out at Cranedale. **Unit 4b** is the Issues Evaluation paper which consists of structured short and extended questions based on an advance information booklet issued by AQA. Both papers are 1 ½ hours. It is anticipated that Unit 4a will be taken in January of the Upper Sixth Year and Units 3 and 4b will be taken in June at the end of the course.

The aims of this course should encourage students to develop critical insights into, and contact with, the contemporary society, cultural background and heritage of countries or communities where German is spoken. More specifically they will develop an understanding of the spoken and written forms of German from a variety of registers.

The AS and A Level courses in German provide a suitable foundation for further study and/or practical use of German. Some of our students have spent a year in Germany on the current Erasmus scheme.

German combines successfully with virtually any subject. Knowledge of any foreign language to whatever level is always an advantage in a world where communication is paramount. In line with all modern language courses the study of German to A Level should develop positive attitudes to foreign language learning and increase sensitivity to language and language learning. Students will learn to communicate confidently, clearly and effectively in German through both the spoken and written word, using increasingly accurate, complex and varied language.

AS Units

Unit 1: speaking: short stimulus passage on pre-chosen topic followed by discussion (10 minutes)

Unit 2: Listening, Reading and Writing mixed skill examination (2 ½ hours)

A2 Units

Unit 3: Speaking: presentation and discussion of pre-prepared topic followed by discussion of a further two topics (15 minutes)

Unit 4: Listening, Reading and Writing mixed skill examination (2 ½ hours)

Politics appeals to students who are interested in how decisions are made that affect our lives on a daily basis. At AS this includes issues like student top-up fees and student grants. It also involves studying concepts such as citizenship, democracy and participation, together with the institutions and processes involved in government. We address key issues affecting the UK in the present day such as immigration. At A2 we study the American system of government and the key issues affecting it, such as the War on Terror and the civil rights of minorities such as Black Americans and Hispanics.

Politics is a superb complement to History and would interest students considering careers in law, journalism and broadcasting. The skills developed during the course have a widespread application to many areas of study. Politics combines particularly well with languages for those interested in careers in the Foreign Office or Europe and with Business Studies and Economics for those interested in careers in management. It also overlaps well with Geography.

To be successful, students need an interest in current affairs. Reading newspapers and relevant magazines and watching the news and current affairs programmes are an integral part of the course so that up to date examples may be used to illustrate arguments. Students must make judgments which means that Politics is an ideal choice for people who enjoy debating issues in a disciplined way and want to develop the research, communication and analytical skills that are ideal preparation for university study and working life.

Unit 1: The United Kingdom, Its People and Politics

Written examination: 1 hour 20 minutes. Two structured questions from a choice of four.

Unit 2: Governing the UK

Written examination: 1 hour 20 minutes. One stimulus based question from a choice of two and one extended question from a choice of two.

Unit 3: Representative Processes in the USA

Written examination: 1 hour 30 minutes. Three short answer questions out of five and one essay question out of three.

Unit 4: Governing the USA

Written examination: 1 hour 30 minutes. Three short answer questions from a choice of five and one essay question out of three.

Students examine the past and develop a better understanding of the world of today. We concentrate on more recent history At AS and A2 Level. History is a good complement to Theatre Studies and English Literature and Language: providing the context in which to study texts. It marries well with Politics and should interest students considering careers in law, journalism, broadcasting and business management. The skills developed during the course have a widespread application to many areas of further study. History also combines well with languages for those interested in careers in the Foreign Office or in Europe.

To be successful, students need to be willing to read: research by reading broadly around the subject and watching appropriate television programmes supports the classroom based course. History students must offer reasoned judgements so the subject is ideal for people who enjoy debating issues in a disciplined way and writing a coherent developed argument. The skills developed at GCSE are the same as those needed for GCE study.

History is one of the very few subjects where course work is compulsory. It will be done for Unit Four in the Upper Sixth, partly in class (two lessons a week) and partly for prep. This provides an opportunity for students to study an aspect of the course in some depth and is the perfect vehicle for developing those communication, analytical and research skills which are vital for university study and working life. The teacher and student are expected to work together in class on a one to one basis within clearly defined limits.

Unit 1: Russia in Revolution 1881-1924 and Stalin's Russia 1924-53.

Examination: 1 hour 20 minutes. One question on 1881-1924 and one on Stalin. Essay based. Choice of question.

Unit 2: British Political History 1945-90: Consensus and Conflict

Examination: 1 hour 20 minutes. Two from a choice of source based questions.

