THE COOPERS' COMPANY
AND COBORN SCHOOL

Love as Brethren

SIXTH FORM
Prospectus 2027



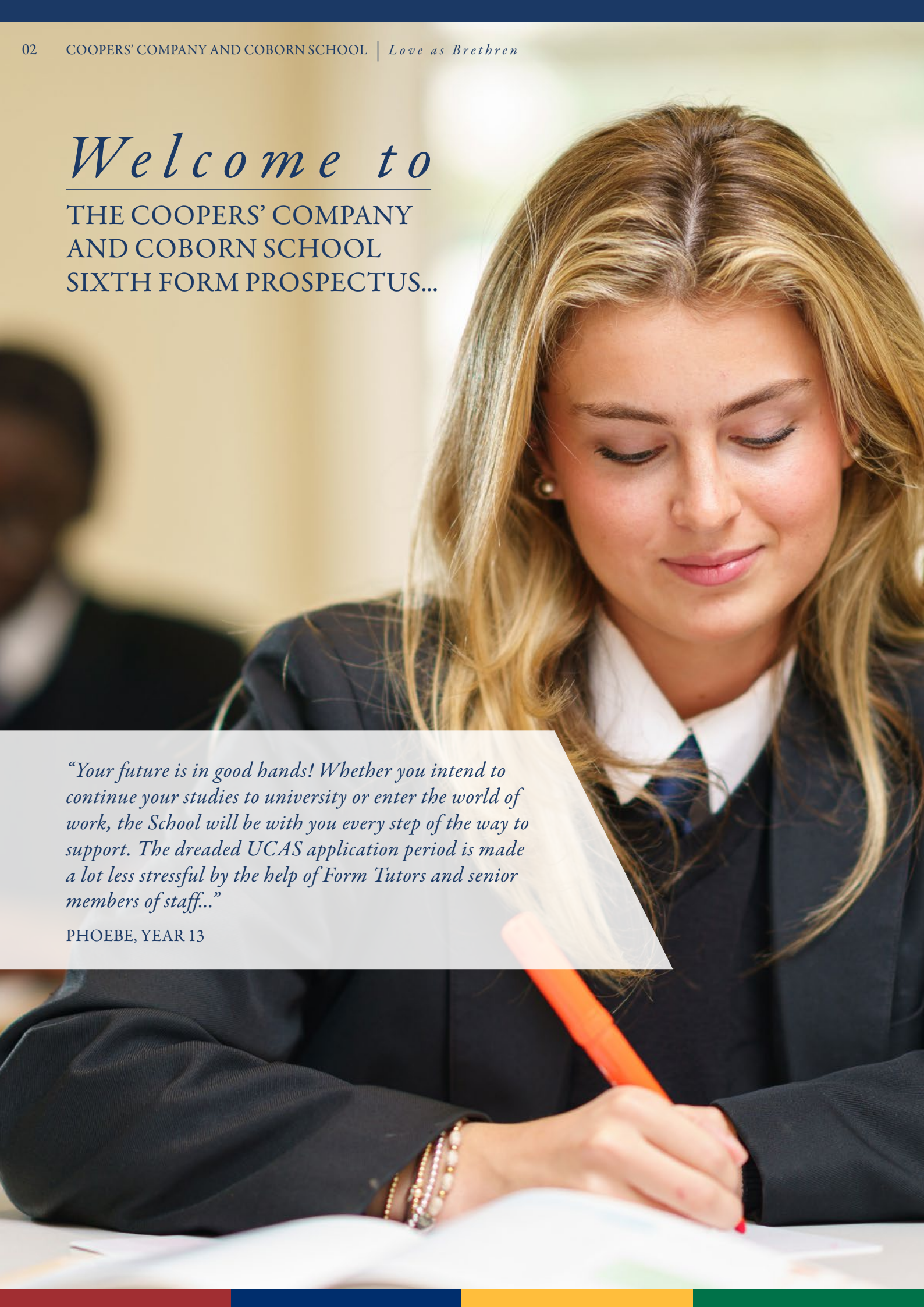






Welcome to

THE COOPERS' COMPANY AND COBORN SCHOOL SIXTH FORM PROSPECTUS...



"Your future is in good hands! Whether you intend to continue your studies to university or enter the world of work, the School will be with you every step of the way to support. The dreaded UCAS application period is made a lot less stressful by the help of Form Tutors and senior members of staff..."

PHOEBE, YEAR 13



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WELCOME TO OUR SIXTH FORM

A very warm welcome to our community. The Coopers' Company and Coborn School has a rich history tracing back to 1536. There is a unique vibrancy here and a genuine allegiance to our motto of '*Love as Brethren*'. We see a broad and liberal education as being one which transcends excellence in the classroom and formal educational qualifications: it is about developing young people who are aspirational, confident, articulate and full of a zest for life.

Our curriculum is academic and traditional – we do not offer any vocational courses. The majority of our students join us in Year 7 aged eleven and leave at the end of Year 13 aged eighteen.

Being an 11 -18 school is one of our major strengths: the younger students have the sixth formers as role-models and something to aspire to. Our examination results are consistently outstanding; at GCSE we are regularly one of the top performing non-selective, state-funded schools in England. We have a similar level of success at A level, sending very high numbers of students to the best universities and into aspirational employment.

Whilst we are relentless in our pursuit of excellence in the classroom, we are determined that we will not become a mere examination factory – that would be a very reductionist view of education. All students are encouraged to participate in an extra-curricular programme that rivals those on offer at some of the best fee-paying schools in the country. We regularly compete at national sporting events and our music has earned itself a high reputation as far afield as City of London institutions such as Mansion House, where we perform annually at the Lord Mayor's Banquet.

Our students are also fortunate to have the opportunity to go on many trips, ranging from one day excursions to places in London, through to residential visits to all four corners of the planet. This rich and exciting extra-curricular diet is all about broadening horizons, developing individual confidence and embedding the ability to work successfully with others.

We are particularly proud of the way our students present themselves to visitors of the school and members of the public. The comments have a common theme: that our young people are courteous, confident and articulate. In addition to this, they exude great pride in their school: not just for what it stands for now, but for its 500 year old history.

Choosing the right community for post-16 study is difficult; we offer an outstanding level of support and provision for all the students in our care in one of the most academic, yet supportive Sixth Forms in the country. We offer first-class, academic provision in 23 different A Level subjects, combined with an extra-curricular and pastoral programme which ensures we develop well-rounded and successful young people. Our motto is *'Love as Brethren'* and this is encapsulated around the three pillars of our post 16-provision; academic success, extra-curricular enrichment and cultural and personal development. We are a large Sixth Form with around 500 students who form a diverse and highly talented cohort of exceptional young people. We have extremely high expectations of all our students in all areas of their lives; personal appearance, conduct and academic standards.

The overwhelming majority of our students' progress onto university courses at the very best institutions in the country. Moreover, we regard our careers provision to be amongst the best in the country and many students leave straight from Coopers' Coborn taking up highly revered posts in global companies such as EY, KPMG and PwC.

Our accommodation provision is something we are rightly proud of following a £1.5m investment in a 'Sixth Form Centre'. The Centre was built following an extensive fund-raising campaign with contributions from hundreds of members of our school community. Students benefit from a state of the art 'Common Room' with their own dining and social facilities, complemented by flat screen TVs. For study, there is a purpose built 'Learning Zone' with space for private study and PCs to support learning. The Centre boasts 10 classrooms, with in-built audio-visual technology, the latest interactive teaching whiteboards as well as air conditioning in all rooms.







Sixth Formers will join a highly successful school community of 1500 students and it is expected that they will act as role-models and leaders.

We strongly believe that studying at The Coopers' Company and Coborn School Sixth Form is an excellent choice that not only provides first rate teaching and learning within a traditional context, but also prepares students for the challenges of 21st Century life.

We hope you enjoy exploring our prospectus and that it conveys at least some of our ethos, energy and success.

We look forward, with anticipation, to receiving your application to join us in September.



THE COURSES WE OFFER

Our Sixth Form is traditional and academic; as such we only offer 'Level 3' A Level provision. Students complete a 2 year linear course in all of their subjects culminating in A Level qualifications; we do not offer BTECs or AS Levels. In order to join us you will need to achieve excellent GCSE (or iGCSE) results, attaining at least eight, 9-5 grades at GCSE (or iGCSE) including a minimum of Grade 5 (good pass) in English Language and Mathematics. Please note there are also subject specific requirements for each A Level course.

Students in the Sixth Form have access to 23 A level subjects, all taught by experienced and very able teachers. The variety of courses available at Coopers' Coborn means that students can choose subjects that best suit their abilities, aspirations and interests.

Every applicant must choose a minimum of three subjects. Further Maths becomes an additional fourth subject. Enrichment also forms an important part of Sixth Form life; students are offered a range of activities from cookery and photography, to debating. Every Monday or Wednesday afternoon students take part in an enrichment carousel designed to enhance their time in the Sixth Form. We also encourage students to be independent in arranging a week of work-shadowing relating to their future career aspirations. This takes place in July of Year 12 to ensure that students are beginning to consider their future after Coopers' Coborn.

In addition to the three core A Levels, we do offer the most able the opportunity of completing a 4th A Level, where appropriate. It is critical to note however that we do strongly recommend that this is not appropriate for most students. University offers continue to be based on three A Levels and therefore a fourth subject will only serve to compromise the ability of students to attain at the highest level in their three other A Levels. Our experience is that many students who chose four A Levels end up withdrawing from the additional qualification upon receipt of university offers.

Similarly, the school provides the EPQ (Extended Project Qualification), for those students wishing to complete it to complement the core provision. This 'extended project' operates very much like a university-style dissertation and enables students to study in an in-depth way in a particular area of interest.

Full details of our A Level examination results can be found on our school website.





"One of Coopers' Coborn's strengths is its ability to discover your talents and arm you with the confidence to succeed in your specified field, whether that be academic, sporting or the creative arts..."

THEO, YEAR 13



"If university is not for you do not worry: with excellent and motivating careers advisors you will leave with a C.V, that is written to the best of your ability, confidence for interview and knowing winning techniques to earn you the best position in the right job..."

PETER, ALUMNI





STUDENT COMMITMENT

The Sixth Form is unashamedly academic; we only offer highly-challenging and rigorous A Level qualifications which are respected by employers and universities; these are taught in a traditional and stimulating way. The School encourages its Sixth Formers to become independent learners at the same time as taking direct responsibility for the management of the considerable expectations made of them. Students are progressively given more autonomy and independence but within a firm framework of clear support and guidance. Progress is closely monitored through day-to-day contact with tutors and with subject teachers. Students in the Sixth Form are expected to devote at least fifteen hours per week to their studies, in addition to their time spent in lessons. In recognition of the significant demands of this study it is also expected that no student has more than ten hours paid employment. The School's aim is that each student achieves their full potential; there cannot be compromises with commitments that will undermine this aspiration.

Each term there are mentoring sessions with a Form Tutor to discuss each student's academic performance, their current attainment grades and their future goals. Parents also receive online, real-time reporting on the progress of their son or daughter and the standards they have reached in their chosen subjects. There is a strong student tracking system.

Students from Coopers' Coborn make strong academic progress. At the end of Year 12 a major review of student progress takes place. If any Sixth Former is deemed to be underperforming they will be offered extensive support, a clear intervention plan, which starts with substantial additional work over the summer holiday and re-sits of the Year 12 examinations at the start of Year 13.

The school uses an online system known as 'Go4Schools' which provides parents/carers with real time information about their son/daughter's attendance, attainment and behaviour.

The highest standards of attendance and punctuality are expected from our students. Where a student does not meet the School's high expectations, quick action is taken to improve matters. A continuing inability to meet the requirements made of all Sixth Formers regarding work, attendance, punctuality and uniform will lead to a review of the student's future at the School. In particular, all students are expected in school by 8.35am each morning and are expected to attend the weekly assembly. Furthermore, students are expected to remain in school all day. Whilst we allow students to sign in and out of the school site; we are not a Sixth Form College and believe that students who are fully committed in school life will achieve more in their time with us.



