



Lingfield  
COLLEGE

## Sixth Form Guide 2024





## A Warm Welcome

**I am delighted to introduce our Sixth Form Guide, highlighting the wealth of academic opportunities and options that lie ahead. The Sixth Form years are an exciting and formative time offering greater freedoms and more independence. It is a pleasure and a privilege to lead our students through these years and watch them grow into confident, compassionate and grounded young adults ready to move on to the next stage of their lives.**

We are proud of the diversity of post-18 pathways at Lingfield, which fully reflects our ethos of supporting every student to achieve and fulfil their individual potential, whether they have set their sights on a top university, further study or a fulfilling career. Our outstanding results speak for themselves, and many students achieve far more than they ever thought possible.

In our inspirational and supportive learning environment, we will support you all the way to success with:

- Passionate and highly qualified teachers
- Individualised support & monitoring for your wider wellbeing
- A wealth of extension and enrichment opportunities for your personal development
- Volunteering opportunities in charities and our local community

Time spent in the classroom is just one part of the Sixth Form experience. When former students come back to visit, they often tell me that some of their fondest memories are of sporting fixtures, Duke of Edinburgh hikes, performing on the stage, charity endeavours or inspiring trips. It is these fun and enriching experiences that help build character and develop life skills, critical in an ever-changing and competitive employment landscape.

I understand that choosing which subjects to study in Sixth Form may not be an easy decision. It is important that you take your time exploring all your options to gain a full appreciation of what is involved in the study of each subject.

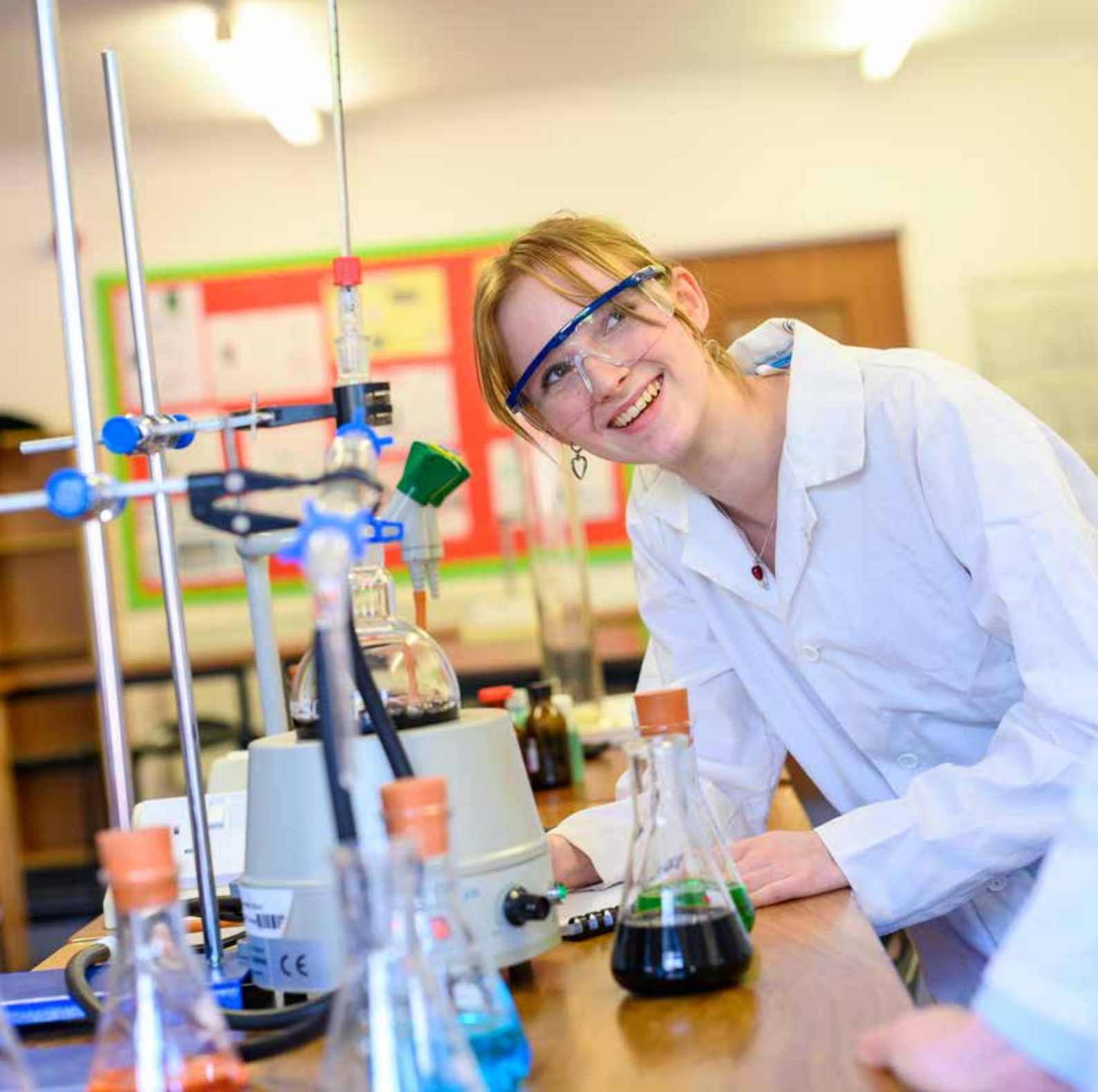
The subjects you choose should feed both your existing interests and ignite new academic passions. Your choices should suit both your ability and your learning style and support your onward plans for higher education and the world of work. Making considered decisions now will help you to be prepared for whatever your exciting future holds after Lingfield. We offer 23 A Level subjects plus 3 BTECs in the Sixth Form, all academically rigorous and all taught in smaller classes of students by specialist teaching staff, so we are confident you will find the right course for you.

We understand that decisions of this magnitude can feel daunting. Over the coming weeks and months, our teachers and Sixth Form students will be on hand to offer guidance and advice to support you in making informed decisions about the next steps in your journey.

The students in our Sixth Form work hard and are ambitious to succeed whilst retaining a friendliness and inclusivity that creates a supportive atmosphere to study in. They care about the environment around them, and they want to make a difference, through charity work and volunteering. They continually impress me with their creativity, their determination and their ideas.

I hope this guide provides you with some comprehensive information to help you to consider your curriculum choices and future pathways.

**Alison Folkard,  
Head of Sixth Form**



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*The students in our Sixth Form work hard and are ambitious to succeed whilst retaining a friendliness and inclusivity that creates a supportive atmosphere to study in.*

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# *The* Sixth Form



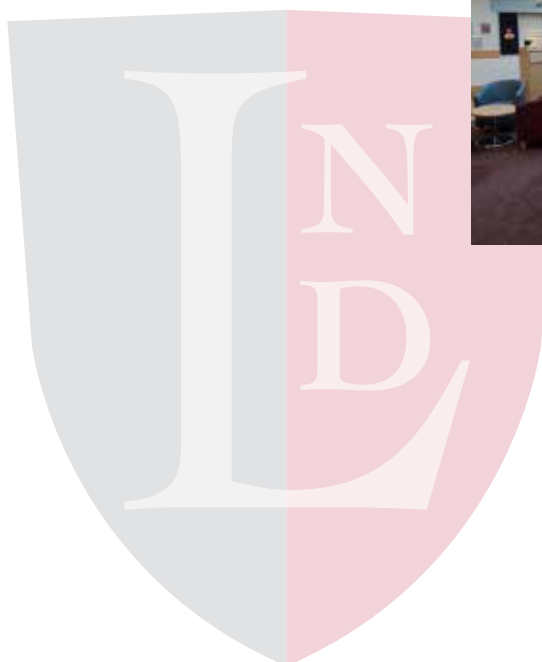
# Experience

## Academic Curriculum

Students typically study three subjects but have the option to choose four. This may be a combination of A Levels and BTECs. In addition to A Levels, we offer the popular Extended Project Qualification (EPQ) which is highly regarded by universities, especially for competitive courses, and much enjoyed by our students.

In Sixth Form the curriculum requires students to follow their subjects in depth and at length; therefore it is important to take into account your individual abilities, interests, strengths and long-term goals.

**The Sixth Form aims to deliver consistently good results in a broad range of subjects. Students feel the benefit of smaller class sizes than at GCSE, allowing for more individual focus and in-depth class discussion. Positive and mutually respectful working relationships with your teachers are a feature of the Lingfield Sixth Form experience, facilitating the exchange of ideas and sharing of knowledge, and acting as an important bridge between college life, the world of university and work.**



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*Provision is made for students to study quietly in School outside of timetabled lessons.*

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## Independent Study & Homework

It is important for students to make the most of study periods at School as well as committing to additional time at home to broaden and deepen your knowledge of your subjects in a relatively independent manner through extra reading, research, note-taking and exercise completion.

Provision is made for students to study quietly in School outside of timetabled lessons. Students are supervised in the Study Room to ensure an effective and quiet working environment.

Further supervised study sessions are available every day after school and on Saturday mornings. These sessions are considered optional, however, some students will be required by their teachers to attend.

The expectation is that you will manage your time sensibly and organise your independent work effectively. If you are uncertain how best to do this, tutors and study supervisors will be pleased to offer advice. The homework set by staff should be regarded as a minimum, and students should expect to spend, on average, five hours per subject per week on homework although this will increase as exams approach.





## Enrichment & Extension

As students blend lesson time with more independent study, we provide a range of activities to help develop personal interests and enhance studies further. The goal of these activities is to help deepen your knowledge of an intended degree subject, support your future aspirations, develop new skills and to have fun!

Below are some of our academic options:

### Extended Project Qualification

The Extended Project Qualification (EPQ) provides an excellent opportunity for students to develop their own interests through independent research and is a compulsory subject for academic scholarship holders.

There are many benefits of completing an EPQ that certainly make it worthwhile. It is especially useful if you are applying to university.

- It gives your personal statement extra content and, provided the outcome is of a high enough grade, you may receive lower subject offers for your course.
- It demonstrates great commitment, discipline and organisation.
- It requires time management, communication, critical analysis skills and independence, which is not only beneficial in your application to university but will also help you cope with the demanding nature of studying for a degree.
- It can be a great way to show specialism in subject matter not directly studied; it is a great way to show dedication and interest in areas such as law, medicine or architecture.

Students sign up for element sessions, which run weekly and introduce all the skills needed for this qualification. Each candidate has a personal supervising teacher, with whom they meet regularly to monitor progress.

The EPQ process and outcome vary on whether you choose to write an essay or produce an artefact. An essay requires 5,000 words, which is great practice for university assignments. An artefact can be anything from writing a short story or holding an event to creating a piece of art. Alongside the final product, you will submit a project log, in which you explain



your working progress and how you overcame any challenges during the process. This is presented to a live audience.

The EPQ demands commitment and hard work, but the benefits are undeniable. Students who work conscientiously and plan their time well around other commitments find the workload manageable and gain many transferrable skills which will serve you in the future.

### Academic Lecture Competition

Students are invited to devise, write and present a class lecture on an academic topic of their choice. They can make this relevant to their 18+ choices, especially if they are applying for courses not studied at school (e.g. Law, Architecture or Medicine), or use a topic from class as a springboard into a more in-depth study (e.g. look at a specific mathematical application like game theory). The competition is open to all students in the summer term going into year 13 in September. This is an excellent opportunity to show independent research and learning as well as practising communication and presentation skills.

### IEA Budget Challenge

The Budget Challenge is a joint competition between the Institute of Economic Affairs and the Vinson Centre for the Public Understanding of Economics and Entrepreneurship at the University of Buckingham.