Unit 3: A range of options. Currently this involves a study of the French Revolution 1789

Examination: 2 hours. One essay question out of two. One source based question out of two.

Unit 4: Course work. A range of options are available covering a 100 year period. 12 lessons of teaching followed by course work lessons. Currently we are studying the Arab-Israeli Dispute, which complements the Russia history at AS.

The periods being studied are reviewed annually to take account of subjects studied at GCSE.

AS Units

Unit 1 Practical Problem Solving in the Digital World (INFO1) 1½ hours duration

Question paper/answer booklet examination. All questions are compulsory. Externally marked.

Section A: short answer questions;

Section B: 3 or more structured questions requiring discursive answers.

- Candidates must take into the examination room **Sample Work** to which they must refer in the course of the examination.

- It is essential that, in the course of studying this module, students gain practical experience of using a wide range of hardware, software and communication technologies in a structured way, so that they can apply transferable skills, knowledge and understanding gained from this practical work to the solution of problems.

50% of the total AS marks, 25% of the total A Level marks

Unit 2 Living in the Digital World (INFO2) 1½ hours duration

Question paper/answer booklet examination. All questions are compulsory. Externally marked.

Section A: short answer questions;

Section B: 3 or more structured questions requiring discursive answers.

- Today's students are living in a world where the use of ICT surrounds them and where they, and others, frequently take this use for granted.

- Unit 2 is designed to give students the wider picture of the use of ICT, to develop understanding of the terms and concepts involved in the study of the subject.

- Students should be able to discuss and comment on issues from a position of knowledge and they can only do this if they have the knowledge and understanding that underpins the subject.

50% of the total AS marks, 25% of the total A Level marks

A2 Units

Unit 3 The Use of ICT in the Digital World (INFO3) 2 hours duration
Question paper/answer booklet examination. Externally marked.

Section A: structured questions based on **pre-release material**;

Section B: questions requiring extended prose answers. All questions are compulsory.

- Candidates will be provided with pre-release material which will be available on the AQA Website on 1 November for the January examination, and 1 April for the July examination.
- The pre-release will be re-printed in the question paper/answer booklet for use in the examination.
- This module looks at the fast changing subject of ICT, including developments in technology and ICT system capabilities, and how this might affect the world that makes use of ICT. The content is designed to address issues associated with the management of ICT and its use within organisations.

60% of the total A2 marks, 30% of the total A Level marks

Unit 4 Coursework: Practical Issues Involved in the Use of ICT in the Digital World (INFO4)

- Candidates must produce a **project** report based upon their practical work/investigation. The report will be internally marked and externally moderated.
- This module provides candidates with the opportunity to complete a project involving the production of an ICT-related system over an extended period of time and in so doing candidates will enhance their transferable practical skills.

40% of the total A2 marks, 20% of the total A Level marks

MATHEMATICS and FURTHER MATHEMATICS

OCR

Mathematics as a single subject A Level combined with Arts, Sciences or Social Sciences, is an excellent preparation for university courses or work in industry. Mathematics with Further Mathematics is a good foundation for university courses in Mathematics, Engineering and Physics. The student who studies Mathematics will develop logical thought, be able to offer concise solutions to complex problems and will have studied a subject that is in great demand in many careers. The department teaches so that all students will realise their full potential but, more importantly, will enjoy mathematics and have fun learning it.

All units are examined and are 1½ hours. They have equal weighting.

Mathematics

AS Units

Unit 1: Core Mathematics 1

Unit 2: Core Mathematics 2

Unit 3: Statistics 1

A2 Units

Unit 4: Core Mathematics 3

Unit 5: Core Mathematics 4

Unit 6: Mechanics 1

Mathematics and Further Mathematics

AS Units

Unit 1: Core Mathematics 1

Unit 2: Core Mathematics 2

Unit 3: Statistics 1

Unit 4: Further Pure Mathematics 1

Unit 5: Discrete Mathematics 1

Unit 6: Discrete Mathematics 2

A2 Units

Unit 7: Core Mathematics 3

Unit 8: Core Mathematics 4

Unit 9: Mechanics 1

Unit 10: Further Pure Mathematics 2

Unit 11: Further Pure Mathematics 3

Unit 12: Statistics 2

All core mathematics units are cumulative and are based on the study of pure mathematics. In addition students cover a unit in both statistics and mechanics. The further mathematicians build on their knowledge of pure mathematics and statistics. They also take two units on decision building mathematics (discrete Mathematics).