SIXTH FORM LIFE

Students naturally play an active part in the wider life of the Sixth Form and the School. They have representation at every level of the school and are strongly involved in a breadth of clubs and associations. These range from the Drone Club, to our Medicine Society, to Board Games Club to the Cultural Diversity Group; there is something for everyone here! New clubs and societies continually form themselves in response to the emergence of fresh interests and enthusiasms. Sixth Formers also support lower school pupils, organise trips and social events, raise funds for charity, and manage their own Common Room. The School is well known for the exciting national and international trips on offer and Sixth Form students customarily take part in many of them. Sixth Formers also continue to play a major part in the vibrant musical, dramatic and sporting life of the School. The Director of Sixth Form and Heads of Year also organise a programme of visiting speakers to address the students on a variety of relevant topics.







It is critical that all students feel at home in our community as soon as possible and with over 30 different feeder schools, we are a melting pot encompassing a diverse and talented student population. We do all we can to celebrate and recognise diversity and difference. We have an established peer mentoring programme where our Sixth Formers play a leading role in supporting younger students in the school. We have established a 'Diversity Coordinator' who leads our 'Diversity Captains' in developing a programme built on mutual respect and inclusion. Events such as Black History Month, World Mental Health Day and various religious festivals are all promoted and recognised within a framework of tolerance and understanding. Our students are also cognisant of the wider world, regularly leading assemblies on important matters such as environmentalism or sustainability. They respond quickly to external events organising mock elections and mock referendum opportunities for all the students in the school. We are unique, in that our charitable links with the Worshipful Company of Coopers' are very much part of our DNA. We do all these things, not just to respond to the challenges of 21st Century life, but because they resonate with all our students as the right thing to do, in line with our ethos.

Service to the School is one of its great strengths and exemplifies the School's motto to '*Love as Brethren*'. Sixth Formers play a crucial role in this work. The Sixth Form has a structure of School Captains, Vice-Captains, Sixth Form Captains, Subject Captains and Games Captains. Whilst School Captains, Vice-Captains and Games Captains have wider school responsibilities, Sixth Form Captains have administrative and social responsibilities specifically within the Sixth Form. The School regards all members of the Sixth Form as Mentors in their own right; all Sixth Formers will be expected to work in collaboration with peers and staff and will be given day-to-day jobs and longer term duties in the running of the School. There is also the award of buddying positions in the Sixth Form, as well as the reward of academic colours. Whilst Sixth Formers will clearly be given a great deal of responsibility, the rewards for these are the privileges the School grants them and the opportunity to be part of such a vibrant and successful community.





‘BEYOND 18’: UNIVERSITY & CAREERS

One of the real strengths of the Sixth Form is our ‘Beyond 18’ provision; we have a dedicated programme which runs for two years and ensures that every student is given the maximum possible support, regardless of whether they wish to apply to University or the world of work.

Gaining a degree by going to university considerably increases your life chances, both through increased career opportunities (there are some careers that are not possible to access unless you have a degree) and potential earning power. Coopers’ Coborn has a strong tradition of students leaving Year 13 and going onto university, with around 75% attending each year. We have a great track record when it comes to students successfully applying to the universities of Oxford and Cambridge, or into courses where there is very high demand, such as medicine or veterinary science. For full details of information related to the ‘destinations data’ of our Sixth Formers, please go to the Sixth Form section of the school website.

Students in the Sixth Form are carefully guided through the whole process of university/careers applications. Early on, Sixth Formers receive extensive tuition whilst also having access to an excellently stocked Careers and Higher Education library. For UCAS applications, once the student is ready, they then work closely with their tutors, Sixth Form staff, the Head of Year 13 and the Director of Sixth Form in ensuring they submit the very best university application.

The process for applying begins in the spring term of Year 12 when students are encouraged to think about which courses and institutions to apply to. We offer dedicated talks to both students and parents/carers and visits to university Open Days and Higher Education Fairs.

Applications are made online through UCAS. This is a web-based system that can be accessed at home or in school. As well as completing student applications, the school completes a reference with information provided by subject teachers. The reference is written by the Form Tutor and completed by senior staff at the school, including the addition of predicted grades.

Most institutions make offers of a place based on the personal statement, reference and predicted grades. It is recommended that students visit as many of the institutions as possible, they could after all, be spending the next three or four years of their life there and university prospectuses can give a false impression of how beautiful, green, smart or modern they are! Institutions have Open Days throughout the year, at weekends as well as during the week.

Comprehensive advice and support is available from Sixth Form staff about the application process from the beginning to the end.

A first class careers guidance service is also available to any student who wishes to enter a career when leaving the Sixth Form. The aim of the School is that all students will leave well equipped for the next stage of their lives, whether it is university, a job or a ‘gap year’.

Advice on job and apprenticeship seeking is available from Sixth Form staff. Each year a programme of support is offered.

Due to our extensive links with the City of London, through the Coopers’ Coborn alumni association, and links with the Coopers’ Company we have a proud tradition in supporting students with their careers aspirations.

OUR SIXTH FORM UNIFORM

Sixth Formers wear their own smart and distinctive uniform in recognition of their seniority and the way the whole school looks to them for leadership and example. It is therefore expected that Sixth Formers wear their uniforms with pride. The uniform requirements are made clear to students before entry to the Sixth Form and failure to meet them will be addressed speedily and unequivocally. Below is a summary of our uniform policy. Full details can be found on the school website:

BLAZER:

A plain black blazer with the school badge on the pocket. During hot weather, students may be permitted not to wear their blazer.

JUMPER OR CARDIGAN:

A plain black jumper or cardigan displaying the school's badge, either with a V neck or button through. Alternatively, a plain black jumper or cardigan, either with a V neck or button through. A 'sports style' sweater with a high circular neck line, is not permitted. Hoodies are prohibited.

OUTDOOR COAT:

A smart plain black or dark navy coat is permitted to be worn in cold weather overthe school blazer.

A coat must not be worn instead of a school blazer. The coat must be longer than the length of the school blazer and must not include any logos, text, graphics oraccessories of any kind. Leather or leather-look coats, bomber jackets and hoodies are prohibited.

GLOVES AND SCARVES:

Plain black or dark navy only. Gloves, headscarves and scarves of any other colour, multi coloured gloves and scarves, football scarves, fashion scarves or pashminas are prohibited.

SHOES:

Plain black, formal style, shiny leather or leather effect (patent) shoes, in a discreet style. Shoes of other colours and multi coloured shoes are prohibited. Buckles and other decorations must be minimal. Please note that the shoes MUST be formal in style (we do not permit students to wear 'hybrid trainer style shoes').

Canvas and suede shoes are prohibited. Boots are prohibited.



SCHOOL BAG:

The school strongly recommends that a ruck sack style bag with straps for both shoulders is purchased for students, to reduce the risk of students suffering back problems. The bag must be plain black. Branded bags and bags with emblems, logos or graphics on them are prohibited.

JEWELLERY/MAKE-UP:

Students are permitted to wear two discrete earrings in each ear. In particular, earrings, studs or sleepers worn in other part of the face or body are prohibited. Other jewellery of any kind, is discouraged. However, students are permitted to wear jewellery, if not excessive. For example, a single watch, a single necklace or chain which is discrete. It will be for the Headteacher to decide if jewellery is excessive.

The wearing of make-up during the school day is discouraged. If worn, make-up should be lightly applied. Thick eyeliner and/or mascara and brightly coloured make up are prohibited. This includes false eyelashes and fake tan.

The wearing of nail varnish of any kind is discouraged. Students are permitted to wear nail varnish that is light and discreet and all nails should be painted the same colour. Students are not permitted to wear extensions to nails or 'false' nails. It will be for the school to define 'light and discreet' so students should check before painting their nails.

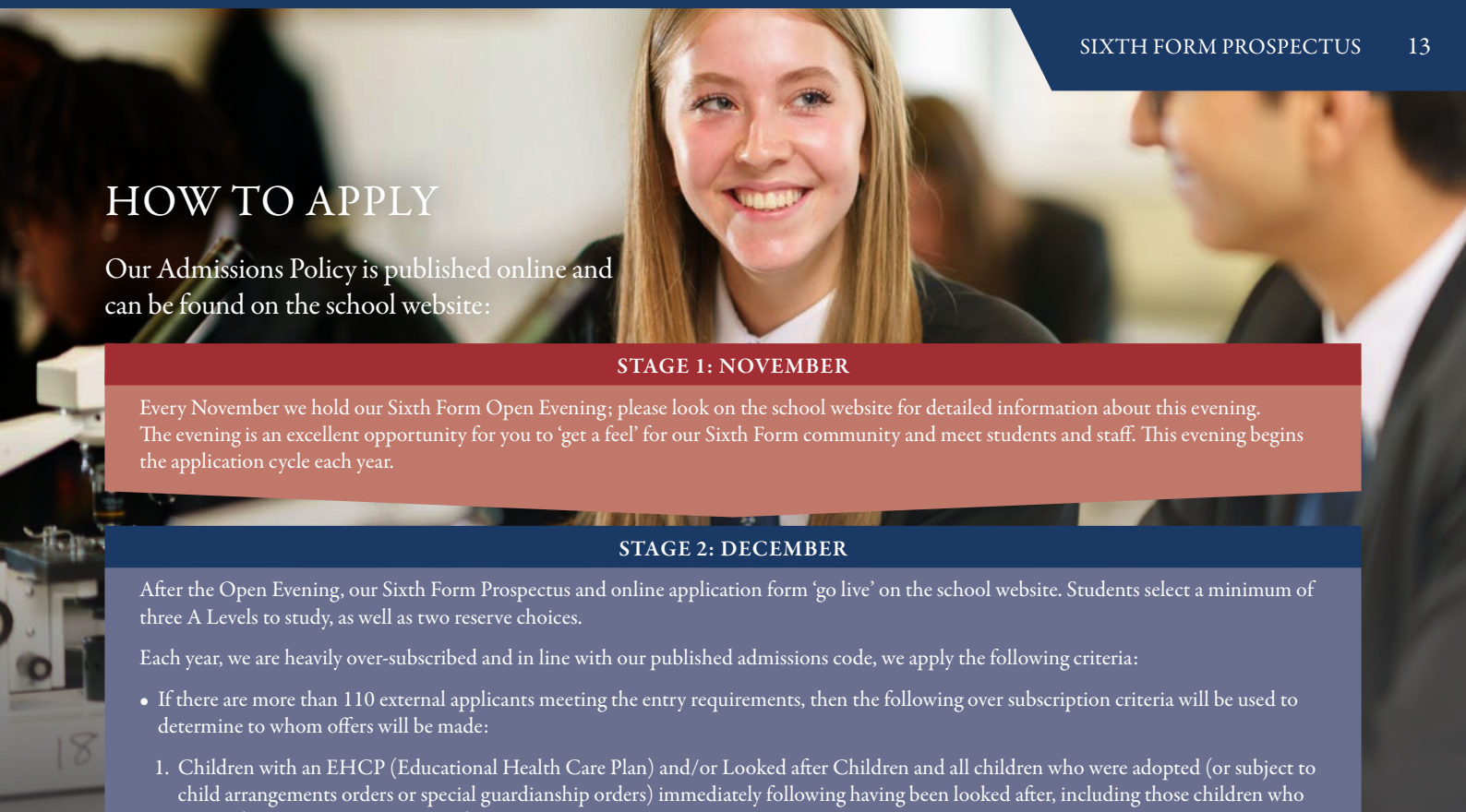
PE KIT (ENRICHMENT):

For sixth form students taking Enrichment, the type of PE kit required will depend upon the nature of the activity. In the case of indoor activities and events such as the school's Sports Day, students should wear a white sports shirt with a collar and either shorts or a skirt in plain white, black or dark navy, or plain navy jogging bottoms. T-shirts are prohibited. Logos, text, graphics or other emblems are prohibited.

HAIR:

Hair should be worn in a neat, standard style suitable for school. Extreme hairstyles are prohibited - for example hairstyles with a defined contrast in style. We recommend that long hair should be tied back. Hair must not be excessively short. There must be no designs of any kind in the hair (for example, steps, tram lines, text or other graphics). Hair products must not be used excessively. Dyed or bleached hair which significantly alters the student's appearance is prohibited – this includes highlights, lowlights and "dipping" as well as full head dying. Brightly coloured, non-natural or multiple hair accessories (for example, decorative flowers or coloured extensions within the hair) are prohibited. Eyebrows must look natural – shaved eyebrows (and artificially enhanced eyebrows) are prohibited.

It will be for the Headteacher to decide if a hairstyle is "extreme". It is difficult to definitely set out in advance what will be regarded as an "extreme hairstyle" as styles vary regularly according to fashion. Students are therefore expected to speak to their Head of Year before they alter their hairstyle or dye their hair.