Student teams are required to submit an outline analysis of macroeconomic conditions and outlook, economic goals and strategy, including a 5,000-word proposed budget, designed to replicate a Government Budget for a fiscal year, drawing upon their economic knowledge and demonstrating their capacity to expand their vision beyond the curriculum.



## Monitoring & Assessment

Through regular monitoring and assessments, we can ensure that every Sixth Form student achieves their full potential. Students are monitored closely by academic and pastoral staff throughout their time in Sixth Form.

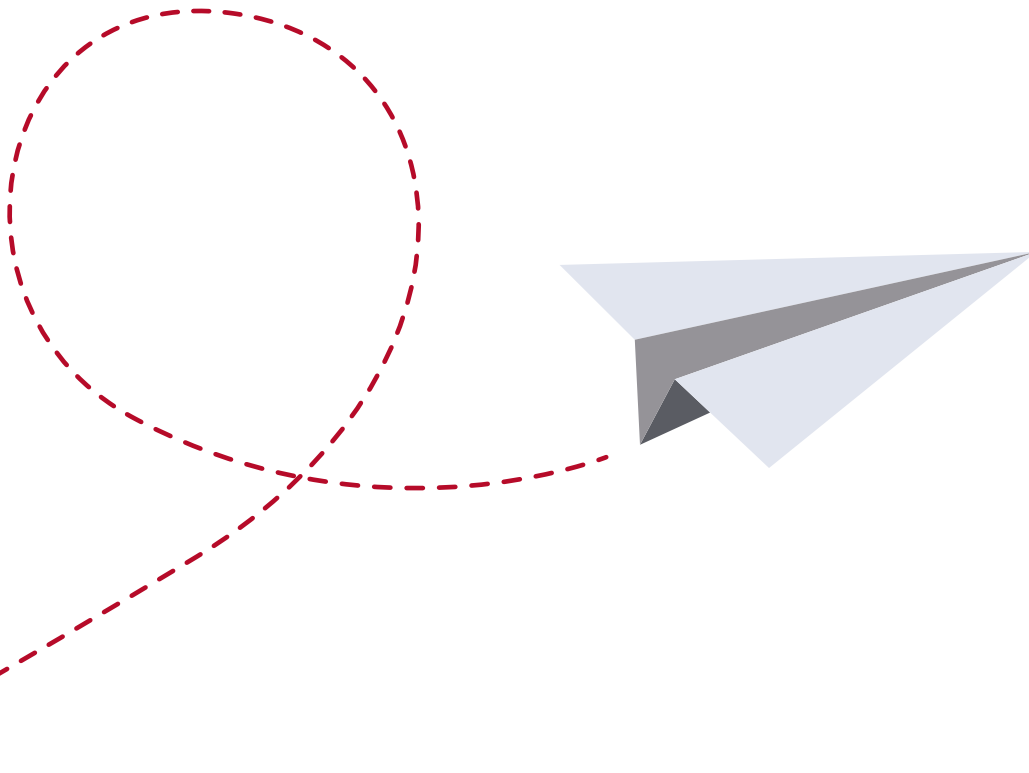
Progress reports are generated at regular intervals throughout the two years via our School Management Information System (ISAMS). These give attainment grades based upon assessed work, effort and target grades plus comments from subject specialists, tutors and the Head of Sixth Form.

Tutors are the first point of contact for any academic queries or clarification. Students who are underachieving may be placed under further Academic Monitoring Measures where regular targets are set and progress reports are sent home.

We run a series of mock exams in Years 12 and 13 to assess how well the students have made the transition to Sixth Form, what they need to focus on and interventions we may need to put in place.

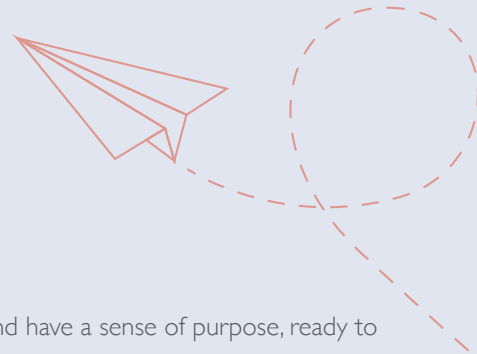
## Further Study Support

We strive to maintain the right balance between helping students become independent learners, who are able to manage their own studies and providing the necessary academic support for those who may need it. Tutorials are organised for students who may require further support in their subjects. Additionally, we run a range of clinics at lunchtime and after school. These are the perfect opportunity for students of all abilities to get the extra help they need to improve their grades.



# Inspiring Exciting Futures

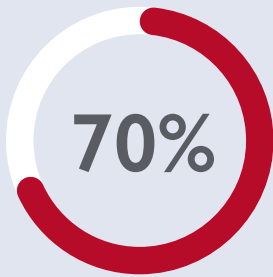
## A Levels / BTECs



Students leave our Sixth Form with a defined onward pathway. They are well-rounded, confident and have a sense of purpose, ready to create an exciting future.

The majority will secure places in their first-choice university, degree apprenticeship placement or Art Foundation application. Recent leavers' destinations have included Oxford, Durham, Bournemouth, Reading, Exeter and Warwick. Students achieve these results through a combination of ability, hard work, exceptional teaching and the unstinting support of the wider School community.

But A Levels and BTECs are not enough on their own. A Lingfield education nurtures every aspect of a student's personality and aptitude, enabling you to leave us with an array of skills and qualities that will help you flourish in the future.



of grades achieved were A\*-B (A Level) and D\*-M (BTEC)



of EPQ grades achieved were A\*-B (Extended Project Qualification)

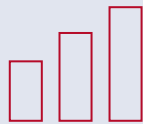


of students heading to university successfully secured their first-choice destination

**9** Students have secured places on STEM based degrees.



**9** Students have secured places on Business and/or Finance degrees.



**6** Students have secured places on Creative based degrees.



**3** Students have secured places on Law degrees.



**3** Most popular universities:



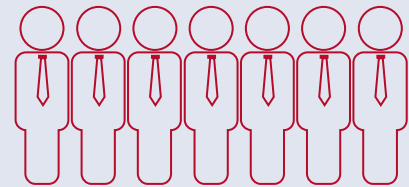
Exeter



Durham

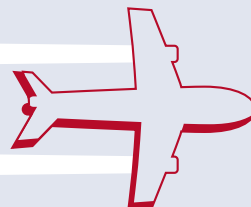


Nottingham Trent



**7** Students have secured competitive apprenticeship placements.

Student secured an academic & sports scholarship to Penn State University, USA.



Most popular courses taken up in universities: Business & Management, Psychology, Criminology and Law.



# Facilities

## Lecture Theatre

The university-style Lecture Theatre seats up to 150. It is used for assemblies and seminars, classes and discussions and also hosts our invited speakers from a wide range of backgrounds and careers.

## Modern Classrooms

The Sixth Form has light, contemporary classrooms and is complemented by flexible study areas, enabling students to work independently between lessons. The School has specialist classrooms for areas including Science, Media, Art and Music all have up-to-date equipment and resources.

## Sixth Form Dining Room

The Sixth Form Dining Room looks directly out over our sporting pitches and offers a perfect space to have something to eat and mix with friends.

## Atrium Café

The Atrium Café with its wonderful skylight and relaxed seating area is at the heart of the Sixth Form centre, providing a range of hot and cold drinks, pastries, fruit and snacks.

## Sixth Form Common Room

The Sixth Form Common Room is a dedicated space for Sixth Form students to study, relax and socialise in between lessons. Refurbished in 2021, it has a contemporary feel, complete with sofas, TVs with gaming facilities, study spaces and games tables.

## Learning Support Classroom

The Learning Support Classroom in LeClerc Building is where Sixth Formers with additional learning needs receive small group support.

## Fitness Suite

Sixth Formers have the opportunity to exercise and look after their physical health through the use of our fitness suite located in the Sports Hall. All students are inducted on how to use the equipment and have access to attend during lunch times and after school. Students can devise their own training programmes as well as seek advice from our Strength and Conditioning Coach.





# Co-Curricular Activities

<b>Drama productions (cast and technical)</b>	<b>Model United Nations</b>
<b>Orchestra and or other musical ensembles</b>	<b>Academic enrichment and other clubs</b>
<b>Sports teams</b>	<b>TEFL course (Teaching English as a Foreign Language) during Enrichment week</b>
<b>Duke of Edinburgh Gold Award</b>	<b>Charity programme</b>
<b>Three Peaks Challenge</b>	<b>Primary school volunteering</b>
<b>Art Open Studio</b>	<b>Overseas volunteering</b>
<b>Lunchtime Lecture Series</b>	<b>Peer mentoring</b>

## Sport & Games

An active lifestyle is key to physical and mental wellbeing. At Lingfield, sport forms an important part of the Sixth Form timetable. Every Sixth Former participates in our Tuesday afternoon games programme.

Students will have access to all major team sports such as football, hockey, netball and rugby sevens in the winter and spring terms. Cricket, tennis, athletics and rounders are on offer in the summer. The expanding fixture list against other local independent schools gives plenty of opportunities to represent the School at all levels of ability.

There is also a broad range of other sports and activities, both on and off campus, offered to students to try throughout the year: bouldering, squash and badminton, as well as golf, basketball, table tennis and volleyball.

Use of the fully equipped Fitness Suite and Sports Hall are also popular options for all the Sixth Form.

## Lectures & Talks

As part of the broader educational experience, we host a series of thought-provoking talks in our Lecture Theatre. Carefully chosen to stimulate, motivate and raise aspirations amongst our students they cover areas such as:

- Engineering
- Law
- Gap years
- Medical school applications
- Apprenticeships
- Finance
- Aerospace, communication and transport

## Privileges & New Responsibility

The Sixth Form operates on a system of trust. It recognises the need for young adults to develop in an atmosphere of freedom, but also one which encourages responsibility. Sixth Formers enjoy a different working relationship with staff and their own space within the School. They have greater control over their use of their time, but they are also leaders in a wide range of positions as Head Student Team, House Captains, Subject Captains, Mentors, Charity and Wellbeing Prefects. They show enthusiasm and support for School events and are often responsible for developing new initiatives. They are expected to help with the organisation and running of the Lower School.

## Volunteering

Volunteering is an important part of the Sixth Form curriculum and an increasingly essential addition to student CVs. A team of Year 12 students goes to a local primary school on a weekly basis to help in their classes and our Year 13 Prep School Links team is similarly attached to our Prep School, visiting on a regular basis to help with lessons and clubs.

Students also find work through a number of volunteering organisations such as Worldwide Volunteering. Students doing Duke of Edinburgh carry out a wide range of volunteering as part of their awards; for example, working in care homes, leisure centres and hospices.

Year 13 students who wish to be mentors to our younger students receive mentoring training and meet with their mentee each week to offer support and a friendly face.



# Sixth Form Pastoral Support

Sixth Form life at Lingfield is based upon strong, mutually respectful relationships between staff and students.

## **Open Door Policy**

The Sixth Form Leadership Team are located in the office at the end of the Sixth Form building. They, along with teachers, Heads of Department and Heads of Year, have an open door policy and are available to talk to students about any aspect of School life, academic or otherwise.

## **Sixth Form Welfare Officer & Counsellor**

Students' mental health is extremely important to us. We have a dedicated welfare officer who is available every day to students. We also have an experienced counsellor available for any students who may require additional emotional wellbeing support.

## **Form Tutors**

Form tutors play a key role for students in their time at Lingfield Sixth Form. They have oversight of their progress and wellbeing. Regular tutor meetings ensure

students feel supported as they balance their academic and co-curricular interests and begin to explore university and career options. Tutors also act as the first point of contact for any parent concerns and issues.

