Chelmsford County High School for Girls

A Level Options Booklet

September 2026

The Curriculum

The Sixth Form curriculum at CCHS is designed both to prepare students to be successful in their examinations, in meeting their university offers, in future studies and thereafter. We therefore aim to provide a curriculum which stretches and challenges able students and helps them become involved in the intellectual challenge of their subjects.

When choosing your sixth form options, you should prioritise the subjects that most interest you as these are the ones in which you are most likely to be successful. You should choose four A Level subjects from the list below; any combination of subjects is permissible and we hope that you will construct a personalised programme of advanced study.

In making choices you should reflect on:

- maintaining a sense of breadth in your programme of study given the variety of subjects available and the intellectual benefits associated with studying a range of different disciplines.
- the higher education requirements for planned/preferred degree courses or for specific careers.

CCHS teachers provide highly stimulating courses which blend key knowledge and concepts as well as an attention to critical engagement with epistemological questions.

English

- English Literature

Mathematics

- Mathematics
- Further Mathematics
- Computer Science

Sciences

- Biology
- Chemistry
- Physics

Humanities

- Geography
- History
- Philosophy and Ethics

Social Sciences

- Psychology
- Economics
- Politics

Languages

- French
- Spanish
- Latin

The Expressive Arts

- Art
- Music
- Physical Education
- Theatre Studies

In this subject booklet you will find a description of the syllabus for each subject, and the GCSE grades required for each. Please note that demand may determine whether or not a particular post-16 course will run.

CCHS Twin Pathways

As a school we recognise the importance of having a bespoke curriculum, tailored to our students' individual needs giving them the perfect foundation for future success. As such, we have developed our Twin Pathway approach, giving every student the opportunity to design their own Sixth Form experience.

Four A Levels Plus

• Students select 4 A Levels from a broad range of subjects (including Further Maths).

• Students have the option to select either EPQ or Further Maths as a fifth option.

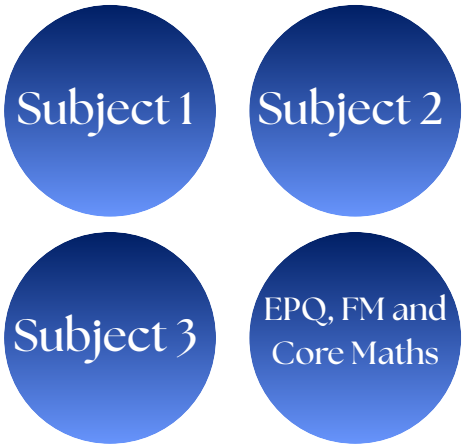
• Options available for Community Service and PE.

Three A Levels Plus

• Students select 3 A Levels from a broad range of subjects (excluding Further Maths).

•All students take EPQ as a fourth option. adding breadth and acquiring key skills.

• Students take part in Community Service and PE.



Both pathways align with our core curriculum principles: breadth, balance and challenge, with students are able to construct a personalised programme of advanced study.

Students taking the Three A Levels plus pathway will also take part in either our Core Mathematics course or our highly successful EPQ programme giving breadth and the opportunity to develop academic skills to compliment the A Level programme.

The Extended Project Qualification - the EPQ offers an opportunity to pursue a particular academic interest, developing research, presentation and writing skills. The EPQ is a well-established and highly- regarded academic course. It is a Level 3 course, equivalent to an AS Level in terms of the UCAS tariff. The project is commonly completed as an extended essay, but there are opportunities to complete alternative projects such as compositions, plays, artwork and technical design projects, subject to approval by the EPQ Co-ordinator.

English Literature

Examination Board: AQA
Subject Leader: Mr M Carter

Outline of course content:

- Year One: Paper 1: Love through the Ages – study of one Shakespeare play (Othello), a range of poetry both pre and post-1900 and one post-1900 prose text, F. Scott Fitzgerald's The Great Gatsby.
- Independent Critical Study: Texts across Time (coursework) – comparative critical study of two texts, at least one of which must have been written pre-1900. Students have free choice of texts.
- Year Two: Paper 2: Texts in Shared Contexts – Option 2(b) - Modern Times: Literature from 1945 to the present day. You will be studying three texts: one prose, one drama and one poetry, of which one must be written post-2000.
- Core texts include: Margaret Atwood's The Handmaid's Tale, Tennessee Williams' A Streetcar Named Desire and Carol Ann Duffy's Feminine Gospels.
- Study of unseen prose.

Method of assessment:

- The A-level qualifications in English are linear: students will sit the A-level exams at the end of their A-level course.
- The course also includes the Non-Examined Assessment essay which will be produced in Year 13.

Reasons for studying the subject:

- Love of reading; desire to develop knowledge and insight into literature.
- Transferable skills in essay writing and discussion techniques - useful for many degree subjects and careers.
- A stimulating and relevant dive into the history of English literature and its intersection with modern culture, contexts, perspectives and attitudes.