HOW TO APPLY

Our Admissions Policy is published online and can be found on the school website:

STAGE 1: NOVEMBER

Every November we hold our Sixth Form Open Evening; please look on the school website for detailed information about this evening. The evening is an excellent opportunity for you to 'get a feel' for our Sixth Form community and meet students and staff. This evening begins the application cycle each year.

STAGE 2: DECEMBER

After the Open Evening, our Sixth Form Prospectus and online application form 'go live' on the school website. Students select a minimum of three A Levels to study, as well as two reserve choices.

Each year, we are heavily over-subscribed and in line with our published admissions code, we apply the following criteria:

- If there are more than 110 external applicants meeting the entry requirements, then the following over subscription criteria will be used to determine to whom offers will be made:

1. Children with an EHCP (Educational Health Care Plan) and/or Looked after Children and all children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Talent in Sport OR Music - 10% of the remaining number of places for external students based on agreed measures.
3. Children of staff currently at the school whose permanent contract (not time sheet) began two or more years before the application for admission was made.
4. Highest placed applicants according to their position in the order of merit based on aggregated scores of their top eight GCSE (or iGCSE) grades (including English Language & Maths).
5. The availability of places in specific sets.

STAGE 3: LATE FEBRUARY/EARLY MARCH

We will write to all applicants to explain whether they are likely to be able join us in September. Indication letters will be sent showing the likelihood of obtaining an offer, according to the criteria above, based on Predicted Grades provided by their current school. Schools can only submit this information once.

Following applications being made, we then make a final decision on the courses that will run the following September.

This is based on the numbers of students applying for specific courses, as well as our ability to staff all of our A Levels. We will contact any students individually, if it appears we are no longer able to run one of the subjects offered in our prospectus. Please note that once students have selected the courses they wish to study (on the application form), it is not possible to amend these choices until GCSE results day. This is because the school has to make significant decisions around staffing/timetabling based on the original choices that students make in January.

Please note if an applicant fails to receive a positive indication letter at this point, then they still have an opportunity to join us in September – please see stage 4 (below).

STAGE 3: JULY

Sixth Form Induction: All students holding a positive indication letter are invited to join us for a 1-day induction. Through the induction you will 'get a feel' for our community and complete some 'taster' lessons in the subjects you have chosen, as well as receive your preparatory summer work.

STAGE 4: AUGUST

On GCSE Results Day all internal applicants with the required grades are admitted into the Sixth Form.

All external applicants are required to submit their GCSE results, whether or not their received a positive indication letter in February.

All applications on GCSE Results Day are then collated and eventual final offers are then provided based on the published over-subscription criteria. Please note that it is therefore likely that a small number of external students who received a positive indication letter in February, may be unsuccessful in joining us, based on the final application of the over-subscription criteria.

SUBJECT CRITERIA: OVERVIEW

All students are required to gain AT LEAST eight, 9- 5 grades at GCSE (or iGCSE) including a minimum of Grade 5 (good pass) in English Language and Mathematics. Then, the following subject grades must also be met. If you do not achieve these subject requirements IN ADDITION to the overall requirements then you will not gain a place in the Sixth Form.

All students are required to gain AT LEAST eight, 9 - 5 grades at GCSE (or iGCSE) including a minimum of a Grade 5 (good pass) in English Language and Mathematics.

	GCSE Maths	GCSE English Language	GCSE English Literature	Other requirements
Art: Fine Art				Grade 6 in GCSE Art.
Biology	Grade 6			Grade 6/6 in GCSE Combined Science or Grade 6/6 in two of the three separate GCSE Science qualifications – including Biology.
Business				Grade 5 in GCSE Business (or GCSE Economics Grade 5 if taken). If not studied, a Grade 5 in either History, Geography or RE is required.
Chemistry	Grade 6			Grade 6/6 in GCSE Combined Science or Grade 6/6 in two of the three separate GCSE Science qualifications – including Chemistry.
Computer Science	Grade 6			Grade 5 in Computer Science, if studied.
Design & Technology: Product Design				Grade 5 in GCSE Design and Technology.
Drama & Theatre Studies		Grade 5 (in either) (if Drama not studied)		Grade 5 in GCSE Drama. If not studied, Grade 5 in English Literature or Language.
Economics	Grade 6			Grade 6 in GCSE Business (or GCSE Economics Grade 6 if taken). If not studied, a Grade 6 in either History, Geography or RE is required. Additionally a Grade 6 in GCSE Maths is required.
English Literature		Grade 6	Grade 6	
Geography				Grade 6 in GCSE Geography.
Government & Politics		Grade 5 (in either) (if History not studied)		Grade 5 in GCSE History. If not studied, a Grade 5 in either English Language or English Literature.
History			Grade 6 (if History not studied)	Grade 6 in GCSE History. If not studied Grade 6 in GCSE English Literature.
Mathematics	Grade 7			A Grade 7 in GCSE Maths is required, though students achieving higher will be better prepared for the demands of the course. Upon arrival, you will take a baseline test to assess your suitability and readiness for A Level Maths.
Further Mathematics	Grade 8			A Grade 8 in GCSE Mathematics is required. Admission to the course is based on an assessment upon arrival at our 6th form. This will evaluate your suitability and aptitude, ensuring you are well-prepared for the rigors of the course. Students wishing to study Further Maths must select both Maths and Further Maths in their application.
Media		Grade 5 (in either)		Grade 5 in Media. If Media was not studied, a Grade 5 in either English Language or English Literature.
Modern Languages: French				Grade 6 in that subject at GCSE.
Modern Languages: German				Grade 6 in that subject at GCSE.
Modern Languages: Spanish				Grade 6 in that subject at GCSE.
Music				Grade 6 in GCSE Music. Additionally, all students are expected to be regularly performing to the equivalent of Grade 6 standard on their instrument. If GCSE has not been taken, students must have Grade 7 practical and Grade 5 theory exams.
Physical Education (PE)				Grade 6 in GCSE P.E. or Dance and Grade 5/5 in GCSE Combined Science, or Grade 5/5 in two of the three separate Science qualifications.
Physics	Grade 7			Grade 6/6 in GCSE Combined Science or Grade 6/6 in two of the three separate GCSE Science qualifications – including Physics.
Psychology	Grade 6 (or Science)	Grade 6 (in either)		Grade 6 in GCSE English Language or English Literature and a Grade 6 in at least one GCSE Science subject or Maths.
Religious Studies (RS)				Grade 6 in GCSE RS Short or Long Course.
Sociology				Grade 5 in GCSE History, Geography or RE.

"With plenty of study rooms, hundreds of computers to access, interactive white boards in each classroom and space to unwind you can expect good results, if you optimise these facilities..."

CHLOE, YEAR 12



ART - FINE ART

EXAMINING BODY: AQA

SPECIFICATION NO: 7202

SYNOPSIS OF CONTENT

The main purpose of any course in art is to develop a working knowledge of the materials, practices and technologies used. You will develop the skills to interpret and convey your ideas, as well as a specialist vocabulary and an appreciation of the place of art in contemporary society. The acquired skills are determined to some extent by the chosen field of study, but basic common rules apply. There is a particular emphasis on drawing. Candidates should produce practical and critical/contextual work in one or more areas, for example drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image.

COMPONENT 1 - 'A level'	Personal investigation: 60% of 'A' level marks. This is a practical investigation supported by a written element of 1,000 -3,000 words.
COMPONENT 2 - 'A level'	Externally set assignment: 40% of 'A' level marks Includes preparatory period + 15 hour controlled assessment over 3 days (under exam conditions)

ENTRY REQUIREMENTS

The entry requirements for A level Art and Design is a minimum Grade 6 in Art and Design at GCSE. The best foundation for success in the subject is a sound understanding of the process of making art in its many forms. It is important to have an interest in not only the practical aspects, but also an understanding of the work of other artists. Gallery visits are a necessary aspect of the course for research purposes and to gain an appreciation of the work of others.

ASSESSMENT METHODS/TEACHING METHODS AND RESOURCES

A variety of teaching and learning strategies are employed within the Department, involving a broad range of media. The Art Department is well resourced, and opportunities exist for students to express their creative interests in many different fields.

SUITABILITY FOR COMBINATION

Art readily combines with any other Sixth Form course. You may wish to do an Art A level for its own sake, or perhaps to form the basis of a future interest or as part of a range of other subjects. The study of Art can also help you develop transferable skills you can take into any career.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

Art is essential for students who wish to undertake further studies in related disciplines (either at Art College or higher education), many currently undertake a one year 'Foundation' course before applying for degree courses. Students who are looking to take up careers in which an art background is relevant (such as marketing, publishing, media, architecture, design, museums, theatre or gallery employment etc.) should also seriously consider taking Art at A level.



BIOLOGY

EXAMINING BODY: OCR

SPECIFICATION NO: H420

SYNOPSIS OF CONTENT

MODULE 1	**Development of practical skills in Biology**
MODULE 2	**Foundations in Biology** - Cell structure, biological molecules, nucleotides and nucleic acids, enzymes, biological membranes, cell division, cell diversity and cellular organisation
MODULE 3	**Exchange and transport** - Exchange surfaces, transport in animals, transport in plants
MODULE 4	**Biodiversity, evolution and disease** - Communicable diseases, disease prevention and the immune system, biodiversity, classification and evolution
MODULE 5	**Communication, homeostasis and energy** - Communication and homeostasis, excretion as an example of homeostatic control, neuronal communication, hormonal communication, plant and animal responses, photosynthesis, respiration
MODULE 6	**Genetics, evolution and ecosystems** - Cellular control, patterns of inheritance, manipulating genomes, cloning and biotechnology, ecosystems, populations and sustainability.



ENTRY REQUIREMENTS

Grade 6/6 in GCSE Combined Science or Grade 6/6 in two of the three separate GCSE Science qualifications – including Biology. A minimum of Grade 6 in GCSE Mathematics is also a requirement.

TEACHING METHODS AND RESOURCES

Students secure knowledge in a variety of ways. Emphasis is placed on the genuine understanding of biological concepts together with the application of biological ideas to give a concise and accurate explanation of processes, events and data. Individual and group practical work is integral to the course. Regular summary unit tests will assess student progress throughout the course. A textbook will provide the basis for the course and students may purchase additional revision guides.

ASSESSMENT

Three examinations covering two years' content and practical understanding.

- Unit 1: Biological Processes - 37% of total A-level, 2 hours 15 minutes
- Unit 2: Biological Diversity - 37% of total A-level, 2 hours 15 minutes
- Unit 3: Unified Biology - 26% of total A-level, 1 hour 30 minutes
- Practical Endorsement (reported separately)

SUITABILITY FOR COMBINATION

Biology combines well with a range of subjects, in particular Chemistry, Mathematics and Physical Education. Art, Computing, Food and Nutrition and Geography are all related in many aspects.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

Biology is either essential or facilitating for a variety of careers including, but not limited to, medicine, dentistry, veterinary science, pharmacy, physician's assistant, genetics, agriculture, environmental work, forensic science and biotechnology. Biology is undoubtedly a subject with considerable impact on the future and individuals considering careers in Law, Banking and Economics could benefit from an understanding of its implications.

BUSINESS

EXAMINING BODY: EDEXCEL

SPECIFICATION NO: 9BSO

SYNOPSIS OF CONTENT

Business 'A' level contains four key areas (or themes). Theme 1: Marketing and people, Theme 2: Managing business activities, Theme 3: Business decisions and strategy and Theme 4: Global business. Candidates will be expected to develop an in-depth knowledge and critical understanding of a wide range of business theory and concepts. They will apply this knowledge and understanding to analyse familiar and unfamiliar situations, problems and issues – using both empirical and non-numeric techniques. This subject encourages the practical application of business concepts and is intended to promote active rather than passive learning.

PAPER 1 - 'A level' Exam: 2 hours. (35% of A level)	**Marketing, People and Global Business** - The marketing mix and managing people, entrepreneurs and leaders, business start-up, global businesses and global Marketing.
PAPER 2 - 'A level' Exam: 2 hours. (35% of A level)	**Business Activities, Decisions and Strategy** - Business finance and operations and external influences on business. Business decisions and strategy.
PAPER 3 - 'A level' Exam: 2 hours. (30% of A level)	**Investigating business in a competitive environment** - This paper will assess content across all aspects of the course. Questions will be drawn from local, national and global business contexts. There will be a pre-released context document which will focus on a broad context, such as an industry or market in which businesses operate.