## **Learning Support**

Lingfield College takes a whole school approach to learning differences with Learning Support for Sixth Form students focusing on fostering the skills necessary for independent working with a learning difference. Students attend an Advanced Sixth Form Study Skills course for the first half term of Year 12. This is followed by topic-based clinics which students in Years 12 and 13 choose to progress the skills where they feel they need support. Subject teachers make adjustments for learning differences as much as practicable in their subject and the school puts in place access arrangements in line with current JCQ regulations.



# Futures & Careers

## UCAS

The UCAS application process can be daunting. At Lingfield, students are closely guided through the admissions process to university, whether UK-based or internationally. Our experienced UCAS Co-ordinators work alongside our Careers Specialist and Form Tutors to run a well-established programme of activities to prepare students for university applications, providing one-to-one guidance sessions, assemblies, talks and workshops, and digital resources designed to ensure students apply to courses suitably aligned to their academic strengths and aspirations.

Throughout the Sixth Form, students have access to careers resources and digital resources such as Unifrog, an award-winning online careers platform with comprehensive information covering every undergraduate university course, apprenticeship and college course in the UK, and other detailed guidance.

Students considering applying for highly competitive university placements, studying abroad or aspiring for professions such as medicine, dentistry, veterinary science or law will be offered comprehensive support from experienced tutors, who will oversee the application process and provide specialist guidance on entrance examinations and interview preparation. Our co-curricular Medical Club, STEP Club, and Study Support provide further valuable resources.

Students interested in applying for an apprenticeship or degree apprenticeship are supported with a step-by-step programme, led by our dedicated Careers Advisor, which has successfully secured many Lingfield students sought-after placements.

Our Annual UCAS Day in June is a valuable event where Year 12 students start their UCAS application process, hear from alumni and undertake research. Students also attend the UCAS Higher Education Convention, where they can explore an exhibition hosted by university representatives, apprenticeship providers and gap year organisations to ensure they discover a future that's right for them.

**All former students are welcome to join our alumni network, where they can keep in touch with events, attend talks, or let us know how they are getting on.**

## Careers

Our Careers Advisor is available to our students to support their career aspirations and work experience opportunities. With over 20 years of experience in the recruitment industry, Maggie Mortleman holds one-to-one meetings with every student to develop a personalised careers action plan to support and guide them to make informed decisions about their futures.

Students are also supported with a series of practical careers workshops, including writing CVs and application forms, networking and research skills, finding work experience and interview preparation.

The evolving employment landscape can be challenging to navigate, so further support and training are provided for students to deal with new emerging recruitment practices such as skills-based interviews, AI interview techniques, assessment centre days and detailed information about apprenticeships and degree level apprenticeships.

Every two years, the School holds a very popular Careers Fair in the spring term, attended by delegates from a variety of sectors, including careers specialists in apprenticeships from organisations such as Nestlé, PwC and Thales, reflecting the diverse range of employment opportunities pursued by our students. The event allows students to network and ask questions from those with the most current employment knowledge. Throughout the day Lingfield alumni give short talks about their experiences, the broader world of work and the different pathways that students may take.

## Work Experience

Work experience takes place from Years 10 to 13 which strengthens applications to many university courses and is essential for disciplines such as medicine and teaching. The career ambitions of students are wide-ranging and previous placements have included Thales, Close Brothers, Nestlé, Meridian Radio and The Queen Victoria Hospital.

We make excellent use of our network of former alumni and parents who advise, mentor and provide work experience opportunities.



# Post-18 Destinations

University	Course	University	Course
Anglia Ruskin	<ul style="list-style-type: none"> <li>Nursing (Child and Mental Health)</li> </ul>	Loughborough	<ul style="list-style-type: none"> <li>Management (with placement year)</li> </ul>
Bath Spa	<ul style="list-style-type: none"> <li>Creative Writing and Publishing</li> </ul>	Manchester	<ul style="list-style-type: none"> <li>English Literature</li> <li>Cognitive Neuroscience &amp; Psychology</li> </ul>
Birmingham	<ul style="list-style-type: none"> <li>Psychology</li> </ul>	Manchester Metropolitan	<ul style="list-style-type: none"> <li>Advertising and Brand Communications</li> <li>Law</li> </ul>
Bournemouth	<ul style="list-style-type: none"> <li>Business &amp; Management</li> <li>Television Production</li> </ul>	Nottingham	<ul style="list-style-type: none"> <li>Sociology</li> <li>Law</li> </ul>
Cardiff	<ul style="list-style-type: none"> <li>Psychology with Professional Placement</li> <li>Financial Mathematics</li> <li>Ancient History &amp; History</li> </ul>	Nottingham Trent	<ul style="list-style-type: none"> <li>Quantity Surveying and Commercial Management</li> <li>Business Management and Marketing</li> <li>Sport Science and Mathematics</li> <li>Business Management and Economics</li> <li>International Business Management</li> </ul>
De Montfort	<ul style="list-style-type: none"> <li>Design Crafts</li> </ul>	Oxford	<ul style="list-style-type: none"> <li>History</li> </ul>
Durham	<ul style="list-style-type: none"> <li>Physics</li> <li>Chemistry &amp; Physics</li> </ul>	Oxford Brookes	<ul style="list-style-type: none"> <li>International Business Management</li> </ul>
Exeter	<ul style="list-style-type: none"> <li>Modern Languages</li> <li>Computer Science</li> <li>Medical Sciences</li> <li>Marketing &amp; Management with Industrial Experience</li> <li>Business &amp; Management</li> </ul>	Plymouth	<ul style="list-style-type: none"> <li>Psychology</li> <li>Civil Engineering</li> </ul>
Edinburgh	<ul style="list-style-type: none"> <li>Environmental Geoscience</li> </ul>	Reading	<ul style="list-style-type: none"> <li>Real Estate</li> <li>Finance</li> </ul>
Greenwich	<ul style="list-style-type: none"> <li>Graphic &amp; Digital Design</li> </ul>	Royal Agricultural	<ul style="list-style-type: none"> <li>Rural Land Management with Placement Year</li> </ul>
Kent	<ul style="list-style-type: none"> <li>Criminology</li> </ul>	Sheffield	<ul style="list-style-type: none"> <li>Biology</li> </ul>
Lancaster	<ul style="list-style-type: none"> <li>Mechatronic Engineering</li> </ul>	Solent	<ul style="list-style-type: none"> <li>Sport and Exercise Therapy</li> </ul>
Leeds	<ul style="list-style-type: none"> <li>Criminal Justice &amp; Criminology</li> </ul>	Sussex	<ul style="list-style-type: none"> <li>Filmmaking</li> <li>Life Sciences (with a foundation year)</li> </ul>
Lincoln	<ul style="list-style-type: none"> <li>Law</li> </ul>	Swansea	<ul style="list-style-type: none"> <li>Business Management (Marketing)</li> </ul>
Liverpool	<ul style="list-style-type: none"> <li>Criminology</li> <li>Mathematics</li> </ul>	York	<ul style="list-style-type: none"> <li>Biology</li> <li>Politics with International Relations</li> </ul>





# Admissions

We would normally expect a student to have gained 43 points from their best seven GCSEs. Therefore, a student is likely to have a 6/7 or higher at GCSE in the subjects appropriate to their choice of subjects, or near equivalent, to meet the threshold unless there are mitigating factors. In these circumstances, students will need to have a discussion with the Head of Sixth Form.

Please refer to the respective course pages in this booklet for specific entry requirements. There are higher entry criteria in subjects such as Biology, Chemistry, Physics, Mathematics and Modern Foreign languages, and internal candidates will additionally need departmental endorsement. In our experience, this ensures that students' knowledge and ability are at a sufficient level to manage the subject in Sixth Form and offer the realistic prospect of a successful outcome at A Level.

If you have successfully completed your GCSE study at Lingfield, the expectation is for most students to make the transition into our Sixth Form. Current Lingfield students do not need to complete an application for Sixth Form entry, but the same GCSE attainment criteria apply for automatic entry into the Sixth Form from Year 11. After mock exams in Year 11, parents will receive a letter with the current point score and will be offered personalised advice if their score is under the entry threshold.

Every year we welcome new students from both independent and state schools into our Sixth Form. Each applicant is considered individually. Our Sixth Form admission process involves:

- A satisfactory report from the current school including Year 11 predicted grades.
- Registration (subject to satisfactory report).
- Attending a taster day which will include an interview with the Head of Sixth Form or Deputy Heads of Sixth Form and a verbal reasoning paper.

Offers are conditional on GCSE results (applicants must meet the requirements above).

## Transition to Year 13

The end-of-year exams in Year 12 offer an opportunity to check students' progress and identify if any additional support or intervention is required, as well as support the discussion about predicted grades in Year 13.

The continuation of a subject into Year 13 is dependent upon achieving a minimum standard in their end-of-year examinations. Students will be given an opportunity to re-sit the exams to reach this standard or, at the very least, make significant progress.

## The Options Process

Students will be asked to nominate three subjects (four in certain circumstances) in order of preference, and a reserve subject.

It is expected that the Extended Project Qualification will be taken by all Academic Scholarship pupils. Students selecting Further Maths must also select Maths.

Every effort will be made to offer students as many of their higher preferences as possible. Where it is not possible due to subject demand and timetabling, we will inform all students at the earliest opportunity and the reserve subject will be offered.

## Scholarships

Art, Drama, Music and Sport Scholarships are awarded for entry into Year 12. Assessments for these take place in the year preceding entry, details of which can be found on our website. Academic Scholarships are also available and conditional on at least 60 points gained at GCSE. Scholarships carry a fee reduction between 10-20% in Sixth Form (dependent upon the discipline). Scholars are also eligible to apply for a means-tested bursary.



# Your Subject Options





## Overview

Studying Fine Art at A Level is very rewarding and students will have the opportunity to explore their own ideas and develop exciting outcomes. It is both an academic and creative subject. Students will need to have the ability to carry out extensive research, experiment, develop ideas and present well-informed concepts and outcomes.

Our A Level in Fine Art has been designed to ensure that students develop practical artistic skills and abilities and study Art and Design and its various contexts. So, in addition to making artefacts, students will be encouraged to reflect on their own work and the work of others to develop aesthetic understanding and critical judgement.

Students will also develop intellectual, imaginative, creative and intuitive powers, as well as investigative, analytical, experimental, practical, technical and expressive skills.



## Course Content

Four Assessment Objectives include:

1. Develop ideas through sustained and focused investigations informed by contextual and other sources demonstrating analytical and critical understanding.
2. Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
3. Record in visual and other forms ideas, observations and insights relevant to intentions, demonstrating an ability to reflect on work and progress.
4. Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, oral or other elements.

Lessons are divided between whole-class workshops, personal tutorials, group critiques and independent study. Students receive personal weekly feedback and targets which allow them to develop concepts that are individual to them.

## Skills Required

Level 6/7 or above in Art GCSE. Students need to be organised, focused and passionate about Art with excellent drawing and visual language skills. They must be prepared to take risks and experiment with processes and ideas. They are

expected to show creativity and imagination, be able to generate original concepts and develop outcomes. They should show they can work independently and are willing to act on feedback.

## Assessment

### Personal Investigation & Practical Work

In Year 13, students complete a personal investigation and a written essay that explores their concept. This research essay supports students' practical work and allows them to demonstrate a deeper understanding of their themes and influences. 60% of final marks.

### Externally-set Assignment

Students are expected to respond to an externally set theme and suggested starting points. Students have from 1st February until the commencement of the final 15-hour period of sustained focus to develop preparatory studies. The 15-hour period of sustained focus under examination conditions may take place over multiple sessions (usually held at the beginning of May). 40% of final marks.