The AS and A Level Music specifications offer an opportunity for those students who studied music at GCSE to increase their knowledge and understanding of the subject. Candidates will study composition as a specific topic and set works are studied in depth. Throughout the course students' performance skills are developed and supported by practical tuition from the peripatetic staff.

AS Units

Unit One: Performing Music 1

Externally assessed recital involving:

- Section A: Solo Recital of 8 minutes maximum
- Section B: *Viva Voce* discussion of the preparation and performance of the music presented
- Section C: Extended performing choosing **one** of:
 1. performance on a second instrument (maximum 4 minutes)
 2. ensemble / duet / accompaniment on the recital instrument (maximum 4 minutes)
 3. performing own composition (maximum 4 minutes)
 4. improvisation (maximum 2 minutes with 10 minutes preparation time)

Unit Two: Composing 1

Teacher assessed. Two areas of study:

- Section A: The Language of Western Tonal Harmony (exercises maximum **seven**)
- Section B: Instrumental Composition (maximum length **three** minutes)

Unit Three: Introduction to Historical Study in Music (1 ¾ hours + 15 minutes preparation time)

Section A: Aural Extract: **one** of

- Solo instrumental chamber or orchestral repertoire from the period 1700 to 1830
- Popular instrumental music from 1900 to the present day

Section B: Prescribed Works: **two** extracts

- 18th / early 19th century orchestra
- Jazz 1920 to 1960

Section C: Contextual study: **one** question from **three**

A2 Units

Unit 4: Performing Music 2: Interpretation

Externally assessed recital involving:

- Section A: Solo, ensemble or accompaniment recital (maximum 15 minutes)
- Section B: *Viva Voce* regarding the candidate's interpretive understanding of the pieces chosen

Unit 5: Composing 2

Teacher assessed.

Section A: Stylistic Techniques: exercises (maximum of **eight**) based on **one** of:

Two-part counterpoint of 16 th century	Keyboard accompaniments in early romantic style
Two-part baroque counterpoint	Popular song
Chorale harmonisations in style of Bach	Serialism
String quartets in the classical style	Minimalism

Section B: Composition. **One** of

- Vocal setting of text
- Instrumental interpretation for four or more instruments of a text, character, or visual image
- Music for film / TV

Unit 6: Historical and Analytical Studies in Music (1 ¾ hours + 15 minutes preparation time)

Section A: Aural extract. Accompanied vocal music from 1900 to 1945

Section B: Prescribed topics. **Two** questions from **three** on **one** of **six** topics:

Song	Music for Screen	Music and Belief
Programme Music	Music for the Stage	Post-1945 Popular Music

The OCR Advanced Subsidiary GCE and Advanced GCE Physical Education specifications require a multi-disciplinary approach to fulfil the requirements of the various units. The focal point is the performer and the performance, but candidates are required to express themselves clearly in spoken and written form. The specifications are based on the interaction between the theory and practice of Physical Education.

This subject is an excellent preparation for a wide range of university courses. There are numerous career options involving for example sports science, sport and nutrition and leisure management. However, studying these specifications prepares students for any career requiring effective communication, analytical thought, and collaboration with others.

AS Units

Unit 1(2 hours): An introduction to Physical Education.

This unit is divided into the following sections:

Anatomy and Physiology, Acquiring movement skills and socio-cultural studies relation to participation and physical activity.

Unit 2: Acquiring, Developing and Evaluating Practical Skills in Physical Education.

During this unit candidates gain an appreciation of the nature of performance, its evaluation and what can be done to improve it. Course work includes a record of their observations.

This is externally set, internally assessed and then externally moderated

A2 Units

Unit 3 (2½ hours): Principles and Concepts across Different Areas of Physical Education.

This unit is divided into two sections which are socio-cultural options and scientific options. Candidates study three of the five possible options; at least one option must be from the socio-cultural section.

Unit 4: The Improvement of Effective Performance and the Critical Evaluation of Practical Activities in Physical Education.

Candidates are taught to appreciate the key application of practical skills to achieve a high level of performance and the methodology surrounding the evaluation appreciation and improvement of performance. They are required to respond to a live performance in their own assessed activity.

This is externally set, internally assessed and then externally moderated

A Level is a demanding but interesting course that can be taken by students who have studied either two or three units of physics as part of their GCSE science award. Calculations play a major part of the course and so any student embarking on the course must be a reasonably competent mathematician: we recommend that they must have achieved at least grade B at GCSE level. Whilst most A Level students combine their A Level Physics, with other science subjects or Mathematics, it is possible to study Physics as the only Science A Level.