ENTRY REQUIREMENTS

Students will be expected to attain at least a Grade 5 in GCSE Business (or GCSE Economics grade 5 if taken). For those who have not studied Business or Economics at GCSE, a Grade 5 in either History, Geography or RE is required.

ASSESSMENT METHODS/TEACHING METHODS AND RESOURCES

All the exams will be taken at the end of the course. A variety of teaching and learning strategies will be employed over the duration of the course. Students will be involved in both group work, individual study and computer-based research.

Students should note that there is no coursework component within the 'A' level.

SUITABILITY FOR COMBINATION

Business combines well with virtually all courses on offer in the Sixth Form. However, students are advised to seek advice if desiring to take both Business and Economics at 'A' level.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

There are an enormous number of Business variants on offer in higher education - Management Science, Marketing, Accountancy, Business and Economics. Students who undertake Business at 'A' level will be well prepared for such courses. Students who are planning to pursue careers in any of the above (or related areas) would also be well advised to give serious consideration to the subject at 'A' level.



CHEMISTRY

EXAMINING BODY: EDEXCEL

SPECIFICATION NO: 9CH0

SYNOPSIS OF CONTENT

Students will learn to work safely in the laboratory using a range of experimental techniques. This practical work is a firm basis for acquiring knowledge and understanding.

CORE CONTENT, in all papers	**Bonding and structure, redox I, formulae, equations and amounts of substance.**
INORGANIC AND PHYSICAL, in Paper 1 with core	**Atomic structure and the periodic table, inorganic chemistry and the periodic table, energetics, equilibrium, acid-base equilibria.**
ORGANIC AND PHYSICAL, in Paper 2 with core	**Organic chemistry, modern analytical techniques, kinetics.**



ENTRY REQUIREMENTS

Grade 6/6 in GCSE Combined Science or Grade 6/6 in two of the three separate GCSE Science qualifications – including Chemistry. A minimum of Grade 6 in GCSE Mathematics is also a requirement.

TEACHING METHODS AND RESOURCES

Students' practical skills are assessed over a minimum of 16 practical lessons. This covers qualitative observation, quantitative measurement and preparation. The assessment outcomes will be reported separately on students' certificates as either 'pass' or not reported. Tests and examinations will include objective test questions, short and extended answer questions and contemporary questions.

ASSESSMENT

Three examinations covering two years' content and practical understanding.

- Paper 1: Advanced inorganic and physical chemistry
  - 30% of total A-level, 1 hour 45 minutes
- Paper 2: Advanced organic and physical chemistry
  - 30% of total A-level, 1 hour 45 minutes
- Paper 3 General and practical principles in chemistry
  - 40% of total A-level, 2 hours 30 minutes
- Practical Endorsement (reported separately)

SUITABILITY FOR COMBINATION

Chemistry combines well with Biology, Geography, Mathematics and Physics. There are a wide variety of options open to students with this course and thus it can be studied together with many other subjects.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

Progress to Chemistry at a higher level is possible either with an educational or industrial bias e.g. chemical engineering. An 'A' level pass in Chemistry is a requirement for those intending to make a career in medicine, dentistry, pharmacy and nearly all biological and applied biological sciences. There are now many joint honours degree courses available – e.g. chemistry with economics, business management, modern languages and computing.

COMPUTER SCIENCE

EXAMINING BODY: OCR

SPECIFICATION NO: H446

SYNOPSIS OF CONTENT

Students are encouraged to develop a knowledge and understanding of hardware and communications, software, applications and effects and information; as well as skills in analysis, design, implementation and evaluation. The course involves theoretical knowledge of how computers work and understanding programming procedures. Students will be programing in Pascal for their programming project.

Module	Description	Assessment	%
A level 01	Computer systems	2 1/2 hours written paper	40%
A level 02	Algorithms and programming	2 1/2 hours written paper	40%
A level 03	Programming project	Non-exam assessment	20%

ENTRY REQUIREMENTS

As there is a large amount of mathematical content in this subject, students are required to obtain at least a grade 6 for GCSE Maths. Additionally, if studied, a Grade 5 in Computer Science is expected at GCSE. Whilst no prior knowledge is required for this subject we would expect students to have a keen interest in computers with a basic understanding of hardware and software of a standard standalone computer system and have a desire to learn to program. Students will need to be self-reliant as well as good communicators and problem solvers.



ASSESSMENT METHODS/TEACHING METHODS AND RESOURCES

In units 01 and 02 students will be taught the necessary theory to answer the examination questions. This will be covered via web-based online material as well as through more traditional methods. For unit 03 students have to work independently to produce a working solution to a problem of their choice. Pupils will be taught to program in year 12.

SUITABILITY FOR COMBINATION

Computer Science A level combines well with Maths A Level.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

In today's workplace, those with knowledge and skills in Computing have the opportunity to pursue new and exciting careers and to be instrumental in the conception of computer systems that increasingly shape work and leisure activities. This qualification provides a useful foundation for further study of Computing and many other subjects as many degree courses (eg. Maths, Engineering, Physics) will contain a programming unit.

DESIGN & TECHNOLOGY: PRODUCT DESIGN

EXAMINING BODY: EDEXCEL (PEARSON)

SPECIFICATION NO: 9DT0

ENTRY REQUIREMENTS
Grade 5 in GCSE Design and Technology.

SYNOPSIS OF CONTENT

This course intends to equip students with design skills for the future. In doing so they will be able to recognise design needs and develop an understanding of how current global issues, including integrating technology, impacts on today's world. It also encourages creativity and innovation so that students will have the confidence to innovate and produce creative design solutions as they develop their own design brief with a client/end user. It provides clear progression from GCSE and beyond to HE/Careers through knowledge, understanding and design/making skills so that students will have a coherent experience of moving from the breadth of the GCSE to the specialisation depth of A level and beyond.

COMPONENT 1:
Principles of design and technology
(2 hours 30 minutes written exam, 50% of the qualification)
120 marks

The paper includes calculations, short-open and open-response questions. as well as extended-writing questions focused on:

- Analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others
- Analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts

COMPONENT 2:
Independent design and make project
(Non-examined assessment, 50% of the qualification)
120 marks

In this component students are given the opportunity to apply the skills they have acquired and developed throughout this course of study. They will design and make a prototype which is the result of a problem and design context, which they identify individually and/or in consultation with a client.

The four parts of the project include:

1. ***Identifying opportunities for design***
   Identification of a design problem, investigation of needs and research and specification
2. ***Designing a prototype***
   Design ideas, development of a design idea, final design solution, review of development and final design and communication of design ideas
3. ***Making a prototype***
   Design, manufacture and realisation of a final prototype, including tools and equipment and quality and accuracy
4. ***Evaluating own design and prototype***
   Testing and evaluation

Within the project students will also need to include the use of Computer Aided Design (CAD) and provide evidence of modelling. They will need to incorporate issues relating to sustainability and the impact their prototype may have on the environment. Students will be expected to analyse and evaluate design decisions and outcomes for prototypes/products made by themselves and others. Lastly, they will also be expected to analyse and evaluate wider issues in design technology, including social, moral, ethical and environmental impacts.

ASSESSMENT METHODS/TEACHING METHODS AND RESOURCES

As well as using traditional teaching methods, students will use the latest CAD software and CAM 3D printer as well as a laser cutter to design and make their products. Interacting with design is an essential part of the course and, as such, the department regularly organises trips to the New Designers' exhibition and seminars at the Institute of Education (IofE).

SUITABILITY FOR COMBINATION

Product Design combines well with the majority of subjects offered within the Sixth Form, and is particularly useful as a practical complement to more theoretical areas of study. There is clearly common ground with Physics and Mathematics, but also many of our former students have combined Design with Art, Business or Geography for example.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

Students who have studied this course in the past have gone on to follow a range of subjects at degree level including Product Design, Design Management, Automotive Design, Architecture and Engineering.



DRAMA AND THEATRE STUDIES

EXAMINING BODY: EDUQAS

SPECIFICATION NO: A690QS (A LEVEL)

SYNOPSIS OF CONTENT

The 'A' level course comprises THREE components – two practical and one written paper. Over two years, students will explore four key practitioners, Artaud, Berkoff, Frantic Assembly, and Stanislavski, in addition to devising and performing original pantomimes.

Students can choose between an acting or design path over the two years. For the practical assessments, students can focus on either the role of Performer, Set Designer, Costume Designer or Lighting and Sound Designer. The practical units will be examined at the end of Year 12 and Year 13. Over two years students will attend regular theatre visits to London's West End and local theatres. The study of two set plays for the written exam will be taught with a balance of theory and practical-based lessons.

COMPONENT 1	Group performance of a reinterpretation of a published play; preparatory and development work; brief supporting notes. 20 – 40 minute performance (devised) – 20%
COMPONENT 2	2 Group performances including an extract from a published play; preparatory and development work; brief supporting notes. Plus a devised piece based on a stimulus. 20 – 40 minute performance (script & devised) – 40%
COMPONENT 3	A 2 hour 30 minutes written exam exploring the 3 set plays from the point of view as director and designer and evaluating a production seen. The set texts are: 'Home I'm Darling' by Laura Wade, 'Blood Wedding' by Marina Carr and 'The Book of Dust' by Bryony Laver. 2 hours 30 minute written exam – 40%



ENTRY REQUIREMENTS

Students will be expected to have achieved a Grade 5 at GCSE Drama. If Drama has not been taken at GCSE, a Grade 5 or above in English Literature or Language is acceptable. The most important requirement is a passion for live theatre and a commitment to putting in extra hours.

ASSESSMENT METHODS/TEACHING METHODS AND RESOURCES

Peer, self, and teacher assessment is integrated throughout the course, for both written and practical components, ensuring a fully-rounded theatrical understanding. Students are expected to see at least four live theatre productions in Year 12, with the department and independently. Independent study is integral to the course, with groups organising their own time and rehearsal schedules. Wider reading is equally essential.

SUITABILITY FOR COMBINATION

English Literature, Art, Music, Physical Education, History, and Sociology are all subjects compatible with the study of Drama. However, the focus on the development of LORIC skills makes drama a perfect complement for those studying STEM subjects..

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

A good grade in Drama and Theatre Studies reveals a confident, generous, intellectual, committed, and versatile individual for any university degree course and many former students have gone on to study Drama and Theatre Studies at university – some as single honours, some combined with English Literature, History, Law, American Studies or Film Studies. Others have gone on to train as actors and designers at top drama schools as well as securing roles in Media and Advertisement companies.

ECONOMICS

EXAMINING BODY: EDEXCEL

SPECIFICATION NO: 9ECO

SYNOPSIS OF CONTENT

'A' level Economics is split into four areas or themes. Theme 1: Introduction to markets and market failure, Theme 2: The UK economy –performance and policies, Theme 3: Business behaviour and the labour market and Theme 4: A global perspective. The course seeks to provide an insight into the working and machinations of the modern economy. This would include an understanding of fundamentals such as how markets work, economic policy, the problems facing the economy, economic issues (poverty and inequality, for example) economics of the firm and economic development.

PAPER 1 - 'A LEVEL' Exam 2 hours (35% of A level)	**Markets and business behaviour** - The nature of economics, how markets work, market failure and government intervention. Business growth and objectives, revenues, costs and profits, market structures, The labour market and government intervention.
PAPER 2 - 'A LEVEL' Exam 2 hours (35% of A level)	**The National and Global Economy** - Measures of economic performance, aggregate demand and aggregate supply economic growth and macroeconomic objectives and policy. International economics, poverty and inequality, emerging and developing economies, the financial sector, the role of the state in the macro economy.
PAPER 3 - 'A LEVEL' (30% of A level)	**Microeconomics and macroeconomics** - This general Paper will assess content across all sections of the course.

ENTRY REQUIREMENTS

All students will be expected to attain at least a Grade 6 in GCSE Mathematics. Additionally, students will be expected to attain at least a Grade 6 in GCSE Business (or GCSE Economics grade 6 if taken). For those who have not studied Business or Economics at GCSE, a Grade 6 in either History, Geography or RE is required.