## Enrichment

We offer two darkroom days, life drawing opportunities and a two-day exam preparation open studio. On Tuesday to Thursday, we run open studio sessions after school. There are regular opportunities to enter various creative Art and Design competitions alongside various inspiring domestic and international trips and gallery visits.

## FUTURE PROGRESSION

Following the completion of this course, you can expect to have developed a portfolio that enables you to go on and to study at Foundation level, followed by a degree course such as Fine Art, Fashion, Architecture or Product Design.

Visit our Department



## Overview

Biology A Level aims to build on the concepts and skills developed in GCSE Science, presenting Biology as exciting, relevant and challenging. The combination of academic challenge in the concepts and principles and practical focus ensures that the course is stimulating and exciting.



## Course Content

This two-year course contains a range of topics with 12 required practicals embedded into the teaching.

The course is structured around the following topics:

### Year 12:

- Biological Molecules
- Cells
- Organisms Exchange Substances with their Environment
- Genetic Information, Variation and Relationships Between Organisms

### Year 13:

- Energy Transfers in and Between Organisms (A Level only)
- Organisms Respond to Changes in their Internal and External Environments (A Level only)
- Genetics, Populations, Evolution and Ecosystems (A Level only)
- The Control of Gene Expression (A Level only)

## Skills Required

GCSE Grade 8 or above is required in Biology due to the rigours of this course. Separate rather than combined GCSE Biology is highly recommended as a precursor to studying at A Level. In exceptional cases, applicants with a Grade 7 may be considered on the understanding that the course can be challenging for such individuals. At least 10% of the marks in Biology assessments will require using mathematical skills. These skills will be applied in the context of the course and will be at least higher tier GCSE mathematics.

## Assessment

All course content is examined at the end of the two-year course:

**Paper 1:** Year 1 content. 2 hours. 35% of final marks.

**Paper 2:** Year 2 content. 2 hours. 35% of final marks.

**Paper 3:** Years 1 & 2 content. 2 hours. 30% of final marks.

### Practical Skills Assessment

The assessment of practical skills is a compulsory requirement of the course of study for A Level qualifications in biology, chemistry and physics. Throughout the course, students undertake 12 practicals in which they will demonstrate their competency. Practical skills are internally assessed and moderated externally. A practical skills endorsement is reported alongside (but does not contribute to) the A Level grade.

## Enrichment

The department organises a number of educational experiences, trips, fieldwork and clinics each year to contextualise students' learning.

## FUTURE PROGRESSION

Biology provides access to a wide range of career and education opportunities, such as a degree course in **Biology, Zoology, Botany, Biochemistry, Medicine, Nursing, Dentistry, Psychology, Pharmacy, Environmental Science, Microbiology, Biotechnology** and many others.

Visit our Department



## Overview

A Level Business provides students with a relevant and useful understanding of how businesses operate, develop and expand in the modern and ever-changing industry landscape. It is very much an 'applied subject' meaning it gives students a chance to learn through real-life business contexts and case studies covering both small and large firms, looking at things such as how businesses are structured, financed and run, and the attributes of successful entrepreneurship and what makes a good leader. Students will develop a wide range of transferable skills and commercial awareness valued by both universities and employers.



## Course Content

The course is structured around 4 key themes:

### Theme 1 – Marketing and People

- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders

### Theme 2 – Managing Business

- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

### Theme 3 – Business Decisions and Strategy

- Business objectives and strategy
- Business growth
- Decision-making techniques
- Analysing competitiveness
- Managing change

### Theme 4 – Global Business

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies (multinational corporations)

## Assessment

All course content is examined at the end of the two-year course:

**Paper 1:** Marketing, People and Global Business.

Topics in themes 1 & 4. 2 hours. 35% of final marks.

**Paper 2:** Business Activities, Decisions and Strategy.

Topics in themes 2 and 3. 2 hours. 35% of final marks.

**Paper 3:** Investigating Business in a Competitive Environment. Testing topics across all four themes, based upon a case study released in November before the exam. 2 hours. 30% of final marks.

## Enrichment

The department runs a number of trips to different businesses to gain insight into how firms in different sectors market their products, what they do to stay ahead of the competition and just what it takes to run a firm today. Previous trips have included Chelsea FC, Thorpe Park, Fullers Brewery and Drusilla's.

## FUTURE PROGRESSION

Students who study Business A Level are well placed to go on to study a variety of courses at degree level or to join an apprenticeship or apprenticeship degree course. It combines well with a range of social science, humanities and mathematics subjects, leading to university courses in areas such as Management, Marketing, Human Resources, Law and Accountancy.

## Skills Required

Some maths is involved, but not above GCSE level. Good writing skills are essential as students have to appraise different options for businesses via essays. We expect a willingness to follow the business news to understand what different sectors and firms are facing in a rapidly changing world. A good level of curiosity about the economy and the world, in general, is useful.

Visit our Department



## Overview

This Level 3 vocational course covers some of the same areas as the A Level but in a different way, as well as covering some topics that are not included in the A Level course. It is the equivalent of one A Level for university admission purposes and runs over two years with a mixture of internal coursework, external exam and controlled assessment units. The course provides access to a wide range of possible career and higher education opportunities. Learning is mainly research-based covering different types of businesses, their objectives, how they operate, how they are organised and how they market themselves, as well as aspects of personal and business finance. Students develop skills that they can use in either planning their own business start-up, working within a small, medium, or large organisation, or for a degree course.



## Course Content

The course is structured around the following units:

### Year 12:

**Unit 1 – Investigating Business.** Develops students' understanding of organisations and the markets they serve. 90 learning hours. A coursework unit.

**Unit 3 – Personal and Business Finance.** Makes students aware of personal financial decisions and the importance of finance to business success. 120 learning hours. An externally assessed unit.

### Year 13:

**Unit 2 – Developing a Marketing Campaign.** Allows students to appreciate what is required to develop a marketing campaign for a small or medium-sized business. 90 learning hours. Coursework with an externally assessed unit.

**Unit 23 – The English Legal System.** Students study aspects of our Criminal Justice system. 60 learning hours. A coursework unit.

## Assessment

A mixture of coursework and internally and externally set controlled assessments plus exams across the two years.

**Coursework** 48% of final marks

All coursework content is assessed internally (externally moderated)

### Unit 23

**External Assessment** 48% of final marks

### Unit 2 – Developing a Marketing Campaign.

A task is set and completed under supervised conditions. Submission by computer: 70 marks.

Part A. Research pack released to learners in the afternoon prior to assessment. 2 hours preparation period.

Part B. Supervised assessment session. 3 hours.

**Unit 3 – Personal and Business Finance.** Two written examinations.

1. January. 2 hours. 100 marks.
2. June onwards. 2 hours. 80 marks.

## FUTURE PROGRESSION

Business BTEC combines well with other BTEC courses and a range of social science and humanities subjects. It can lead to entry onto school leaver programmes such as apprenticeships, or to university courses in areas such as Management, Marketing, Human Resources, Law and Accounting. BTECs are considered A Level equivalents by universities.

## Skills Required

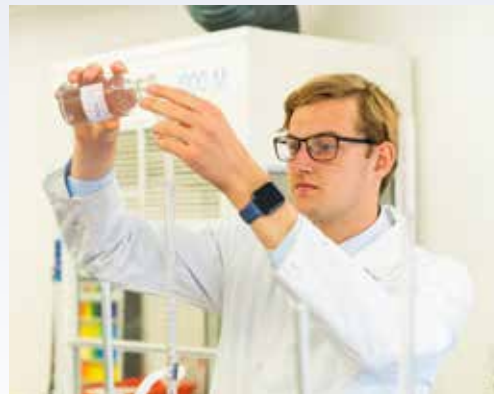
This course is highly recommended for students who prefer to be assessed on coursework developed throughout the year, as opposed to the summative exam process. Students will need to be able to manage their time effectively to cope with deadlines, so organisation is important. There is significant reading and writing due to the coursework but there is also an expectation that students will demonstrate inquiry, identify questions and raise discussions to deepen their knowledge.

Visit our Department



## Overview

Chemistry is the study of substances, what they are made of, their interaction with each other and the role they play in living things. Plainly, it helps us understand the world in which we live. This A Level course is a fascinating exploration of atomic structure, chemical bonding, and reactions of organic and inorganic chemicals and builds upon knowledge and understanding from GCSE. The subject is academically rigorous but also hugely rewarding; students will learn the value of Chemistry, both in subject and application, the impact it has on society today and how it may be used responsibly.



## Course Content

This two-year course contains topics on physical, inorganic and organic chemistry. Core practicals are embedded into the teaching, covering a variety of laboratory procedures and techniques to help students gain confidence with apparatus and substances.

The course is structured around the following topics:

### Year 12:

- Atomic Structure and Bonding
- Energetics, Kinetics and Redox
- Groups 2, Alkaline Earth Metals and Group 7, Halogens
- Organic Functional Group Chemistry

### Year 13:

- Thermodynamics and Equilibrium
- Acids and Bases
- Period 3 and Transition Metal Chemistry
- Functional Group Chemistry
- Organic Synthesis and Analysis

## Skills Required

GCSE Grade 8 or above is required in Chemistry due to the rigours of this course. Separate rather than combined GCSE Chemistry is highly recommended as a precursor to studying at A Level. In exceptional cases, applicants with a Grade 7 may be considered on the understanding that the course can be challenging for such individuals. At least 20% of the marks in Chemistry assessments will require using mathematical skills. These skills will be applied in the context of the course and will be at least higher tier GCSE mathematics.

## Assessment

All course content is examined at the end of the two-year course. Assessment objectives include knowledge and understanding, application and analysis and interpretation, evaluation and evidence of ideas.

**Paper 1:** Written exam. Inorganic Chemistry. Certain Physical Chemistry topics. Relevant practical skills. 2 hours. 35% of final marks.

**Paper 2:** Written exam. Organic Chemistry. Certain Physical Chemistry topics. Relevant practical skills. 2 hours. 35% of final marks.

**Paper 3:** Written exam. Any content. Any practical skills. 2 hours. 30% of final marks.

### Practical Skills Assessment

The assessment of practical skills is a compulsory requirement of the course of study for A Level qualifications in biology, chemistry and physics. Throughout the course, students undertake 12 practicals in which they will demonstrate their competency. Practical skills are internally assessed and moderated externally. A practical skills endorsement is reported alongside (but does not contribute to) the A Level grade.

## Enrichment

We offer the opportunity for students to take part in the Science Crest Awards, trips to London for lectures and universities, and competitions such as the Chemistry Olympiad.

## FUTURE PROGRESSION

This course underpins a wide range of science-based degree courses and careers. Success with A Level Chemistry will prepare you for a future in chemistry, pharmacy, pharmacology, chemical engineering, biochemistry, biomedical sciences, medicine and dentistry.

Visit our Department





## Overview

Computer Science is a practical subject where students apply the academic principles learned in the classroom to real-world systems. It's a creative subject that combines invention and excitement that can look at the natural world through a digital prism. The course aims to enable learners to develop an understanding of and ability to apply the fundamental principles and concepts of Computer Science. It will give students the opportunity to learn computational thinking, helping develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.



## Course Content

The qualification will be focused on programming and emphasise the importance of computational thinking as a discipline. There'll be an expanded maths focus, much of which will be embedded within the course.

The course is structured around the following topics:

### Computer Systems

- Characteristics of contemporary processors
- Software and its development
- Types of Programming Languages
- Data Types, Representation and Structures
- Exchanging Data and Web Technologies
- Following Algorithms
- Using Boolean Algebra
- Legal, Moral and Ethical Issues.