Physics is a valuable A Level subject for students wishing to follow a university course in medicine (including radiology), veterinary science or any form of engineering. It is also very relevant to a wide range of courses that concentrate on topical issues such as environmental pollution, waste management, global warming or sustainable energy resources. Physics can be studied on its own at university or it can be combined with a wide range of subjects. These can include computing, mathematics, meteorology, astrophysics, electronics, geophysics, etc.

At Polam Hall School we will study AQA Physics A; a course that combines traditional Physics with an opportunity to study a very contemporary topic such as Medical Physics or Astrophysics in detail at A2 Level. It will allow smooth progression from the new GCSE courses and contains a broad base of physics principles relevant to the 21st century.

AS Units

Unit 1 (1¼ hours) Electricity, Quantum phenomena including photo-electricity and wave-particle duality, Particles including the quark model and antiparticles.

Unit 2 (1¼ hours) Mechanics including projectiles and Newton's laws of motion, properties of matter including Young's modulus, waves including interference and stationary waves.

Unit 3 Assessment of practical skills throughout the year and an ISA (Investigative skills assignment) consisting of two parts; a practical investigation that is then followed by a written paper.

A2 Units

Unit 4 (1¾ hours) Fields including gravitational, electric and magnetic, electromagnetic induction and capacitors. Further mechanics including momentum, circular motion and simple harmonic motion.

Unit 5 (1¾ hours) Section A – Probing the nucleus, radioactivity, nuclear energy, thermal properties of materials and the kinetic theory of gases.
Section B – Medical physics including physics of the eye and ear, biological measurements, non-ionising imaging, x-ray imaging.

Units 6 Practical skills assessments as for the AS examination.

A significant proportion of time will be devoted to practical work during lessons to support the work done in theory lessons and develop the practical skills that are required for units 3 and 6.

Psychology is often defined as the science of the mind, behaviour and experience. A Level Psychology aims to give some fundamental and lasting insights into human behaviour. Students will also learn how to express themselves coherently, using specialist vocabulary and how to understand complex subject matter, how to challenge information, how to be confident and discover how to be a better friend, partner, employee, and member of society!

Psychology is a science, and to succeed at A level – and even more so if you go on to study the subject at University- you need to think like a Psychologist. The ability to think analytically and to interpret statistical data is crucial. The lifeblood of science is research and theory, and Psychologists need to be able to put together their own theories, design and carry out studies and to be able to think critically about their own and other people's studies and theories.

The broad and multi-disciplinary nature of Psychology that calls upon students' abilities to demonstrate the flexibility of their knowledge, understanding and skills makes it an ideal vehicle to assist candidates to develop intellectually and contributes to their understanding of many moral, ethical, social and cultural issues. The specification lays an appropriate foundation for further study of Psychology leading to careers in Clinical Psychology, Counselling, Educational Psychology, Forensic Psychology, Health Psychology, Occupational Psychology and Sports Psychology. In addition, it provides a worthwhile course in terms of general education and the wide variety of material studied would also make it a useful qualification for candidates intending to pursue careers in business, advertising, marketing, Speech Therapy and a range of therapies.

AS Units

Assessment at AS is modular and is by examination with the opportunity to take Unit 1 in January.

Unit 1 (1½ hours): Cognitive Psychology, looking at topics such as human memory and eyewitness testimony; Developmental Psychology, including early social development, attachment and the effects of Day Care; Research Methods in the context of the topic areas

Unit 2 (1½ hours): Biological Psychology, including stress, factors affecting stress, coping with stress and managing stress; Social Psychology, including conformity, obedience and independent behaviour; Individual Differences, including definitions of abnormality, approaches and therapies.

A2 Units

Assessment at A2 is also modular and is by examination with the opportunity to take Unit 4 in January.

Unit 3 (1½ hours): Topics in Psychology. This unit offers a choice of three from the following topics: Biological rhythms and sleep; Perception; Relationships; Aggression; Eating Behaviour; Gender; Intelligence & Learning and Cognition & Development

Unit 4 (2 hours): Psychopathology, Psychology in Action and Research Methods. This Unit is in three sections, the first studying one disorder chosen from schizophrenia, depression and anxiety disorder, the second addressing one contemporary issue chosen from media psychology, the psychology of addictive behaviour and anomalous psychology, and the third studying psychological research and scientific method.

The course is taught in an interactive manner with class PowerPoint presentations, networked resources and practical class experiments where appropriate.