Entry requirements:

- GCSE Grade 7 or above in both English Language **and** English Literature.

Mathematics

Examination Board: Edexcel
Subject Leader: Mr S Coleman

Course Requirement:
Casio fx-991EX or Casio fx-CG100
(can be purchased through the school)

Outline of Course Content:

The course is structured on a 2:1 ratio of pure mathematics to applied mathematics and the pure and applied components are assessed on separate papers enabling students to focus their preparation appropriately. We will be using the Edexcel examination board due to the clarity and structure of their questioning and the availability of resources to help with students' preparation.

- **Paper 1: Pure Mathematics 1**

Proof, algebra and functions, coordinate geometry in the (x,y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, vectors.

- **Paper 2: Pure Mathematics 2**

Proof, algebra and functions, coordinate geometry in the (x,y) plane, sequences and series, trigonometry, differentiation, integration, numerical methods.

- **Paper 3: Statistics and Mechanics**

Section A: Statistics - statistical sampling, data presentation and interpretation, probability, statistical distributions, statistical hypothesis testing.
Section B: Mechanics - quantities and units in mechanics, kinematics, forces and Newton's laws, moments.

Method of Assessment:

- This subject is assessed entirely by examinations.

Reasons for studying the subject:

- At CCHS our A Level Mathematics course is delivered by subject specialists who have experience delivering every aspect of the A Level course, as well as the Further Mathematics course and STEP program for Oxford and Cambridge entrants.
- Studying Mathematics at A Level is an exciting opportunity to build on GCSE knowledge and to develop vital skills for the future. It is a great support to many other A Level subjects and is highly regarded by both universities and employers.
- Many higher education courses at university either require an A level in Mathematics, or it is strongly encouraged. These subjects can include Physics, Engineering, Computer Science or Economics as well as being useful in many other science disciplines.
- Students of Mathematics are confident problem solvers who approach decisions and challenges with confidence, logic and clarity. They are trained to apply knowledge gained in one context to other contexts and to choose the best technique necessary to solve any particular problem. Students of Mathematics are also excellent at making deductions and drawing inferences as well as justifying their reasoning and showing clarity in their arguments.

Entry requirements:

• Grade 7 or above in GCSE Mathematics.
• If you will be studying Mathematics alongside two or more of Biology, Chemistry and Physics, you should have an 8 or higher in at least one of these.

Further Mathematics

Examination Board: Edexcel
Subject Leader: Mr S Coleman

Course Requirement:
Casio fx-991EX or Casio fx-CG100
(can be purchased through the school)

Outline of Course Content:

The course requires all students to sit and complete Core Pure 1 and 2 (papers 1 and 2). You are then required to sit a further two options. At CCHS we cover 3 different modules as detailed below. All three papers can be taken with the best two results going forward to form the overall grade for the subject. This gives students the best preparation for a wide range of different higher education courses, Further Pure for the Mathematicians, Further Mechanics for the Physicists and Engineers and Decision for the Computer Science students.

- **Paper 1: Core Pure Mathematics 1**

Proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors.

- **Paper 2: Core Pure Mathematics 2**

Complex numbers, further algebra and functions, further calculus, polar coordinates, hyperbolic functions, differential equations.

- **Paper 3: Further Mathematics Option 1**

Further Mechanics 1 – momentum, kinetic and potential energy, power, elastic strings and springs, elastic collisions.

- **Paper 4: Further Mathematics Option 2**

Decision Mathematics 1 – sorting algorithms, graph theory, shortest path algorithms, route inspection, minimum spanning trees, linear programming, critical path analysis.

- **Paper 5: Further Mathematics Option 3**

Further Pure 1 – Vectors, Conic sections, Inequalities, Taylor Series, Calculus, Differential equations.

- **Paper 6: Further Mathematics Option 4**

Further Pure 2 - Group theory, number theory, reduction formulae, complex numbers, recurrence relations and matrices.

Method of Assessment:

- This subject is assessed entirely by examinations.

Reasons for studying the subject:

• At CCHS our A Level Further Mathematics course is delivered by subject specialists who have valuable experience in every aspect of the course, as well as supporting Oxford and Cambridge applicants with the STEP program.

• Studying Further Mathematics is an exciting opportunity to build on the Mathematics A Level and to develop vital skills for the future. It is a great complement to many other A Level subjects and is highly regarded by both universities and employers.

• This subject is especially relevant for students who are considering studying Mathematics, Engineering or Physics at university. It is not necessarily required for these courses but highly competitive universities will tend to expect students to have completed the course.

Entry requirements:

- GCSE Grade 9 in Mathematics.

Computer Science

Examination Board: OCR
Subject Leader: Mr A Goodier

Outline of content of course:

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues
- Elements of computational thinking
- Problem solving and programming.
- Algorithms to solve problems and standard algorithms.
- Non-examination assessment – practical computing project.