### Algorithms & Programming

- Elements of Computational Thinking
- Programming and Problem Solving
- Pattern Recognition, Abstraction and Decomposition
- Algorithm Design and Efficiency and Standard Algorithms

### Programming Project

The learner will, with the guidance of a teacher, select their own user-driven problem of an appropriate size and complexity to solve. This will demonstrate the skills and knowledge necessary to meet the Assessment Objectives. Students will need to analyse the problem, design and implement the solution and give a thorough evaluation.

## Skills Required

Traditionally Computer Science students often study a combination of Science or Mathematics. Although this isn't always the case, we see a range of transferable skills between the subjects. Problem solving and critical thinking skills are vital when developing complex algorithms.

## Assessment

All course content is examined at the end of the two-year course. The assessment consists of three components, two of which are externally marked question papers and the other a coursework project which has an emphasis on coding and programming.

**Paper 1:** Computer Systems. 2 hours 30 minutes. 40% of final marks.

**Paper 2:** Algorithms and Programming. 2 hours 30 minutes. 40% of final marks.

**Coursework:** Programming Project. 20% of final marks.

## Enrichment

We offer a number of enrichment opportunities including clubs, competitions and International trips.

## FUTURE PROGRESSION

Based on results students apply for a wide range of Computer Science/ Software Engineering related disciplines at university or take an apprenticeship route to gain experience and qualifications as a software engineer/developer.

Visit our Department



# Digital Film and Video Production – (BTEC Level 3 Extended Certificate) PEARSON

## Overview

The modern and thriving media and creative industries are fast-paced and competitive sectors, with jobs highly sought after by both graduates and school leavers. The BTEC Creative Digital Media Production qualification provides an exciting introduction to digital film and video production. It is designed to equip students with technical skills to work in the media production industry, such as single and multi-camera techniques, storyboarding, editing and film fiction production.

The two-year course will involve a combination of assessment styles with a range of vocation assignments and tasks. Students will experience a 'hands-on' approach to developing their own media production skills through access to advanced digital media technologies. They are taught to use industry-standard software and encouraged to undertake a variety of practical projects throughout the year to be entered into national film competitions.



## Course Content

The course is structured around the following units:

- Digital Media Skills:** Learners look at the creative digital media technical skills required to produce a product to a prescribed brief.
- Film Production – Fiction:** This unit will focus on the process of producing a short narrative film or film extract that uses generic conventions.
- Storyboarding:** Learners will develop their understanding of the role of storyboard designers before exploring storyboarding techniques and developing storyboards for media products.
- Single Camera Techniques:** This unit will explore the techniques needed to produce a single-camera production.
- Film Editing:** Learners will explore the purposes and techniques of editing for film and television and develop skills in different editing tools to produce a final, edited sequence.

The BTEC course is designed to give young people a real taste of what it is like to work within the media industry and includes units such as a pre-production portfolio that teach students the skills required to work as part of a production team within a media industry, and use of digital software applications such as Adobe Premier Pro and After Effects.

## Skills Required

The course is particularly suited to students who are creative and innovative, enjoy working collaboratively with others and embrace the world of digital technologies.

## Assessment

### Coursework

The course is assessed throughout the two years by a number of coursework assignments, including short reports, portfolios, presentations and films. These coursework assignments are centre-assessed and then externally moderated by the exam board. 66% of final marks.

### Externally Assessed Unit

Digital Media Skills. For the externally assessed unit, students will demonstrate the skills they have developed through their coursework units to create a TV or film product by responding to a brief set by the examination board. 33% of final marks.

## FUTURE PROGRESSION

The BTEC course carries the same UCAS points as an A Level and can lead to creative media and film-related courses in higher education or an apprenticeship placement, as well as opportunities for those wishing to pursue careers within the media industry.

Visit our Department



## Overview

Drama & Theatre Studies is an exciting choice at A Level and can lead to further study in drama as well as many other subjects. The course is good preparation for students who would like to pursue a career in the arts, but it also helps develop competencies that are valuable to both universities and employers alike. The course develops practical, creative and communication skills in equal measure as students take part in drama productions and theatre visits as well as analysing and writing about plays, theatre practitioners and critiquing productions.



## Course Content

During the two-year course, students will undertake practical work as well as study plays, genres and theatre practitioners.

The subject content for A Level Drama & Theatre is divided into three components:

- 1. Drama and Theatre:** Students must develop knowledge and understanding of the following analytical framework for making, performing, interpreting and understanding drama and theatre.
  - Set plays:** Students will study and explore practically two set texts.
  - Live theatre production:** Students will learn how to analyse and evaluate the work of live theatre makers.
- 2. Creating Original Drama:** Students will be assessed practically as a performer, designer or director. They will work in groups to create a piece of devised drama and a working notebook, influenced by the methodologies of a prescribed theatre practitioner.
- 3. Making Theatre:** Students will be assessed practically as a performer, designer or director. Over two years students will practically explore and interpret three extracts, each taken from a different play.

The department will organise a variety of theatre trips throughout the course. Students will also be expected to visit the theatre as often as they can in their spare time and must be prepared to read widely about the subject.

## Skills Required

GCSE Drama is desirable, but we do not insist on it. More important, is that students have an open and inquiring mind, literary skills, genuine interest

and/or broader experience of theatre, a willingness to work collaboratively and a creative instinct for communicating ideas through the medium of drama.

## Assessment

All course content is examined at the end of the two-year course. The assessment consists of two coursework components and one externally examined paper.

**Component 1:** Drama and Theatre. Written examination. Open book. Three sections. 3 hours. 40% of final marks.

- Section A: Drama Through the Ages
- Section B: 20th and 21st Century Drama
- Section C: Live Theatre Production

**Component 2:** Creating Original Drama. Coursework. 30% of final marks.

- Working Notebook
- Devised Performance

**Component 3:** Making Theatre. Coursework. 30% of final marks.

- Performance of Extract 3
- Reflective Report

## Enrichment

Regular trips include National Theatre productions and visiting practitioners running workshops. Co-curricular productions offer further chances to develop performance and technical skills. Sixth Form students also develop personal skills by helping run Drama clubs.

## FUTURE PROGRESSION

The AQA A Level is highly regarded by major institutions as preparation for students considering studying acting or drama at both university and acting schools. It is also an excellent grounding for further study which can lead to careers in law, social work, psychology and teaching alongside confidence building.

Visit our Department



## Overview

Economics is divided into two main areas of study – microeconomics and macroeconomics. Students study both aspects together both in Year 12 and Year 13, with different teachers. The first year is used to introduce students to the language, theory and concepts of economics; the second adds critical analysis to this knowledge, producing a student with rounded knowledge and writing skills to give them a strong start in higher education.



## Course Content

The course is structured around the following themes:

### Individuals, Firms, Markets and Market Failure (Microeconomics)

- Economic methodology and the economic problem
- Individual economic decision making
- Price determination in a competitive market
- Production, costs and revenue
- Perfect competition, imperfectly competitive markets and monopoly
- The labour markets
- The distribution of income and wealth: poverty and inequality
- The market mechanism, market failure and government intervention in markets

### The National and International Economy (Macroeconomics)

- The measurement of macroeconomic performance
- How the macroeconomy works: the circular flow of income, AD/AS analysis and related concepts
- Economic performance
- Financial markets and monetary policy
- Fiscal policy and supply-side policies
- The international economy

## Skills Required

Students will need to be able to apply logical analysis and evaluation to their work. Part of the skillset of an economist is to be able to interpret data so additionally a competency in handling statistical information is assessed as part of the course; a 6 or higher at Maths GCSE will suffice.

## Assessment

The course is examined at the end of the two-year course in three separate papers.

**Paper 1:** Written exam. Markets and Market Failure. 2 hours. 33% of final marks.

**Paper 2:** Written exam. National and International Economy. 2 hours. 33% of final marks.

**Paper 3:** Written exam. Economic Principles and Issues. 2 hours. 33% of final marks.

## Enrichment

Students are encouraged to participate in the numerous essay competitions held by external bodies; one has reached the top 10 of the FT's Young Economist competition. Students also enter the IEA Budget Challenge, where Lingfield students have been finalists twice in the first five years of entry. Students also attend external lectures, and the department hosts conferences with other schools, enabling students to meet peers from different backgrounds.

## FUTURE PROGRESSION

Economics is excellent preparation for almost any university course and a wide range of Graduates in this subject are highly sought after and typically command good starting salaries.

Visit our Department



## Overview

English Language offers an opportunity to develop a detailed analytical understanding of the way language works, the way it is used and the ways in which it is closely intertwined with social values. The A Level course explores the evolution of language from the earliest times right up to the changes which are taking place due to the technology of today.

It will enable students to develop a wide range of skills essential for further studies and employment. As a result of studying this subject, students will develop a critical understanding of a variety of texts, both written and spoken. They will be guided through the fundamental building blocks of language and its use (grammar, structure and style), hone their analytical skills as they respond to texts, learn how to write for a range of audiences and purposes, and express informed and independent opinions.



## Course Content

The course is structured around the following modules:

- Textual Variations and Representations
- Children's Language Development
- Language Diversity and Change
- Language Discourses
- Writing Skills
- Language Investigation
- Original Writing

Methods of language analysis underpin each component.

## Skills Required

GCSE Grade 7 or above in English Literature & Language, ideally, however students who do not achieve this result may speak with teachers. This course is suitable for those who have an interest in how and why the English language has developed in the way that it has.

## Assessment

All course content is examined at the end of the 2-year course. The assessment consists of two coursework components and one externally examined paper. Methods of language analysis are integrated into the activities.

**Paper 1:** Language, the Individual and Society. Written exam. 2 hours 30 minutes. 40% of final marks.

- Section A: Textual Variations and Representations
- Section B: Children's Language Development

**Paper 2:** Language Diversity and Change. Written exam. 2 hours 30 minutes. 40% of final marks.

- Language Diversity and Change
- Language Discourses
- Writing Skills

**Non-Examined Assessment:** Language in Action. Coursework. 20% of final marks. Assessed by teachers, moderated by AQA.

- Language Investigation (2,000 words)
- Original Writing and Commentary (1,500 words)

## FUTURE PROGRESSION

One of the most desirable skills employers look for is good communication skills. English Language is excellent preparation for higher education courses in Linguistics and can be studied as a single subject or in combination with many other subjects such as English Literature, Social Sciences, History, Media, Law, Politics and Modern Languages.

## Enrichment

The department offers plenty of trips and co-curricular activities such as Model United Nations, public speaking and debating and creative writing and linguistics clubs.

Visit our Department



## Overview

The study of English Literature is an exciting in-depth exploration and analysis of English literary texts. It is an academically challenging and highly rewarding subject, with a varied programme of study and lively discussion and debates about the pressing, often controversial, social issues of the time.

In the two-year course, students will engage with a wide range of literary fiction texts, covering the main forms of prose, poetry and drama. They will develop and effectively apply their knowledge of literary analysis and evaluation whilst exploring the contexts of the texts they are reading and others' interpretations of them. Students will be expected to write coherently and analytically. They will use correct literary terms, explore the connections between texts and contexts, and evaluate language form and structure.



## Course Content

In total, eight whole texts will be covered as well as preparation for unseen poetry.

Students will read:

**Drama:** (Tragedy)

- *Othello*, William Shakespeare
- *A Streetcar Named Desire*, Tennessee Williams

**Prose:** (The Supernatural)

- *Dracula*, Bram Stoker
- *The Little Stranger*, Sarah Waters

**Poetry:**

- Selected modern poems from *Poems of the Decade*
- The works of English Romantic poet, John Keats

Students will be expected to undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing tradition thereby engaging critically and creatively with a substantial body of texts and ways of responding to them.