Religious Studies is a lively and stimulating subject which encourages you to assess the relevance and worth of ethical and philosophical arguments in today's complex world. The units covered will particularly suit those who enjoy analytical thinking; like arguing a case and can write clearly and fluently. It is not necessary to have studied Religious Studies before at GCSE, but enthusiasm and an open mind is essential.

Religious Studies combines well with almost all other Humanities AS/Advanced GCE subjects and many students take R.S. alongside their scientific studies.

The course develops a range of transferable skills such as collecting, synthesising and interpreting information from a range of sources; written and oral communication and problem solving.

Successful completion of this Advanced GCE will give you access to a range of career and higher education opportunities. Previous R.S. students have gone on to study subjects at university ranging from Law to Medicine. The skills developed in Religious Studies may prove particularly useful for careers in Law, Education, Social Work, Politics, Administration and the Media.

AS units:

Unit 1: Foundations

- Foundations for the study of the philosophy of religion, including the problem of evil and suffering
- Foundations for the study of ethics, covering such issues as war and peace and sexual ethics

Assessment: 1 hour and 45 minutes examination paper

Unit 2: Investigations

- A enquiry-based unit which allows you to study a topic of interest within philosophy or ethics in greater detail

Assessment: 1 hour and 15 minutes examination paper

A2 units:

Unit 3: Developments

- Philosophy of religion, including beliefs about life after death
- Ethical concepts, such as natural moral law and virtue ethics

Assessment: 1 hour and 45 minutes examination paper

Units 4: Implications

- *This is a synoptic unit which asks you to critically examine the consequences of holding on to a set of beliefs, views or opinions for both individuals and society*

Assessment: 1 hour and 15 minutes examination paper

The A Level Spanish course focuses on developing understanding and communication skills in a range of contemporary settings. At AS Level, students study broad topics relevant to the experiences of young people in society, education and employment and our environment, with particular reference to Spain and Latin America. At A2 the scope of the topics broadens to include customs, traditions and beliefs, national and international events and literature and the arts. For those who would like to study a Spanish text, play or film, there is the opportunity to do so. However, those whose interests lie with contemporary Spanish speaking cultures will have plenty of scope to study these in depth.

Authentic sources are used extensively to familiarise the students with a wide variety of contexts and to enable them to achieve effective communication at a high level. The fundamental language skills of listening, speaking, reading and writing are developed within the topic areas in order to achieve an integrated course of study.

The modern linguist today needs to be dedicated, well motivated and intent on achieving a very high level of specialised skills. Oral fluency, together with the ability to contribute to discussion is important. The course is demanding but is undoubtedly an excellent preparation for all Higher Education courses and careers and the ability to communicate in a foreign language gives a lifetime of interest in and contact with another culture.

AS Units:

Unit 1 Speaking: short stimulus passage on pre-chosen topic followed by discussion (10 minutes)

Unit 2 Listening, Reading and Writing mixed skill examination (2 ½ hours)

A2 Units:

Unit 3 Speaking: presentation and discussion of pre-prepared topic followed by discussion of further two topics (15 minutes)

Unit 4: Listening, Reading and Writing mixed skill examination (2 ½ hours)

STATISTICS

AQA

High mathematical ability is not essential to study this subject, but a GCSE A - C grade in Mathematics is required.

The subject may be combined with a wide range of A Level subjects and it combines well with Economics, Biology, Food Technology or Geography. It is particularly useful for pupils who may wish to study Business Studies, Economics, Management, Accountancy, Biology or Geography at university. Statistical analysis is important in these courses and pupils can apply the statistical techniques learnt during their A Level course.

The course covers the methods of sampling and collection of data, construction of tables and diagrams, the compilation and analysis of secondary statistics, and evaluation of statistical procedures and results.

All units are examined and are 1½ hours. They have equal weighting.

AS Units

Statistics 1

Numerical measures, Probability, Binomial Distribution, Normal Distribution, Estimation, Correlation and Regression

Statistics 2

Time Series Analysis, Sampling, Poisson Distribution, Interpretation of Data, Hypothesis Testing.

Statistics 3

Contingency Tables, Sign Tests, Wilcoxon signed rank tests, Mann Whitney U test, Kruskal Wallis test, Correlation.

A2 Units

Statistics 4

Combining variables, Distributional approximations, Estimation, Hypothesis testing.

Statistics 5

Rectangular and exponential distributions, Confidence Intervals, Variance and Standard Deviation tests, Goodness of Fit tests, Two sample tests.

Statistics 6

Experimental Design, Analysis of Variance, Statistical Process Control, Acceptance Sampling.