ASSESSMENT METHODS/TEACHING METHODS AND RESOURCES

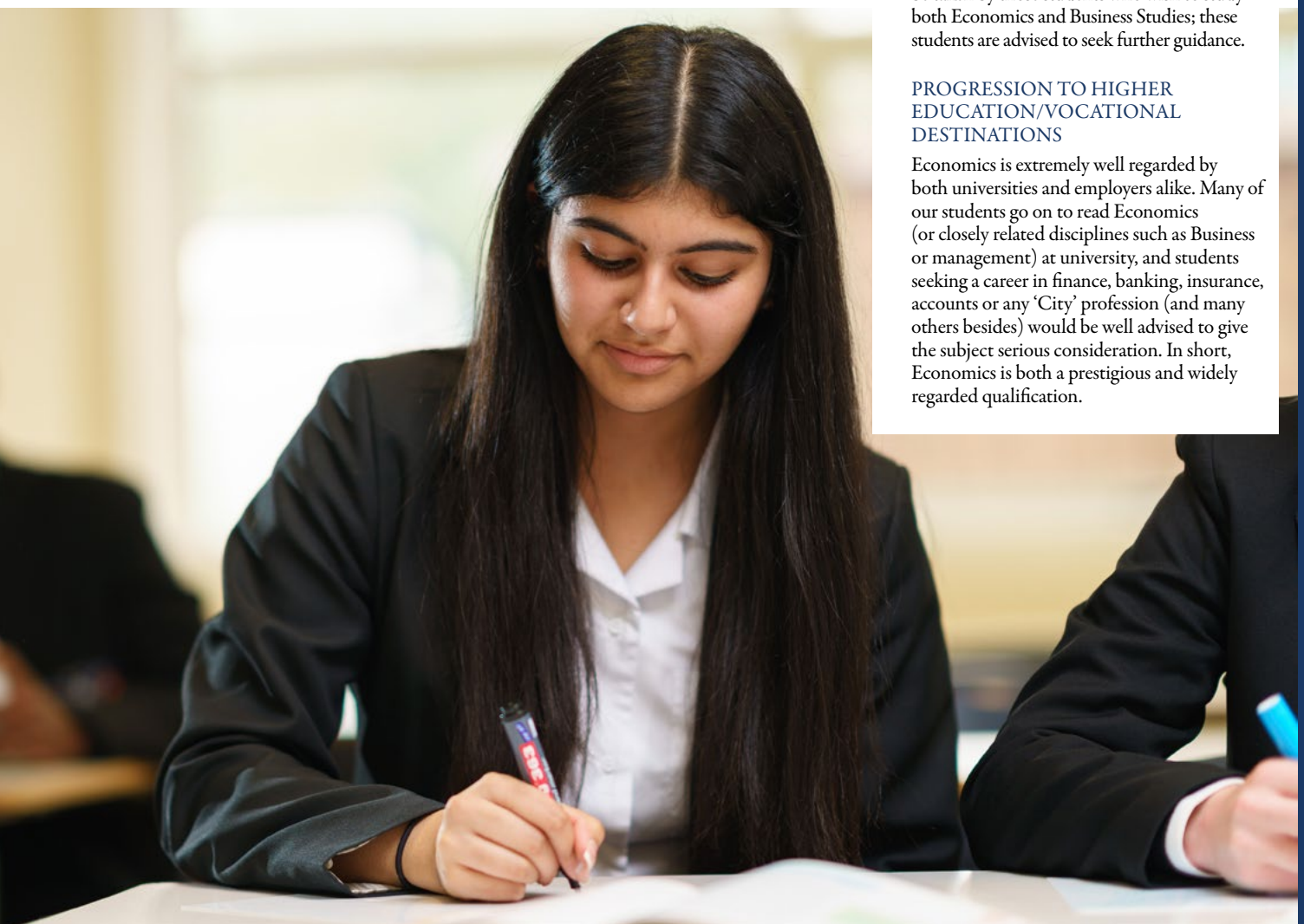
All three exams papers will be taken at the end of the two year course. A variety of teaching and learning strategies are employed throughout the course. Students should expect to undertake some group work, make presentations (using PowerPoint) and research areas using the internet. Students should note that there is *no* coursework component within the A level.

SUITABILITY FOR COMBINATION

Economics combines well with any subject offered within the sixth form. It is an excellent 'bridge' between the arts and sciences and complements subjects such as Geography, History, Politics and Mathematics. Care should be taken by those students who wish to study both Economics and Business Studies; these students are advised to seek further guidance.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

Economics is extremely well regarded by both universities and employers alike. Many of our students go on to read Economics (or closely related disciplines such as Business or management) at university, and students seeking a career in finance, banking, insurance, accounts or any 'City' profession (and many others besides) would be well advised to give the subject serious consideration. In short, Economics is both a prestigious and widely regarded qualification.



ENGLISH LITERATURE

EXAMINING BODY: AQA

SPECIFICATION NO: 7711 / 7712

SYNOPSIS OF CONTENT

This course takes an historicist approach to the study of literature and looks at reading texts within a shared context. Working with texts over time, students will look at ways in which authors shape meaning and, because texts and their meanings are not fixed, how multiple interpretations are possible. Students will read from a wide range of poetry, prose and drama across the last six hundred years – from Chaucer and Shakespeare, the canonical 'classics', to the most contemporary and often controversial writers.

ENTRY REQUIREMENTS

A minimum Grade 6 in both English Language *and* English Literature. An enthusiasm for reading complex texts is also essential.

Love through the ages

The aim of this topic area is to encourage students to explore aspects of a central literary theme as seen over time, using unseen material and set texts. Students should be prepared for Love through the ages by reading widely in the topic area, reading texts from a range of authors and times.

Although not an exhaustive list of aspects of Love through the ages, areas that can usefully be explored include: romantic love; love and loss; social conventions and taboos; love through the ages according to history and time; love through the ages according to individual lives (young love, maturing love); jealousy and guilt; truth and deception; proximity and distance; marriage; approval and disapproval.

Method of Assessment

Written exam: 3 hours
75 marks
40% of A level

Texts in shared contexts

The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time.

Option 2B: Modern times: literature from 1945 to the present day

Option B takes the end of World War 2 as its historical starting point and explores both modern and contemporary literature's engagement with some of the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century. Students should prepare for 'Texts in Shared Context' by reading widely within their chosen option.

Method of Assessment

Written exam: 2 hours 30 minutes
75 marks
40% of A level

Texts across time

In Texts across time, students write a comparative critical study of two texts of their choice.

This specification is committed to the notion of autonomous personal reading and Texts across time provides a challenging and wide-ranging opportunity for independent study.

Texts chosen for study must maximise opportunities for writing about comparative similarity and difference and must allow access to a range of critical views and interpretations, including over time. Students should take an autonomous approach to the application and evaluation of a range of critical views.

The title 'Independent critical study' highlights the important idea that, within a literature course, students should have the opportunity to work independently. Although one common text could, if required, be taught to a whole cohort, at least one text should be studied independently by each student. Texts should always be chosen with guidance and support. Students should also individually negotiate their own task.

Method of Assessment

Assessed by teachers
Moderated by AQA
50 marks
20% of A level



SUITABILITY FOR COMBINATION

English Literature encourages critical thinking and also fosters a clear, coherent and fluent written expression. It works well alongside other Humanities subjects and the Sciences.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

A good A level in English Literature is highly regarded for entry onto many university courses, including those subjects outside the Arts, including medicine and law. Employers also look favourably at a candidate who possesses the analytical and written skills gained with the study of English Literature. The most common professions for English Literature graduates include journalism, publishing, law and teaching.

GEOGRAPHY

EXAMINING BODY: OCR

SPECIFICATION NO: II481

ENTRY REQUIREMENTS
Grade 6 in GCSE Geography.

SYNOPSIS OF CONTENT

The key features of OCR's A Level in Geography are:

- exciting content studied through a choice of topics giving rich learning opportunities
- choice of geographical debates to study giving learners a deep understanding of the contemporary challenges of the 21st century
- opportunities for learners to gain vital geographical, fieldwork and life skills through local fieldwork.
- an independent investigation giving learners resilience in self-sufficient study
- a simple assessment structure with clear and progressive study pathways

ASSESSMENT METHODS/TEACHING METHODS AND RESOURCES

Students are assessed within one independent student investigation involving fieldwork and through examinations questions on 3 separate exam papers. The independent investigation must be based on a question or issue defined by the student, relating to any of the content studied throughout the course. Geography supports an enquiry approach, thus encouraging a variety of teaching and learning styles, including role-play, individual research, IT applications, group work, decision-making and fieldwork.

CONTENT OVERVIEW	ASSESSMENT OVERVIEW	
• Landscape Systems • Earth's Life Support Systems • Geographical Skills	**Physical systems** (01) 66 marks 1 hour 30 minute written paper	**22%** of total A level
• Changing Spaces; Making Places • Global Connections • Geographical Skills	**Human interactions** (02) 66 marks 1 hour 30 minute written paper	**22%** of total A level
Optionality - study 2 of 5 • Climate Change • Disease Dilemmas • Exploring Oceans • Future of Food • Hazardous Earth • Geographical Skills	**Geographical debates** (03)* 108 marks 2 hours 30 minute written paper	**36%** of total A level
• Independent Investigation	**Investigative geography** (04/05)* 60 marks Non-examination assessment (NEA)	**20%** of total A level

SUITABILITY FOR COMBINATION

One of Geography's strengths is that students do not have to take specific subjects to ensure enjoyment and success. It can support both the arts and sciences and can be used to offer the breadth and balance encouraged by employers. Geography is typically studied with a diverse range of subjects from Economics to Biology and Mathematics to Foreign Languages.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

Many geographers go on to be successful in a range of managerial positions in the media, law, journalism, travel and recreation, environmental planning, economic planning, retail management, overseas development, marketing, and business and financial management. Since geography makes use of many 'key skills', geographers are in demand in the work place whatever their career focus.



GOVERNMENT AND POLITICS

EXAMINING BODY: EDEXCEL

SPECIFICATION NO: 9PLO

SYNOPSIS OF CONTENT

The A Level Course consists of both UK and US politics. Learning is focused on key areas such as the governing of the UK, the nature of the political system and how political ideas of conservatism, liberalism, and socialism influence current political parties. In addition there is an opportunity to study alternative political ideas and their relevance in the modern world. The US Politics paper will focus on The US Constitution and federalism, the Presidency and role of Congress and the Supreme Court. It also considers US civil rights, democracy and participation. Finally, we look at comparative theories.

PAPER 1 - UK Politics 2 hours	**Political Participation:** (Democracy, Parties, Electoral systems, voting, the media) **Core Political Ideas:** (Conservatism, Liberalism, Socialism)
PAPER 2 - UK Government 2 hours	**UK Government:** (The Constitution, Parliament, Prime Minister) **Optional Political Ideas:** (Anarchism, Ecologism, Feminism, Multiculturalism, Nationalism)
PAPER 3 - US Politics 2 hours	**US Politics:** The US Constitution and federalism, the Presidency and role of Congress and the Supreme Court. It also considers US civil rights, democracy and participation.



ENTRY REQUIREMENTS

A minimum Grade 5 in GCSE History OR if not studied, a minimum Grade 5 in either English Language or English Literature.

ASSESSMENT METHODS/TEACHING METHODS

A variety of teaching and learning strategies are employed throughout the course. Students are expected to undertake group work, make presentations, use research skills, and to become independent learners. Students will be encouraged to express their opinions during class discussion, and to be up-to-date with key political issues and developments. Students should note that there is no coursework component within the 'A' Level.

SUITABILITY FOR COMBINATION

Politics is taken by many students who take Humanities and Arts subjects specifically History where an understanding of Politics is essential. Other complimentary subjects to Politics include English and Geography, as well as the other three Social Sciences – Economics, Sociology, or Psychology. Politics can also be taken by students, who have focused on the Sciences or Mathematics in order to broaden their intellectual horizons, and to give them an alternative challenge and a more diverse skill set.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

As an academic subject Government and Politics is very well regarded by all universities including Russell Group. Employers consider Politics a serious intellectual discipline providing an excellent basis for Business Management, International Business and Finance, Journalism, the Legal profession and the Civil Service. Many of our students go on to take Politics at degree level either separately or as part of another course e.g. History, Economics, PPE (Philosophy, Politics, and Economics) or International Relations and Business related degrees. You can also combine Modern Foreign languages with the study of Politics, and it is ideally placed to suit an application for the study of Law.

HISTORY

EXAMINING BODY: OCR

SPECIFICATION NO: H505

SYNOPSIS OF CONTENT

The content below has been selected to provide a modern, relevant and exciting A Level History course whilst retaining the academic rigour for which the subject is respected. It is one of the few A levels which has been allowed to retain coursework, allowing students to further develop their ability to learn independently.