## Skills Required

GCSE Grade 7 or above in English Literature & Language, ideally, however an engaged reader with GCSE Grade 6 may be considered. The course will appeal to pupils who take pleasure in reading a wide variety of literature, who enjoy expressing their opinions in lively discussion and imaginative, articulate writing and who have a love of words and stories.

## Assessment

**Paper 1:** Drama. *Othello* and *A Streetcar Named Desire*. 2 hours and 15 minutes. 30% of final marks.

**Paper 2:** Prose. *Dracula* and *The Little Stranger*. 1 hour 15 minutes. 20% of final marks.

**Paper 3:** Poetry. *Poems of the Decade*, Unseen Poetry and John Keats. 2 hours and 15 minutes. 30% of final marks.

**Non-Examined Assessment:** Coursework. 20% of final marks.

An extended comparative essay based on two literary works of the student's own choice. The focus here is on independent reading and the opportunity to extend the experience of literature beyond the confines of the specification.

## Enrichment

The department offers plenty of trips and co-curricular activities such as Model United Nations, public speaking and debating and creative writing clubs.

## FUTURE PROGRESSION

English Literature is a highly regarded and sought-after academic subject by universities and employers alike as it enables access to a wide range of skills and degree courses. Students who opt for A Level English Literature pursue varied careers in fields such as law, finance and management, engineering, social and medical sciences, arts, consultancy, publishing, politics, and the creative industries.

Visit our Department



## Overview

Geography is a subject which aims to understand the nature of the physical and human environment whilst unravelling the debates surrounding the contemporary challenges facing the world today. The subject appeals to those who want a greater understanding of the world we live in, from the physical processes that underpin and impact life on Earth to the growing influence of the human society in which we live. Geography is a hugely important and relevant subject today due to the growing awareness of environmental destruction, inequalities and geopolitical conflicts.

The course aims to challenge perceptions and stimulate investigative and analytical skills. It allows students to broaden their knowledge and understanding of places, environments, concepts, processes, interactions and change at a variety of scales from local to global. Students will be able to construct arguments and draw conclusions from geographical information and issues.



## Course Content

The course is structured around the following modules:

### Physical Geography

- Water and Carbon Cycles
- Coastal Systems and Landscapes
- Hazards

### Human Geography

- Global Systems and Global Governance
- Changing Places
- Contemporary Urban Environments

### Geography Fieldwork Investigation

Geography & key skills are integrated throughout the course.

## Skills Required

Geography bridges the arts/science barrier and consequently combines well with many subjects such as Biology, Physics, Mathematics, English, History, Business Studies and Economics. Studying GCSE Geography is advantageous as you have begun to develop the graphical, evaluative and analytical skills required. An interest in the world and global events and issues is also essential.

## Assessment

All course content is examined at the end of the two-year course. The assessment consists of two written exams and one fieldwork investigation.

**Component 1:** Physical Geography. Three sections. 2 hours 30 minutes. 40% of final marks.

**Component 2:** Human Geography. Three sections. 2 hours 30 minutes. 40% of final marks.

**Component 3:** Fieldwork Investigation. Coursework. Assessed by teachers, moderated by AQA. Individual investigation, including field data: 3,000–4,000 words. 20% of final marks.

## Enrichment

The optional trip to Iceland is a department highlight, where students get to experience the fascinating physical geography of the country. Students also have the opportunity to teach geography lessons in the prep school. Students follow the Geographical Association Geography Education Online lecture series.

## FUTURE PROGRESSION

Geography lends itself to the development of a wide range of transferable key skills. Studying geographical issues requires problem solving and critical thinking while collecting and presenting fieldwork data and develops digital literacy through the use of Geographical Information Systems (GIS). The fieldwork investigation fosters independence, self-motivation and how to manage time effectively.

Visit our Department



## Overview

History A Level is an engaging and exciting course allowing students to ground their understanding of the present in the context of the past, reaching a much greater appreciation of contemporary issues.

The department aims to present the study of the past in a manner that is both enjoyable and academically stimulating, seeking to heighten awareness of the complex interrelation between social, political and economic factors in the decision-making process, allowing students to make sense of an increasingly complex and confusing world.



## Course Content

The course is structured around the following four modules:

### Year 12:

- **Germany and West Germany, 1918–89:** Topic includes key political changes experienced in a unified Germany, West Germany after the Second World War and the impact of these changes. This option contains a study in depth of historical interpretations of how far Hitler's foreign policy was responsible for World War Two.
- **Spain, 1930–78: Republicanism, Francoism and the Re-establishment of Democracy:** A study in depth of Spain; a dramatic period for Spaniards which spanned years of democracy, dictatorship and then democracy again, and led to the creation of the modern Spanish state.

### Year 13:

- **The British Experience of Warfare, c.1790–1918:** This topic looks at the long-term changes of warfare and contextualises aspects in depth. Students explore the political, social and economic dimensions and their part in generating pressure for change.
- **Ireland: The Significance of the Easter Rising:** The purpose of coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history and to understand the work of the historian.

## Skills Required

GCSE Grade 7 or above is required in History. The course will appeal to students who have an active interest in the past, seek academic challenges and enjoy constructing and sustaining debate. History combines well with humanities subjects.

## Assessment

All course content is examined at the end of the two-year course. The assessment consists of three written exams and one piece of coursework.

**Paper 1:** Germany & West Germany, 1918–89. 2 hours 15 minutes. 30% of final marks.

**Paper 2:** Spain, 1930–78: Republicanism, Francoism and the Re-establishment of Democracy. 1 hour 30 minutes. 20% of final marks.

**Paper 3:** The British Experience of Warfare, c.1790–1918. 2 hours 15 minutes.

**Coursework:** Essay. Ireland: The Significance of the Easter Rising. 3,000–4,000 words. 20% of final marks.

## Enrichment

The department runs a wealth of co-curricular clubs such as the Politics Club which is popular with Sixth Formers, holding lively debates, researching breaking news and running the School mock elections. International trips to Berlin, Rome and Belgium are a highlight of the calendar.

## FUTURE PROGRESSION

The skills of critical analysis, interpretation and evaluation learnt through A Level History will be attractive to all universities. When applying for any degree course, a background in History will be recognised as an indication of academic rigour and achievement. Students can take advantage of the opportunity to continue studying the subject they enjoy or combine it with a multi-disciplined degree which can lead to careers in law, the civil service, management and journalism.

Visit our Department





## Overview

Mathematics has practical applications in many fields and can be found employed, in some form or another, in most walks of life. The study of Mathematics encourages creative and problem-solving skills as well as discipline, logic and rigorous thought processes. For this reason, it is one of the most desirable A Level qualifications, allowing entry to a wide range of degrees and careers. Throughout the course, students' concept of Mathematics and its application in the real world is constantly challenged.



## Course Content

The course is structured around the following modules:

### Pure Mathematics (two modules):

- Proof
- Algebra and Functions
- Co-ordinate Geometry in the  $(x, y)$  Plane
- Sequences and Series
- Trigonometry
- Exponentials and Logarithms
- Differentiation
- Integration
- Numerical Methods
- Vectors

### Applied Mathematics – Statistics and Mechanics (one module):

- Probability
- Measures of Spread and Central Tendency
- Hypothesis Testing
- Normal Distribution
- Regression and Correlation
- Kinematics
- Projectiles
- Forces and Friction
- Moments
- Applications of Forces

## Skills Required

GCSE Grade 8 or above is required in Maths. Due to the rigours of the A Level Mathematics course, all students will be expected to complete an A Level preparation booklet submitted upon return after the summer break.

Students will also be assessed with a 'Bridging the Gap' test within the first two weeks of term to ascertain their suitability for the course. There are plenty of good reasons to study Mathematics but one of the most important is that you enjoy it.

## Assessment

All course content is examined at the end of the two-year course. The assessment consists of three externally examined papers. Calculators can be used.

**Paper 1:** Written exam. Any topics from Pure Mathematics content. 2 hours. 33.33% of final marks.

**Paper 1:** Written exam. Any topics from Pure Mathematics content. 2 hours. 33.33% of final marks.

**Paper 3:** Statistics & Mechanics. 2 hours. 33.33% of final marks.

## FUTURE PROGRESSION

Mathematics at A Level is essential for degree courses in Maths, Engineering and many of the sciences. It is also valuable for Economics, Computer Science and Business Management. Transferable skills such as problem solving, numeracy and logical thinking are critical for many employers today.

## Enrichment

Attendance to Mathsfest lectures to explore the latest applications of Mathematics in the real world.

Visit our Department



## Overview

For those students with a particular passion for Mathematics, Further Mathematics is both deeper and broader than A Level Mathematics, combining both courses to cover the work of two A Levels.

The subject acts as the perfect bridge between A Levels and university education, developing the skills required to work at degree level in any subject. Students studying Further Mathematics will encounter fascinating concepts such as matrices and complex numbers, study advanced mechanics and statistics, solve intricate problems and explore new mathematical ideas. Holding an A Level in Further Mathematics is one of the most highly regarded achievements of all.



## Course Content

The content of A Level Further Mathematics splits into two strands: Compulsory (Core) Pure Maths and Further Applied Maths.

- **Core Pure Mathematics** builds upon the A Level core as well as introduces new topics such as complex numbers, matrices, proof, further algebra, further calculus, further vectors, hyperbolic functions, polar coordinates and differential equations.

Pure content is quickly progressed upon in Year 12 along with various topics from Further Applied Maths. This gives students extra time to explore the more challenging content of later modules, and for students to extend their studies to include work on STEP (Cambridge University entrance exam) and MAT Mathematics (Oxford University entrance exam).

- **Further Applied Mathematics** options will be chosen depending upon the needs of each cohort, allowing the teaching staff to link more effectively with content and vary the pace. Options include Further Pure Maths, Further Statistics, Further Mechanics, and Decision Mathematics.

## Skills Required

GCSE Grade 9 or above is required in Maths. Students are also required to have studied one form of Additional Maths in Year 11. Further Maths will suit students who are strong mathematicians who enjoy solving problems and puzzles and really being stretched and challenged.

Due to the rigours of the A Level Mathematics course, all students will be expected to complete an A Level preparation booklet submitted upon return after the summer break. Students will also be assessed with a 'Bridging the Gap' test within the first two weeks of term to ascertain their suitability for the course.

## Assessment

All course content is examined at the end of the two-year course. The assessment consists of four externally examined papers. Calculators can be used.

- Paper 1:** Core Pure Mathematics 1. 1 hour 30 minutes. 25% of final marks.
- Paper 2:** Core Pure Mathematics 2. 1 hour 30 minutes. 25% of final marks.
- Paper 3:** Further Mechanics 1. 1 hour 30 minutes. 25% of final marks.
- Paper 2:** Decision Mathematics. 1 hour 30 minutes. 25% of final marks.

## Enrichment

All students can receive additional support outside lessons through weekly drop-in clinic sessions. Further Mathematicians are also encouraged to participate in STEP Club to develop a deeper understanding and application of Maths in preparation for Cambridge or Oxford entrance exams.

## FUTURE PROGRESSION

Further Mathematics is widely considered to be an elite qualification held by few. Students who are considering studying Mathematics at university or wish to take a higher education course with significant mathematical content should definitely consider studying Further Mathematics. It will set you apart from other students who are competing for sought-after places. Further Mathematics is increasingly in demand from universities for all engineering courses, Chemistry and Physics. It is also welcomed for Veterinary Science and Medicine.

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## Overview

Media Studies is an interesting, relevant and exciting area of study which explores the contemporary media landscape such as TV, music videos, film marketing, magazine publication, advertising and social media. Students will develop a critical awareness and understanding of the media, its role in moulding society and its messages and attitudes through the exploration of the products of media production processes, the institutions which produce them and the audiences which respond to them.

The course combines theoretical exploration and analysis with practical production, building a solid foundation for potential career paths across the media industry. Students develop a full range of creative, technical and academic skills throughout the course as they put theory into practice to create their own media products.



## Course Content

The course is structured around the following modules:

### 1. News

Students explore the world of news production within the UK, examining content across newspapers, magazines and online media.

### 2. Media Language & Representation

Students explore media language and representation across the medium of advertising and marketing whilst exploring the production of music videos and magazines as a media form.

### 3. Media Industries & Audiences

Students explore media industries and audiences by examining the mediums of radio, video games and the film industry.

### 4. Long Form Television Drama

Students explore the medium of television drama by examining a range of specific TV dramas (including non-English language productions).

## Skills Required

This course is designed to foster students' creative skills and develop their critical thinking. It is open to anyone genuinely interested in the methods used in the construction of media texts on both a theoretical and applied level, though it is recommended that you have strong passes at both GCSE English Language and English Literature.

Media Studies is highly compatible with many subjects due to the training it provides in independent and critical thinking and analysis. Specifically, there are opportunities for links with arts and humanities subjects.

## Assessment

All course content is examined at the end of the 2-year course. The assessment consists of two written exams and one piece of coursework.

**Paper 1:** Written exam. Media Messages. 2 hours. 35% of final marks.

**Paper 2:** Written exam. Evolving Media. 2 hours. 35% of final marks.

**Coursework:** Production. Students produce a cross-media product in response to a set brief; an example of this would be the production of a music video along with a website to promote the artist or an original magazine with an accompanying website. 30% of final marks.

## Enrichment

The Media Department organise a number of exciting trips to the British Film Institute and New York. Students' work is entered into the School's OSCARs award evening at the end of the year.

## FUTURE PROGRESSION

Media is a respected academic discipline, as evidenced by Cambridge University's inclusion of it as part of their foundation year in English. The course also offers qualifications that are recognised by the industry, opening up opportunities for future employment in the media sector. In addition, they provide an excellent foundation for further study in media-related courses in higher education.

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# Modern Languages

FRENCH AQA 7652 / SPANISH EDEXCEL 9SPO /  
GERMAN EDEXCEL 9GN0

## Overview

Speaking a foreign language is, and has always been, an invaluable skill. Studying a language at A Level will not only greatly increase your linguistic skills and cultural awareness but will also offer you excellent employability prospects.

This course aims to help students to develop a real passion for languages, increase their knowledge of the nature and diversity of different cultures and provide them with the knowledge, skills and understanding for practical use, further study and employment.

The focus is on perfecting communication at a higher level in French/German/ Spanish and developing the four key language skills; reading, writing, speaking and listening. Students will also have an opportunity to immerse themselves in the society, artistic culture, and political life of the languages they are studying, further developing their passion and love for the language.



## Course Content

**Reading:** You will be able to read, understand and extract information from written passages that are taken from authentic sources, such as literary works, magazines and newspapers.

**Listening:** You will be able to listen to and understand contemporary spoken language and answer questions about what you have heard. The passages that you will learn to listen to will be taken from a range of sources, such as news reports on the radio or TV, advertisements, announcements, interviews and discussions.

**Speaking and Writing:** You will learn how to write essays or longer pieces and to hold conversations and discussions. You will learn all the appropriate grammar, words and phrases that will help you to:

- present information in the target language
- provide opinions
- organise your arguments
- analyse your ideas

## Skills Required

GCSE Grade 8 or above is required in all three languages. The course will build upon the knowledge and language skills you have acquired at GCSE and will give you the tools and confidence to use language in a variety of situations.

## Assessment

All course content is examined at the end of the two-year course. Each language will broadly follow a similar assessment structure but may differ in weighting and times.

**Paper 1:** Listening, Reading, Summarising & Translation Exercises. 2 hours. 40% of final marks (French: 2 hours 30 minutes, 50%).

**Paper 2:** Writing Exam. One text and one film or two texts from the list set in the specification. 2 hours 40 minutes. 30% of final marks (French: 2 hours, 20%).

**Oral Exam:** 21-23 minutes. 30% of final marks (French: 30%).

## Enrichment

The department runs speaking clubs for all three languages to develop fluency and pronunciation. Sixth Formers support Prep School language lessons as well as being involved in European Week of Languages. There are a variety of study trips and exchanges to France, Spain and Germany. Students have the opportunity to enter a number of translation competitions.

## FUTURE PROGRESSION

In today's globalised world, languages play a vital role, opening up an array of opportunities in the UK and abroad in business, politics, finance, journalism and more, where fluency in a foreign language is increasingly valued.

This course supports applications for those wishing to study languages or a wide range of other subjects at university and is considered a preferred subject by many Russell Group universities. Studying languages at this level and beyond will provide students with many transferrable skills which offer excellent employment prospects.

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## Overview

Music is a dynamic, creative and challenging subject which draws upon the experiences and knowledge you have gained at GCSE and from years of learning, practising and performing on an instrument or vocally. The course provides a comprehensive introduction to advanced music studies, including performing, musical history and theory, composing and analysing music. Students will learn about music in context from a wide range of composers, exploring many musical styles and periods, covering vocal and instrumental music, fusion, film music, and popular music/jazz. Students are encouraged to perform on a regular basis at School concerts, informal recitals and large-scale shows. The academic study of music is enhanced by many co-curricular groups, which cover a complete range of musical styles.



## Course Content

An anthology of set works is studied throughout the course:

### Vocal Music:

- J.S Bach – *Cantata BWV80*
- Vaughan Williams – *On Wenlock Edge*

### Instrumental Music:

- Clara Schumann – *Piano Trio in G Minor*
- Berlioz – *Symphonie Fantastique*

### Music for Film:

- Bernard Harmann – *Psycho*
- Danny Elfman – *Batman Returns*

### Popular Music and Jazz:

- Beatles – *Revolver Album*
- Courtney Pine – *Back in the Day*
- Kate Bush – *Hounds of Love*

### Fusions:

- Debussy – *Estampes: Nos 1 and 2*
- Anoushka Shanker – *Breathing Under Water*

### New Directions:

- Saariaho – *Petals for Solo Cello and Electronics*
- Stravinsky – *The Rite of Spring*

## Skills Required

A minimum of Grade 6 standard is required on the student's principal instrument, in addition to confidence with reading sheet music, orchestral scores and music theory. Students will have a keen interest in creating and listening to different styles of music; they will wish to broaden their experience and deepen their understanding of both live and recorded music.

## Assessment

All course content is examined at the end of the two-year course. The assessment consists of two coursework elements and a written examination.

### Component 1: Performing

An 8 - 10 minute solo/ensemble performance given on an instrument or singing. The recital is recorded on a chosen date in March/April of Year 13 and sent to examiners as an MP3. Marks are awarded depending on the Grade standard of the piece chosen. 30% of final marks.

### Component 2: Composing

Over the course, students will complete two compositions. Both compositions are entered as detailed musical scores and MP3 recordings and must, together, total a minimum of 6 minutes. 30% of final marks.

- **Composition 1:** Free Composition or to a brief that you like set by the exam board. Minimum 4 minutes. 40 marks.
- **Composition 2:** Compositional Technique chosen from a list of briefs. Composed in 4–6 hours under controlled conditions. Minimum 1 minute. 20 marks.

### Component 3: Appraising Music

Listening and written exam. An anthology of set works provides the basis for the exam. 2 hours 10 minutes. 40% of final marks.

## Enrichment

Music students are offered many opportunities to take part in enrichment activities, including a huge variety of clubs and ensembles. We also hold numerous concerts throughout the year.

## FUTURE PROGRESSION

Music A Level is respected as a challenging course by universities and employers alike due to the wide range of skills it demands of its students. It is a pre-requisite for music-based degree courses and is regarded as a valuable secondary subject to other courses such as humanities, the arts or social sciences as it demonstrates both creative and analytical skills.

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## Overview

In Philosophy, students explore the complex and diverse religious and secular ideas, beliefs and morals which exist in Britain and the world today. They are guided in producing their own well-reasoned answers in response to philosophical, ethical and religious ultimate questions.

The material covered is intellectually challenging but also interesting and stimulating. Students are expected to engage with it effectively, with an inquiring mind and questioning approach. They will learn to ask complex questions and analyse and evaluate their own answers.

In class, the students are given a safe environment in which to explore philosophical, ethical, religious and secular ideas, their own thoughts, and the arguments of others. Lessons are interactive and relevant, with students encouraged to take an active rather than passive role and delve into issues that impact all of us, in our everyday lives, in the media, and in the world in which we live.



## Course Content

The course is structured around the following four units:

### Year 12

#### Epistemology – The Theory of Knowledge

- The Definition of knowledge: What is propositional knowledge?
- Perception as a Source of Knowledge: What are the immediate objects of perception?
- Reason as a Source of Knowledge: Is knowledge that is purely rational possible?
- The Limits of Knowledge: Are there things that cannot be known?

#### Moral Philosophy

- Normative Ethical Theories: How do we decide what it is morally right to do?
- Applied Ethics: Applying the ethical theories to specific issues such as simulated killing
- Meta-Ethics: What is the status of ethical language?

### Year 13:

#### Metaphysics of God

- The Concept of God: Who or what is God?
- Arguments Related to the Existence of God: Arguments for and against the existence of God
- Religious Language: Is it possible to speak meaningfully about God?

#### Metaphysics of Mind

- What is the Mind?
- Dualism: Are the body and the soul or mind different sorts of things?
- Physicalism: Is the mind entirely physical (material)?

Students will study extracts of differing lengths from a variety of philosophical texts, such as Hume's Enquiry Concerning Human Understanding, Kant's Critique of Pure Reason and Aristotle's Nicomachean Ethics. Students will also engage in a more in-depth study of Descartes' Meditations.

## Skills Required

GCSE Religious Studies is not essential. You will, however, need to have achieved Grade 6 (or higher) in English and a humanities discipline (Geography, History or Religious Studies).

## Assessment

All course content is examined at the end of the two-year course. The assessment consists of two written exams.

**Paper 1:** Written exam. Epistemology & Ethics. 3 hours. 50% of final marks

**Paper 2:** Written exam. The Metaphysics of God & The Metaphysics of the Mind. 3 hours. 50% of final marks.

## Enrichment

The department runs after-school support sessions every week. In addition to this, we have an extensive library of philosophical texts, including material by well-known philosophers, for students to borrow, as well as a subscription to 'Philosophy Now' magazine.

## FUTURE PROGRESSION

Studying philosophy offers support to both university applications and to career choices beyond. This is due to key, transferable skills such as critical analysis and evaluation skills, as well as how to produce good, coherent pieces of extended writing. Philosophy students are valued as being informed, insightful, inquisitive and highly skilled.

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## Overview

Photography is one of the most important and influential forms of visual communication and expression in the world today. As a subject, it combines both academic and creative skills. Students carry out extensive research, experiment, develop ideas and, present well-informed concepts and outcomes. The course is designed to ensure that students not only develop the skills required to produce their own high-quality photography but also to reflect aesthetically on their work and analyse and understand the work of others.

By the end of the course, students will have created a comprehensive portfolio of work and developed an understanding of the creative process in industries using photography.