UNIT 1 BRITISH PERIOD STUDY AND ENQUIRY	**Churchill 1930-1951 Source Enquiry** **Britain 1951-1997 Period Study** 25% of marks - *Unit Y113: Britain 1930-1997* 90 Minutes Exam
UNIT 2 NON-BRITISH PERIOD STUDY	**The French Revolution and the Rule of Napoleon 1774-1815** 15% of marks - *Unit Y213: The French Revolution and the Rule of Napoleon 1774-1815* 60 Minutes Exam
UNIT 3 THEMATIC STUDY AND HISTORICAL	**Russia and its Rulers 1855-1964** 40% of marks *Unit Y318: Russia and its Rulers 1855-1964* 150 Minutes Exam
UNIT 4 TOPIC BASED ESSAY	**Thatcher and the end of consensus 1979-1997** A Level 20% of marks *Unit Y100 Topic Based Essay.* An extended essay of 3000-4000 words. You will be given a selection of questions to choose from based on topics you have studied in year 12.

ENTRY REQUIREMENTS

Students who have pursued History at GCSE level should secure at least a Grade 6. Students who have not studied GCSE History should secure a Grade 6 in English Literature.

ASSESSMENT METHODS/TEACHING METHODS AND RESOURCES

A variety of teaching and learning strategies are employed and we aim to strike a balance between independent, collaborative and teacher directed learning. Students should be prepared to undertake research and reading in a self-directed manner. The essay is the central assessment tool used by the examination board and therefore essay writing is a fundamental aspect of the course. Students will also be expected to contribute to discussions and debates in class and deliver presentations to their peers.

SUITABILITY FOR COMBINATION

As a facilitating subject, History combines well with any subject combination offered in the sixth form. There is, however, a clear and complementary affinity with subjects such as English, Politics and Economics – though any student with a serious interest in matters historical would gain much benefit from the course.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

History is a highly regarded academic subject. Advanced Level History offers a wealth of university and employment opportunities – archaeology, business management, the Civil Service, drama, journalism, law, politics, teaching, policing and many more besides.



MATHEMATICS

EXAMINING BODY: EDEXCEL

SPECIFICATION NO: 9MA0

SYNOPSIS OF CONTENT

A Level Mathematics builds on and develops the core knowledge from GCSE, as well as introducing advanced mechanics and statistics. The course has a strong emphasis on proof, logical reasoning and using the applied modules to solve real problems.

PURE MATHS	STATISTICS AND MECHANICS
• Proof • Algebra and functions • Coordinate geometry in the (x,y) plane • Sequences and series • Trigonometry • Exponentials and logarithms • Differentiation • Integration • Vectors • Numerical methods	**Section A: Statistics** • Statistical sampling • Data presentation and interpretation • Probability • Statistical distributions • Statistical hypothesis testing **Section B: Mechanics** • Quantities and units in mechanics • Kinematics • Forces and Newton's laws • Moments

ENTRY REQUIREMENTS

A Grade 7 in GCSE Maths is required, though students achieving higher will be better prepared for the demands of the course. Upon arrival, you will take a baseline test to assess your suitability and readiness for A Level Maths.

ASSESSMENT METHODS:

Paper 1 – Pure 1: 2 hours, 100 marks

Paper 2 – Pure 2: 2 hours, 100 marks

Paper 3 – Statistics and Mechanics: 2 hours, 100 marks (50 marks each).

SUITABILITY FOR COMBINATION

Maths complements and supports the Sciences and Computer Science – indeed it would be ill-advised to take A Level Physics without also considering taking A Level Maths. Another popular option is to couple Maths with Economics, Business Studies, Geography or Biology.

PROGRESSION TO HIGHER EDUCATION/ VOCATIONAL DESTINATIONS

Maths is an extremely well regarded A Level by universities and employers. The range of university and vocational courses open to a student with an advanced qualification in Maths is vast due to the level of rigour and discipline the subject requires, which is desirable for study in any field be it the Arts, Sciences or Social Sciences.



FURTHER MATHEMATICS

EXAMINING BODY: EDEXCEL

SPECIFICATION NO: 9FM0

SYNOPSIS OF CONTENT

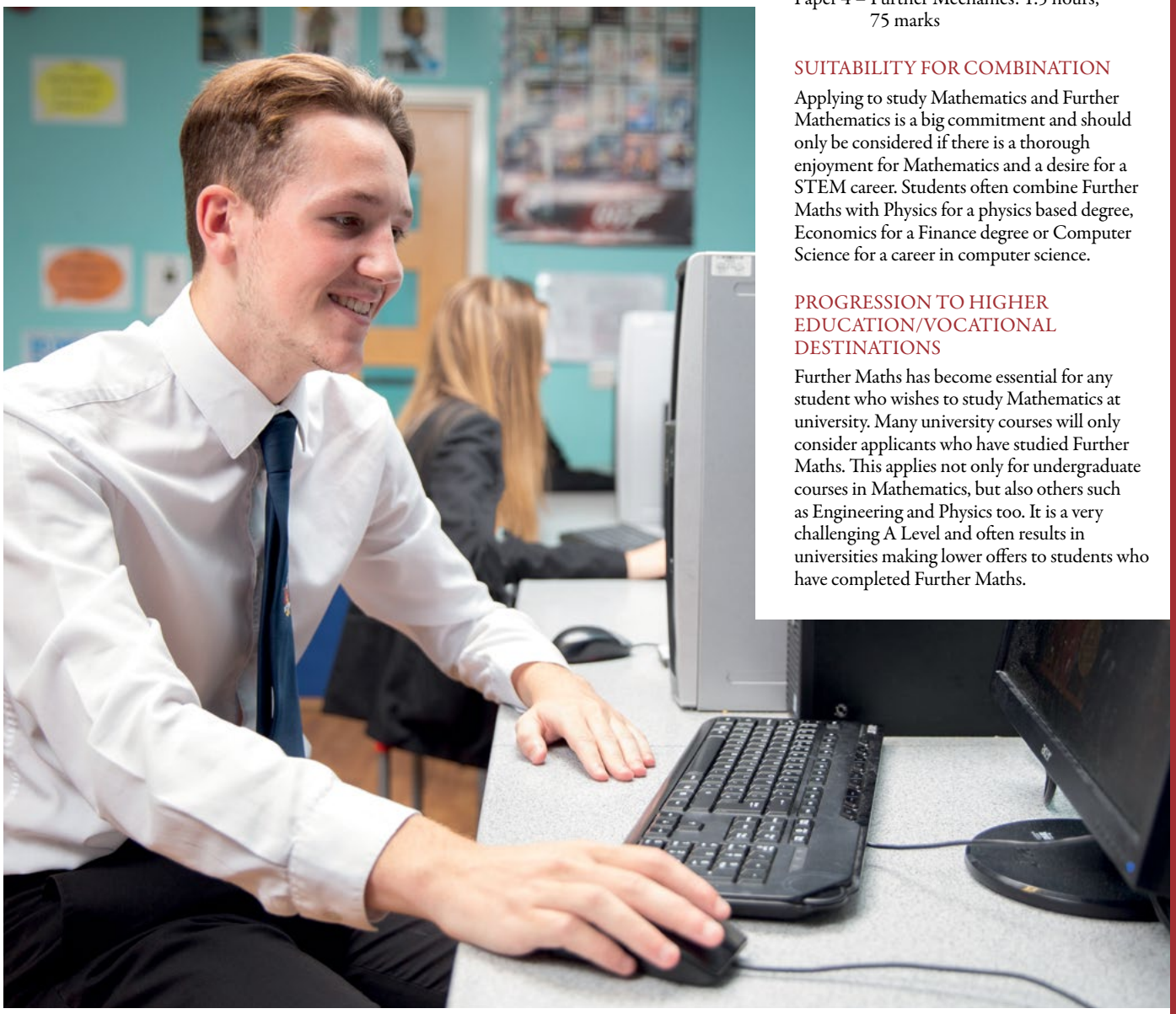
The Further Maths course offered contains additional pure, mechanics and statistics topics. Further Maths is one of the fastest growing A Level subjects.

Core Pure 1: proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors

Core Pure 2: complex numbers, further algebra and functions, further calculus, polar coordinates, hyperbolic functions, differential equations

Further Statistics 1: linear regression, statistical distributions (discrete), statistical distributions (continuous), correlation, hypothesis testing, chi squared tests

Further Mechanics 1: momentum and impulse, collisions, centres of mass, work and energy, elastic strings and springs



ENTRY REQUIREMENTS

A Grade 8 in GCSE Mathematics is required. Admission to the course is based on an assessment upon arrival at our 6th form. This will evaluate your suitability and aptitude, ensuring you are well-prepared for the rigors of the course. Students wishing to study Further Maths must select both Maths and Further Maths in their application.

ASSESSMENT METHODS:

A level Further:

Paper 1 – Core Pure 1: 1.5 hours, 75 marks

Paper 2 – Core Pure 2: 1.5 hours, 75 marks

Paper 3 – Further Statistics: 1.5 hours, 75 marks

Paper 4 – Further Mechanics: 1.5 hours, 75 marks

SUITABILITY FOR COMBINATION

Applying to study Mathematics and Further Mathematics is a big commitment and should only be considered if there is a thorough enjoyment for Mathematics and a desire for a STEM career. Students often combine Further Maths with Physics for a physics based degree, Economics for a Finance degree or Computer Science for a career in computer science.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

Further Maths has become essential for any student who wishes to study Mathematics at university. Many university courses will only consider applicants who have studied Further Maths. This applies not only for undergraduate courses in Mathematics, but also others such as Engineering and Physics too. It is a very challenging A Level and often results in universities making lower offers to students who have completed Further Maths.

MEDIA

EXAMINING BODY: EDUQAS

SPECIFICATION NO: 603/1149/6

SYNOPSIS OF CONTENT

The study of a wide range of rich and stimulating media products is central to the specification, offering opportunities for detailed analysis of how the media communicate meanings in a variety of forms. Learners will work from the product outwards to debate key critical questions related to the social, cultural, political and economic role of the media.

COURSEWORK 30%	Students will be required to produce an extract from a television programme using professional editing software, showing a sophisticated and creative interpretation of the theme that is set each year. This is a practical unit that will be informed by theory and research into existing products.
PAPER 1 **WRITTEN** 35%	Media Products, Industries and Audiences **Section A: Analysing Media Language and Representation** This section assesses media language and representation in relation to the following media forms: advertising, marketing, music video and newspapers. **Section B: Understanding Media Industries and Audiences** This section assesses two of the following media forms – advertising, marketing, film, newspapers, radio, video games - and media contexts.
PAPER 2 **WRITTEN** 35%	Media Forms and Products in Depth **Section A – Television in the Global Age** Humans (English) and The Returned (French) **Section B – Magazines: Mainstream and Alternative Media** Vogue and the Big Issue **Section C – Media in the Online Age** Zoella



ENTRY REQUIREMENTS

All students are expected to achieve a Grade 5 in Media. If Media was not studied, a Grade 5 in either English Language or English Literature.

ASSESSMENT METHODS/TEACHING METHODS AND RESOURCES

Students will be able to access all lesson content via the departments Google Drive and Youtube channel. Wider reading will also be supplied around the subjects covered to encourage and help students prepare for university level study. Emphasis is placed on analysing the media with a critical yet creative eye and the school will provide digital cameras, editing facilities etc for when the students make their own products. A variety of speakers give talks about their professions and how to be successful within the industry, and trips have been arranged to various London based companies, as well as New York, to allow the students to apply the theoretical aspect of media to the real life scenarios they will see.

SUITABILITY FOR COMBINATION

Media Studies is complimented by a range of subjects, in particular, Sociology, Business and Psychology. It also covers aspects of English, History and Politics.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

In terms of studying further at university, top Russell Group universities now offer Media Studies, as well as Film Studies, and The University of Oxford has recently started to teach Film as a joint honors. Media Studies is also viewed very favorably by employers as it equips learners with the knowledge and skills needed to be successful in the fast-changing climate we live in. The media industry is worth £977 billion globally, and in 2014 one in every six jobs in the UK held by graduates was in the creative economy (Department for Culture, Media and Sport); this is still growing. Former culture secretary Tessa Jowell has claimed that 'in the modern world, media literacy will become as important a skill as Maths or Science', emphasising how modern and applicable the course is when planning for success in the future.

MODERN LANGUAGES: FRENCH

EXAMINING BODY: AQA

SPECIFICATION NO: 7652

SYNOPSIS OF CONTENT

The specification requires students to develop confidence (and competence) in the four language skills of Listening, Reading, Speaking and Writing. There will be a greater emphasis on grammar than at GCSE but also room for spontaneity. The course will help students develop your general study skills, but most of all students will learn to communicate at a higher level in the language(s) chosen. Students will study a range topics about culture and politics in French speaking countries, a film and a literary text.

LISTENING, READING AND WRITING (50%)	Listening assessment based on a recording, a reading assessment based on a variety of text types and translation of an unseen passage from French to English, and translation of an unseen passage from English into French. (2 hours 30 minutes)
WRITING (20%)	Two essays (one on the film, the other on the literary text.) with a choice of questions. (2 hours)
SPEAKING (30%)	Discussion about one of the topics from the specification. Presentation and discussion of the student's chosen research project. (21 - 23 minutes)

ENTRY REQUIREMENTS

The Department stipulates at least a Grade 6 at GCSE in French for admission to these courses, and a Grade 6 or better in the writing section of the exam is also a good indicator of success at this level. This requirement is supplementary to the minimum expectations required for sixth form entry.

ASSESSMENT METHODS/ TEACHING METHODS

A myriad of teaching materials are used including textbooks, newspapers, magazine articles, online resources. There will be one **mandatory** conversation class a week with the language assistant (in preparation for the oral exam). Facilities include a wide range of resources and the use of IT rooms for web-based activities, listening comprehension and exam practice.

SUITABILITY FOR COMBINATION

All Modern Languages on offer combine readily with virtually all subjects available within the sixth form. In the past, language students have pursued a wide and eclectic range of complementary subjects. Suffice it to say, it is extremely rare to find a selection of disciplines that would not be beneficially augmented by a language 'A' level.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

Many Modern Language students go on to study language related courses at university, an increasingly popular option given the ever increasing importance of language skills in our society. Indeed, Modern Languages certainly make any student more marketable, both in terms of higher education and employment.



MODERN LANGUAGES: GERMAN

EXAMINING BODY: AQA

SPECIFICATION NO: 7662

SYNOPSIS OF CONTENT

The specification requires students to develop competence in the five skills of Listening, Reading, Speaking, Writing and Translation. There will be a greater emphasis on grammar than at GCSE but also room for spontaneity. Students will study four topic areas which are German society, politics and culture in German speaking countries, immigration and the multicultural society, and the unification of Germany.

The four themes are studied alongside analysis of a film and a literary text:

1. ASPECTS OF GERMAN-SPEAKING SOCIETY	- The changing state of the family - The digital world - Youth culture
2. MULTICULTURALISM IN GERMAN-SPEAKING SOCIETY	- Immigration - Integration - Racism
3. ARTISTIC CULTURE IN THE GERMAN-SPEAKING WORLD	- Festivals and traditions - Art and architecture - Cultural life in Berlin, past and present
4. ASPECTS OF POLITICAL LIFE IN THE GERMAN-SPEAKING WORLD	- Germany and the European Union - Politics and youth - German re-unification and its consequences

Analysis of a literary text (last year this was 'Der Besuch der alten Dame')

Analysis of a film (last year this was 'Goodbye Lenin')

A Sixth form trip for Years 12 and 13 is offered every year and the destination is chosen by the students. In the past we have visited Vienna, Berlin and Munich

ASSESSMENT

ASSESSMENT LISTENING, READING AND WRITING (50%)	Listening assessment based on a recording, a reading assessment based on a variety of text types and translation of an unseen passage from German to English, and translation of an unseen passage from English into German. (2 hours 30 minutes)
WRITING (20%)	Two essays (one on the film, the other on the literary text.) with a choice of questions. (2 hours)
SPEAKING (30%)	Discussion about one of the topics from specification. Presentation and discussion of the student's chosen research project. (21 - 23 minutes)

ENTRY REQUIREMENTS

The Department stipulates at least a Grade 6 at GCSE in German for admission to these courses, and a Grade 6 or better in the writing section of the exam is also a good indicator of success at this level.

ASSESSMENT METHODS/ TEACHING METHODS

A myriad of teaching materials are used including textbooks, newspapers, magazine articles, online resources. There will be one mandatory conversation class a week with the language assistant (in preparation for the oral exam). Facilities include a wide range of resources and the use of IT rooms for web based activities, listening comprehension and exam practice.

SUITABILITY FOR COMBINATION

All Modern Languages on offer combine readily with virtually all subjects available within the sixth form. In the past, language students have pursued a wide and eclectic range of complementary subjects. Suffice it to say, it is extremely rare to find a selection of disciplines that would not be beneficially augmented by a language A Level.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

Many Modern Language students go on to study language related courses at university, an increasingly popular option given the ever-increasing importance of language skills in our society. Indeed, Modern Languages certainly make any student more marketable, both in terms of higher education and employment.



MODERN LANGUAGES: SPANISH

EXAMINING BODY: AQA

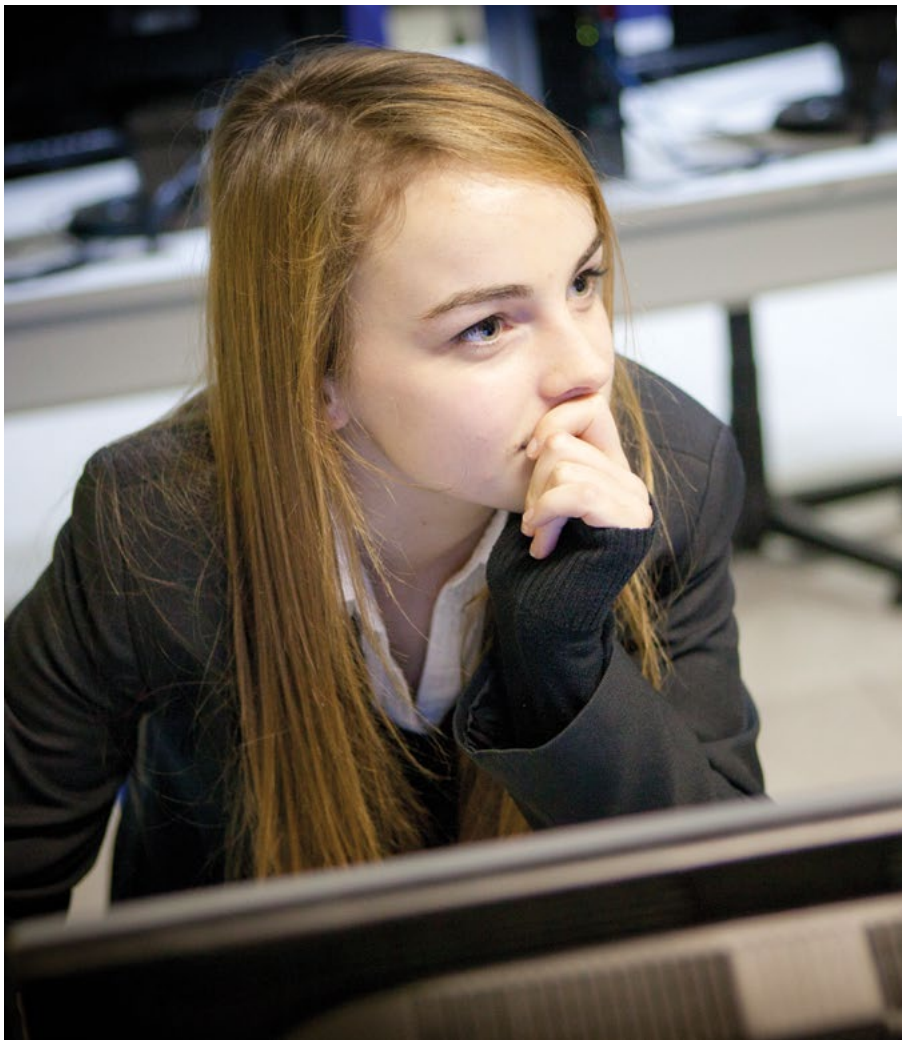
SPECIFICATION NO: 7692

SYNOPSIS OF CONTENT

The specification requires students to develop confidence and competence in the four languages skills of Listening, Reading Speaking and Writing. A certain familiarity with the culture and "way of life" of the target-language country is assumed and will be developed via exposure to spoken and written language. The course will help you develop your general study skills, but most of all students will learn to communicate at a higher level in the language chosen.

ASSESSMENT

LISTENING, READING AND WRITING (50%)	Listening assessment based on a recording, a reading assessment based on a variety of text types and translation of an unseen passage from Spanish to English, and translation of an unseen passage from English into Spanish. (2 hours 30 minutes)
WRITING (20%)	Two essays (one on the film, the other on the literary text.) with a choice of questions. (2 hours)
SPEAKING (30%)	Discussion about one of the topics from specification. Presentation and discussion of the student's chosen research project. (21 - 23 minutes)



ENTRY REQUIREMENTS

The Faculty stipulates at least a Grade 6 at GCSE in the requisite language for admission to this course, and a Grade 6 or better in the writing section of the exam is also a good indicator of success at this level. This requirement is supplementary to the minimum expectations required for sixth form entry.

ASSESSMENT METHODS/ TEACHING METHODS

A myriad of teaching materials are used including textbooks, newspapers, magazine articles, online resources. There will be one **mandatory** conversation class a week with the language assistant (in preparation for the oral exam). Facilities include a wide range of resources and the use of IT rooms for web-based activities, listening comprehension and exam practice.

SUITABILITY FOR COMBINATION

All Modern Languages on offer combine readily with virtually all subjects available within the sixth form. In the past, language students have pursued a wide and eclectic range of complementary subjects. Suffice it to say, it is extremely rare to find a selection of disciplines that would not be beneficially augmented by a language 'A' level.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

Many Modern Language students go on to study language related courses at university, an increasingly popular option given the ever increasing importance of language skills in our society. Indeed, Modern Languages certainly make any student more marketable, both in terms of higher education and employment.

MUSIC

EXAMINING BODY: WJEC EDUQAS

SPECIFICATION NO: A660

SYNOPSIS OF CONTENT

The A Level components comprise of performance, composition and appraising. Students are able to major in performance or composition, but will be assessed on both. There is a balance of coursework and exam based assessment during the course. Students will be expected to participate in Senior Choir as well as perform in at least one ensemble each week.

COMPONENT 1: Performance NEA Assessed by a visiting examiner	OPTION A: 35% Major in performance	A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study. The level of difficulty needs to be at least Grade 6 standard.
	OPTION B: 25%	A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. The level of difficulty needs to be at least Grade 6 standard.
COMPONENT 2: Composition NEA Marked by the exam board	OPTION A: 25%	A total or two compositions to be assessed, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by the exam board. The second composition is a free composition.
	OPTION B: 35% Major in composition	A total of three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. The second composition must reflect the musical characteristics of one different area of study (i.e. not the Western Classical Tradition) while the third composition is a free composition.
COMPONENT 3: Appraising	40%	Students will sit a 2 hour 15 minute exam in three sections, 1, 2 and 3, based on three areas of study, some of which include set works. Section 1: Musical Theatre. Section 2: Into the Twentieth Century Section 3: Western Classical Tradition (The Symphony)

ENTRY REQUIREMENTS

Grade 6 in GCSE Music. Additionally, all students are expected to be regularly performing to the equivalent of Grade 6 standard on their instrument. If GCSE has not been taken, students must have Grade 7 practical and Grade 5 theory exams.

Whilst not part of the entry criteria, we would strongly recommend that all students selecting A Level are currently taking instrumental lessons and have a working knowledge of music theory.

ASSESSMENT METHODS/TEACHING METHODS AND RESOURCES

Students will be assessed externally on their performance work, compositions, compositional techniques papers and listening and analysis work. Students will use ICT to work on their compositions and will be expected to work independently as part of their research.

SUITABILITY FOR COMBINATION

Drama, Art, D+T, Languages, Maths, English, History, Biology, Physics and Psychology have all been combined with Music.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

Students have gone on to study Music at Conservatoires, University and sound recording courses. Students who have studied Music at A Level have always been asked about their music when being interviewed for other subjects including Medicine, Mathematics and Law.