## Course Content

Four Assessment Objectives include:

1. Develop ideas through sustained and focused investigations informed by contextual and other sources demonstrating analytical and critical understanding.
2. Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
3. Record in visual and other forms ideas, observations and insights relevant to intentions, demonstrating an ability to reflect on work and progress.
4. Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, oral or other elements.

Lessons are divided up between whole class workshops, personal tutorials, group critiques and independent study. Students receive personal weekly feedback and targets which allows them to develop concepts that are individual to them.

## Skills Required

Ideally, students will have achieved Grade 6/7 or above in GCSE Art or Media or can demonstrate a proven passion for the subject. This is a demanding and time-consuming subject, so it is expected that students will have a genuine interest in Photography. They should also be able to write analytically about the works of a range of traditional and contemporary photographers.

## Assessment

### Personal Investigation & Practical Work

In Year 13, students complete a personal investigation and they produce a written essay that explores their concept. This research essay supports students' practical work and allows them to demonstrate a deeper understanding of their themes and influences. 60% of final marks.

### Externally-set Assignment

Students are expected to respond to an externally set theme and suggested starting points. Students have from 1st February until the commencement of the final 15-hour period of sustained focus to develop preparatory studies. The 15-hour period of sustained focus under examination conditions may take place over multiple sessions (usually held at the beginning of May). 40% of final marks.

## Enrichment

Students have access to a wide range of enrichment opportunities which contribute to personal growth and development and support their academic studies through trips, including visits to galleries and exhibitions. Students can access our fabulous dark room, join our open studio sessions, and take part in our annual Art Show or photography competitions.

## FUTURE PROGRESSION

The course is particularly valuable to students who go on to Art Foundation courses, Photography or relevant degrees. Good photography skills will serve you well throughout a range of creative and related professions, including marketing, design, digital media and filmmaking.

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# Physical Education AQA 7582

## Overview

The growth in the health, fitness and leisure industries has meant that Physical Education is one of the fastest growing areas of study in the UK. Studying it at A Level will give students a fantastic insight into the amazing world of sports performance through an understanding of the physiological and psychological factors that affect it.

The course offers a unique combination of physical performance and academic challenges. Students cover a wide range of topics, developing an understanding of the factors that underpin physical activity and sport, how physical, physiological and psychological states affect performance and the key socio-cultural factors that influence involvement in sport and activity. The course also offers the opportunity to focus on analysing and evaluating their own performance to improve in a chosen sport.



## Course Content

The course is structured around the following sections. Each section is further subdivided into topic areas:

1. Applied Anatomy and Physiology
2. Skill Acquisition
3. Sport and Society
4. Exercise Physiology
5. Biomechanical Movement
6. Sport Psychology
7. The Role of Technology in Physical Activity and Sport
8. Applied Anatomy and Physiology
9. Information Processing
10. Exercise Physiology
11. Biomechanical Movement
12. Sport Psychology
13. Sport and Society and the Role of Technology in Physical Activity and Sport.

## Skills Required

It is not necessary to have studied this subject at GCSE, however, to benefit from the learning, we encourage course participants to have an awareness of sport and physical opportunities in your specific sport of interest.

## Assessment

All course content is examined at the end of the two-year course. The assessment consists of two written exams (multiple choice, short answers and extended writing) and a non-examined assessment.

**Paper 1:** Factors Affecting Participation in Physical Activity & Sport. Three sections: Applied anatomy, Skill Acquisition, Sport and Society. 2 hours. 35% of final marks.

**Paper 2:** Factors Affecting Optimal Performance in Physical Activity and Sport. Three sections: Exercise Physiology and Biomechanics, Sport Psychology, Sports and Society and Technology and Sport. 2 hours. 35% of final marks.

**Non-examined Assessment:** Practical Performance in Physical Activity & Sport. Students are assessed as a performer or coach in the full-sided version of an activity plus a written/verbal analysis and evaluation of performance. 30% of final marks.

## FUTURE PROGRESSION

The course is ideal preparation for students to study Sport at university, or study related courses such as Biomechanics, Physiology, Sports Science, Teaching, Sport Psychology and Physiotherapy.

## Enrichment

There are a number of opportunities to represent the School both locally and regionally at sporting fixtures. At the end of the course, students will participate in our popular Sports Awards Evening.

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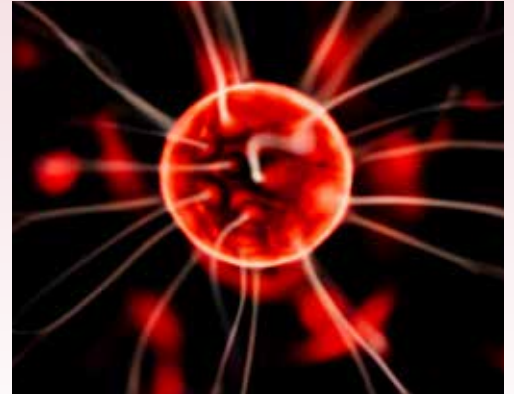




## Overview

Physics is an exciting subject that allows students to appreciate how fundamental science works, from both the smallest particles to the vastness of galaxies and the universe. It is deemed vital in the modern world, to develop new materials, machinery, and technology to improve our lives and help us explore the universe further. Studying it is a challenging but rewarding route to understanding the world around us.

The A Level course builds on the concepts and skills that will have been developed at GCSE Science, presenting Physics as exciting, relevant and challenging. Students will develop a deeper understanding of the concepts and application of physics ideas in interesting and novel contexts, as well as the acquisition of knowledge. There is also a strong emphasis on advanced practical skills.



## Course Content

This two-year course contains a range of topics with 12 required practicals embedded into the teaching.

### Year 12:

- Measurements and their Errors
- Particles and Radiation
- Waves
- Mechanics and Materials
- Electricity

### Year 13:

- Further Mechanics and Thermal Physics
- Fields and their Consequences
- Nuclear Physics
- Astrophysics

## Skills Required

GCSE Grade 8 or above is required in Physics and Mathematics due to the rigours of this course. Separate rather than combined GCSE Physics is highly recommended as a precursor to studying at A Level. In exceptional cases, applicants with a Grade 7 may be considered on the understanding that the course can be challenging for such individuals. At least 40% of the marks in Physics assessments will require using mathematical skills. These skills will be applied in the context of the course and will be at least higher tier GCSE mathematics. It is highly recommended (but not essential) that students take A Level Mathematics alongside physics as a complementary subject.

## Assessment

All course content is examined at the end of the two-year course:

**Paper 1:** Year 1 content. 2 hours. 34% of final marks.

**Paper 2:** Year 2 content. 2 hours. 34% of final marks.

**Paper 3:** Years 1 & 2 content and practical skills. 2 hours. 32% of final marks.

### Practical Skills Assessment

The assessment of practical skills is a compulsory requirement of the course of study for A Level qualifications in biology, chemistry and physics. Throughout the course, students undertake 12 practicals in which they will demonstrate their competency. Practical skills are internally assessed and moderated externally. A practical skills endorsement is reported alongside (but does not contribute to) the A Level grade.

## Enrichment

Students can take part in a variety of competitions to stretch their problem-solving skills and to challenge their knowledge and ability to apply fundamental physical principles to novel situations. These include the Senior Physics Challenge and the British Physics Olympiad.

## FUTURE PROGRESSION

Physics A Level is a highly regarded subject for a wide range of higher education courses and is beneficial for many careers, including those in science, engineering, electronics and the medical field. Students of Physics are valued by employers for their problem-solving and numeracy skills.

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## Overview

Psychology is a highly academic discipline but one that is also part of our everyday life. Defined as the 'scientific study of mental processes and behaviour', it seeks to understand human behaviour and attempts to predict how people will react in a given situation.

The course offers a fascinating, extensive and varied programme of topics, including the effects of society on behaviour, a detailed look at forensic and criminal investigations, and the origins and treatments of different psychological disorders like schizophrenia, OCD and depression. It applies both a rigorous and scientific approach to study, introducing students to the psychological research methods and the theories that underpin the subject. It develops students' ability to formulate an argument by presenting and critically evaluating research which is a key skill for higher education and the world of work.



## Course Content

### Introductory Topics in Psychology:

- Social Influence
- Memory
- Attachments
- Psychopathology

### Psychology in Context:

- Approaches
- Biopsychology
- Research Methods

### Issues and Options in Psychology:

- Issues and Debates
- Cognitive Development
- Schizophrenia
- Forensic Psychology

## Skills Required

Students should have a Grade 6 or above in GCSE Science, Mathematics and a written subject (consideration will be given for lower grades). Students should have an interest in psychology and a willingness to read widely around the subject.

## Assessment

All course content is examined at the end of the 2-year course and is assessed by three written papers.

**Paper 1:** Introductory Topics in Psychology. 2 hours. 33% of final marks

**Paper 2:** Psychology in Context. 2 hours. 33% of final marks

**Paper 3:** Issues and Options in Psychology. 2 hours. 33% of final marks

## Enrichment

Enrichment activities include a yearly trip to either New York or San Francisco, where students visit a real-life prison amongst other lovely touristy things and trips to see Derren Brown. The department run Mental Health Awareness Week with the students. They can also attend a wider reading clinic, where they can engage with up-to-date research and create presentations for each other to critically evaluate the work.

## FUTURE PROGRESSION

A Level Psychology can be used in a wide variety of career areas, including Educational Psychology, Clinical Psychology, Occupational Psychology, Business/Consumer Psychology, police work, marketing/advertising, nursing, teaching, social work, counselling, human resource management and speech therapy.

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## Overview

The Level 3 BTEC in Sport is an innovative and vocational-based course aimed at students with a real interest in the sports and recreation sector and what it has to offer. The sports industry is growing in size, and this course provides a broad and balanced foundation for students who wish to take a sporting career pathway. Learners will have the opportunity to develop a range of techniques, personal skills and attributes essential for successful performance.

Students will study a combination of theoretical units such as **Anatomy & Physiology**, and practical units, such as **Sports Coaching & Leadership**, and will apply this content to a variety of sporting contexts.



## Course Content

The course is structured around the following units:

### **Anatomy & Physiology:**

Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

### **Fitness Training & Programming for Health, Sport & Well-being:**

Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.

### **Professional Development in the Sports Industry:**

Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

### **Practical Sports Performance:**

Learners study the skills, techniques, tactics and rules of selected sports through active participation in individual/team sports.

## Skills Required

Students should be able to demonstrate a passion and enthusiasm for sport. Completion of GCSE PE in school is beneficial. Experience of engaging in sport as a performer, coach or official is also preferable. The course is designed to be taken as part of a programme of study that includes other appropriate BTEC nationals or A Levels.

## Assessment

### **External Assessment**

(50% of final marks)

#### **Unit 1:** Anatomy & Physiology

Written exam. 1 hour 30 minutes.

**Unit 2:** Fitness Training & Programming for Health, Sport and Well-being. A task is set and completed under supervised conditions. Submission by computer. 70 marks.

Part A. Learners will be given a case study one week before a supervised assessment period in order to carry out preparation.

Part B. Supervised Assessment Session. 2 hours 30 minutes.

### **Coursework**

In all other units, students are assessed by assignments covering a number of different methods linked to the theory and practical elements of the course. All coursework is assessed internally and externally moderated. 50% of final marks.

## Enrichment

Students will have the opportunity to engage in a wide range of recreational, developmental and competitive sporting activities through the sports programme.

## FUTURE PROGRESSION

The BTEC course carries the same UCAS points as an A Level and is designed to support progress to higher education in sports-related courses such as **Sports Science** or seek employment in sport and leisure management, sport development, coaching, fitness and PE teaching.

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