PHYSICAL EDUCATION

EXAMINING BODY: OCR

SPECIFICATION NO: H555

SYNOPSIS OF CONTENT

The course seeks to provide an insight into sports performance through physiological, psychological and historical issues. This would include an understanding of fundamentals such as body systems and structures, psychological influences on sport and the changing role of sport in society. The emphasis is on developing skills of application and evaluation.

MODULE 1	**Physiological factors affecting performance** Anatomy and physiology, exercise physiology and biomechanics. This module is worth 30% of the total grade and is examined by a 2 hour examination at the end point of the course.
MODULE 2	**Physiological factors affecting performance** Skill acquisition and sports psychology.. This module is worth 20% of the total grade and is examined by a 1 hour examination at the end point of the course.
MODULE 3	**Socio-cultural issues in physical activity and sport** Sport society, contemporary issues in sport and physical activity. This module is worth 20% of the total grade and is examined by a 1 hour examination at the end point of the course.
MODULE 4	**Performance in physical education** Non-examined assessment in performance in ONE sport (see list of permitted sports). This module is worth 15% of the total grade and is marked via video evidence created by students and a live moderation process.
MODULE 5	**Evaluating and analysing performance for improvement** Non-examined assessment in analysis of a sporting performance in ONE sport. This module is worth 15% of the total grade and is examined by an oral examination.

ENTRY REQUIREMENTS

Grade 6 in GCSE P.E. or Dance and Grade 5/5 in GCSE Combined Science, or Grade 5/5 in two of the three separate Science qualifications.

ASSESSMENT METHODS/TEACHING METHODS AND RESOURCES

A variety of teaching and learning strategies are employed throughout the course. Students should expect to undertake some group work, make presentations and research areas using the internet. Students should note that there is a practical element in which they must be an active competitor throughout the whole course, both in and outside of school.

SUITABILITY FOR COMBINATION

Physical Education combines well with any subject offered within the Sixth Form. It has excellent links with both the humanities and sciences and especially complements subjects such as Psychology, Biology and History.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

Physical Education is well regarded by both universities and employers alike. At advanced level Physical Education is a multi-disciplinary subject, offering students the opportunity to study aspects of science, sociology, psychology. It is therefore well-regarded as a subject for matriculation to university for both P.E. related courses and as a complementary one for the vast majority of Higher Education courses. Students considering a career in Physiotherapy would additionally be required to study a science subject.



PHYSICS

EXAMINING BODY: OCR

SPECIFICATION NO: H556

SYNOPSIS OF CONTENT

The course covers both traditional and modern Physics concepts via six modules. Opportunities exist for practical laboratory work and presentations.

MODULE 1	**Development of practical skills in physics** – Skills of planning, implementing, analysis and evaluation.
MODULE 2	**Foundations of physics** – Physical quantities and units; scalars and vectors; measurements.
MODULE 3	**Forces and motion** – Motion; forces in action; work, energy and power; materials; Newton's laws of motion and momentum.
MODULE 4	**Electrons, waves and photons** – Charge and current; energy, power and resistance; electrical circuits; waves; quantum physics.
MODULE 5	**Newtonian world and astrophysics** – Thermal physics; circular motion; oscillations; gravitational fields; astrophysics.
MODULE 6	**Particles and medical physics** – Capacitors; electric fields; electromagnetism; nuclear and particle physics; medical imaging.



ENTRY REQUIREMENTS

Grade 6/6 in GCSE Combined Science or Grade 6/6 in two of the three separate GCSE Science qualifications – including Physics.

Additionally, all students are expected to attain at least a Grade 7 in GCSE Maths.

TEACHING METHODS AND RESOURCES

Students secure knowledge in a variety of ways. Emphasis is placed on the genuine understanding of physics concepts together with the application of physics ideas to give a concise and accurate explanation of concepts, and data. Individual and group practical work is integral to the course. Regular unit tests will assess student progress throughout the course. A textbook will provide the basis for the course as well as access to online resources.

ASSESSMENT

Three examinations covering two years content and practical understanding.

- Paper 1: Modelling Physics - 37% of total A level, 2 hours 15 minutes
- Paper 2: Exploring Physics - 37% of total A level, 2 hours 15 minutes
- Paper 3: Unified Physics - 26% of total A level, 1 hour 30 minutes
- Practical Endorsement (reported separately)

SUITABILITY FOR COMBINATION

Physics combines particularly well with Mathematics and other Science courses; it is also a complementary subject to a wider range of disciplines such as Geography and Design and Technology.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

Physics is an extremely well regarded A level in both academic and employment spheres. Many of our students go on to study Physics, a Physics related discipline, or Natural Sciences at university. Physics is a prerequisite for most engineering courses.



PSYCHOLOGY

EXAMINING BODY: AQA

SPECIFICATION NO: 7182

SYNOPSIS OF CONTENT

PSYCHOLOGY YEAR 1

The Psychology A Level is an exciting new course for Sixth form students. During the first year, students will develop a broad knowledge and understanding of the core areas of Psychology. The topics covered are:

- **social influence** (including conformity, obedience and minority influence),
- **memory** (including the accuracy of eye-witness testimony),
- **attachment** (including caregiver-interaction, Bowlby's theories and the influence of attachment on relationships),
- **psychological approaches** (including learning, cognitive, biological, humanistic and the psychodynamic approach),
- **psychopathology** (defining abnormality, phobias, depression and OCD) and
- **research methods**.

PSYCHOLOGY YEAR 2

The second year of the A Level course further develops the students understanding of the core areas of Psychology and covers content in greater depth.

Additional content covered in the A Level course are *likely* to include:

- **biopsychology** (nervous system, endocrine system and ways of studying the brain),
- **relationships** (including evolutionary explanations, attraction and virtual relationships),
- **schizophrenia** - symptoms of schizophrenia, issues in diagnosis, explanations for schizophrenia and therapy used in the treatment of schizophrenia,
- **addiction** (describing addiction, risk factors, explanations of smoking and gambling, reducing addiction and behavioural change) and
- **issues and debates in Psychology** (bias, free will vs determinism, nature-nurture, reductionism and ethics).

At the end of year two there are three exams written in June.

Paper 1: Social Influence, Memory, Attachment and Psychopathology (2 hours, 1/3 of A Level)

Paper 2: Approaches in Psychology, Biopsychology and Research Methods (2 hours, 1/3 of A Level)

Paper 3: Issues and Debates in Psychology, Relationships, Schizophrenia and Addiction (2 hours, 1/3 of A Level)

ENTRY REQUIREMENTS

Students are expected to achieve Grade 6 in GCSE English Language or English Literature and a Grade 6 in at least one GCSE Science subject or Maths.

TEACHING METHODS AND RESOURCES

The majority of work is based in the classroom where students are expected to participate in the classroom activities. Homework is regularly set in order to reinforce content and to develop skills necessary to succeed in Psychology.

SUITABILITY FOR COMBINATION

Sociology, Philosophy & Ethics, Mathematics, Biology, English and Physical Education would all be directly compatible with the course. High achievers' attributes would include a mature insight, confidence, empathy and thoughtfulness, as well as a strong intellectual ability.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

A number of students have gone on to study Psychology at degree level. The Psychology A Level is a strong academic subject which is excellent preparation for work and further study at degree level, regardless of the course chosen.



RELIGIOUS STUDIES (PHILOSOPHY AND ETHICS)

EXAMINING BODY: OCR

SPECIFICATION NO: H573

SYNOPSIS OF CONTENT

OCR's A Level in Religious Studies will encourage learners to:

- develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop knowledge and understanding appropriate to a specialist study of religion
- develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- adopt an enquiring, critical and reflective approach to the study of religion
- reflect on and develop their own values, opinions and attitudes in the light of their study.

PHILOSOPHY OF RELIGION 2 hour written paper (33.3% of A level)	Ancient philosophical influences, the nature of the soul, mind and body, arguments about the existence or non-existence of God, the nature and impact of religious experience, the challenge for religious belief of the problem of evil, ideas about the nature of God and issues in religious language.
RELIGION AND ETHICS 2 hour written paper (33.3% of A level)	Ethical theories such as Utilitarianism, Situation Ethics, Kantian Ethics and Natural Moral Law theory. The application of these ethical theories to two contemporary issues (business ethics and euthanasia), ethical language and thought, debates surrounding the conscience and sexual ethics.
DEVELOPMENTS IN CHRISTIAN THOUGHT 2 hour written paper (33.3% of A level	Christian beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world, sources of Christian wisdom and authority, practices which shape and express Christian identity and how these vary within a tradition and significant social and historical developments in theology and religious thought.



ENTRY REQUIREMENTS

Students are expected to achieve Grade 6 in GCSE R.S Short or Long Course.

ASSESSMENT METHODS/TEACHING METHODS AND RESOURCES

A variety of teaching and learning methods are used within RS. For A Level RS the skill of evaluation is key- so opportunities to enhance this skill within lessons via class discussions and debates are encouraged. Students will be provided with textbooks to assist their learning, but will also be required, due to the extensive nature of the course to do wider reading of philosophical, ethical and religious texts.

SUITABILITY FOR COMBINATION

The philosophical and ethical nature of this course means it can be combined with both the arts and the sciences. It is often studied alongside subjects like Politics, Psychology, Sociology, English, History, Biology but it can fit well with almost anything.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

As a subject that requires debate and argument as well as an understanding of human feelings, belief and behaviour, this course can open the door to a wide variety of courses and future occupations. Students have gone on to study a range of subjects at university including Law, Religious Studies, Social Work, Teaching, Philosophy and Psychology. Most commonly, it leads to students going into people focused professions.

SOCIOLOGY

EXAMINING BODY: AQA

SPECIFICATION NO: 7192 (A LEVEL)

SYNOPSIS OF CONTENT

Sociology is the study of human societies and how they interact to shape people's beliefs, behaviours and identity. It focuses on contemporary society and explores the key themes of socialisation; social differentiation; power; stratification; culture and identity through research and theories on the core topics of education, crime and deviance, families and households and media. Sociology explores how society has changed over time, touching on subjects like industrialisation, urbanisation, inequality and globalisation. The course also examines sociological theories and research methods. This is a linear A-level.

PAPER 1 A LEVEL	Education; Theory and Methods 2 hour exam / 1/3 A level
PAPER 2 A LEVEL	Families and Households; Media Topics in Sociology 2 hour exam / 1/3 A level
PAPER 3 A LEVEL	Crime and Deviance; Theory and Methods 2 hour exam / 1/3 A level



ENTRY REQUIREMENTS

Students are expected to achieve a Grade 5 in GCSE History, Geography or RE.

ASSESSMENT METHODS/TEACHING METHODS AND RESOURCES

The assessment methods within Sociology are designed to foster the development of critical and reflective thinking. There is no coursework component and the exams mainly consist of extended writing pieces. A variety of teaching and learning strategies are employed throughout the course, including the practical application of research methods.

SUITABILITY FOR COMBINATION

As a theoretical and analytical discipline, Sociology is often taken by students alongside the Humanities, Social Sciences and English. It is often a requirement for those wishing to study or pursue a career in Law, Teaching, Advertising and some aspects of medicine, such as Midwifery or Physiotherapy. It is also taken by students studying a combination of Sciences and Mathematics in order to broaden their intellectual horizons.

PROGRESSION TO HIGHER EDUCATION/VOCATIONAL DESTINATIONS

As a respected academic subject and the original Social Science, Sociology is well regarded by all the top universities, including the Russell Group and by employers for its theoretical and evidential base. Knowledge of social change, the different social groups and cultures that form contemporary society and the challenges this brings, together with critical thinking and a clear understanding of research methods are all seen as assets by both employers and universities.



"Teachers here at Coopers', work on the assumption that you want to learn and this should be a consideration when you apply, but don't worry Coopers' is not an exam factory. With a good inter-year relationship, there is an enjoyable atmosphere and good banter penetrating your studies, making the Sixth Form Centre a positive environment..."

THE SCHOOL CAPTAINS


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BELIEF
1 XV
BELIEF
BELIEF

"At Coopers' Sixth Form there are many different types of learning styles; from the interactive to university style lectures with the teachers finding the environment that suits you..."

GRACE, YEAR 13





THE COOPERS' COMPANY
AND COBORN SCHOOL

St Mary's Lane
Upminster
Essex
RM14 3HS

Tel: 01708 250500
Fax: 01708 226109
Email: info@cooperscoborn.org.uk
Online: www.cooperscoborn.org.uk

https://www.instagram/cooperscoborn/