Method of assessment:

- **Paper 1 40%: Computer Systems.**

This paper tests a student's knowledge and understanding of the principles and computer science, including abstraction, logic, algorithms, and data representation. The focus is on designing, writing, and testing of programs.

- **Paper 2 40%: Algorithms and Programming.**

This paper incorporates and builds on students' knowledge and understanding of concepts from Paper 1. The student needs to apply knowledge and understanding of the principles and concepts of computer science in order to analyse problems in computational terms.

- **Non-Examination Assessment. 20%**

The non-exam assessment assesses a student's ability to apply the knowledge and skills gained through the course to solve or investigate a practical problem. The student will design, program and evaluate computer systems that solve problems, making reasoned judgements about these and presenting conclusions.

Reasons for studying the course:

- To develop your interest in and enthusiasm for Computer Science, leading to further study and potential careers in computing-related fields.
- To develop computational thinking skills; a process of producing generalised solutions to open ended problems. These critical thinking skills can be applied to a wide range of real-world problems.
- Computer Science will support further studies in Science, Engineering and Mathematics as well as being an exciting field of study in its own right.

Entry requirements:

- GCSE Grade 7 or above in Mathematics.
- GCSE Grade 7 or above in Computer Science.

Biology

Examination Board: OCR
Subject Leader: Mr M Rowell

Outline of course content:

- A Level Biology consists of 6 modules which are assessed by 3 examinations at the end of the A Level course. In addition to this there is a practical endorsement section, graded as pass or fail that is based on practical work and skills carried out throughout the 2 year course. Practical skills are also assessed within the terminal examination papers.
    - o ***Module 1: Practical Skills in Biology*** - Developing the skills of planning, implementing, analysis and evaluation and will be taught throughout the course often via practical activities.
    - o ***Module 2: Foundations in Biology*** - Study of cell structure, biological molecules, nucleic acids (DNA and RNA), enzymes, membranes and cell organisation and division.
    - o ***Module 3: Exchange and Transport*** - Study of exchange surfaces in plants and animals and also transport systems in animals and plants.
    - o ***Module 4: Biodiversity, Evolution and Disease*** - Study of communicable diseases, prevention of disease and immunity as well as biodiversity, classification and evolution.
    - o ***Module 5: Communication Homeostasis and Energy (full A Level only)*** - Study of respiration, photosynthesis, homeostasis and excretion and nervous and hormonal communication.
    - o ***Module 6: Genetics, Evolution and Ecosystems (full A Level only)*** - Study of inheritance, cellular control, biotechnical and also ecosystems, populations and sustainability.

Method of Assessment:

- You will sit 3 written examinations, on Biological Processes, Biological Diversity and Unified Biology.

Reasons for studying the course:

- Biology is a wide-ranging subject, overlapping into many other disciplines. Research and development in Biological Sciences is rapid and often in the news, so for the student, this is an exciting and up to date subject to study which will allow them to understand more of the developments that are occurring throughout the world.
- The Biology department at CCHS expects students to push themselves to learn beyond the confines of the specification and to enjoy finding out about living things for their own interest and to be able to work independently. Students are given a sound basis of knowledge in Biology and the opportunity to develop their understanding of the major systems and concepts. Practical skills that the students develop throughout the course allow them to learn from direct experience.
- The study of A Level Biology will be of use to any student considering a degree course in the Pure Sciences, Medical or Veterinary Sciences. It is also useful for those who wish to follow a more Languages, Creative or Humanities based set of A Levels but maintain some scientific skills or give their choices some balance.

Entry requirements:

- Any one of:
    - o GCSE Grade 7 or above in Biology (separate Sciences)
    - o GCSE Grade 7-7 or above in Combined Science
- If you will be studying Biology alongside two or more of Mathematics, Chemistry and Physics, you should have an 8 or higher in at least one of these.

Chemistry

Examination Board: AQA
Subject Leader: Dr D Noble

Outline of content of course:

You will study:

- **Physical Chemistry:**
  - Atomic Structure, amount of substance, bonding, energetic, kinetics, equilibria, redox Chemistry. Thermodynamics, equilibrium constants, electrode potentials and acids, bases and buffers.
- **Inorganic Chemistry:**
  - Periodicity, group 2, group 7, transition metals and reactions of inorganic compounds in aqueous solutions.
- **Organic Chemistry:**
  - Alkanes, halogenoalkanes, alkenes, alcohols, analysis, isomerism, carbonyls, aromatic chemistry, amines, polymerisation, amino acids, proteins and DNA, synthesis, structure determination and chromatography.

Method of assessment:

- The A-level qualification in Chemistry is linear. This means that students will sit all the exams at the end of their A Level course.
- The course is assessed solely by written examinations with a separate endorsement of practical skills via teacher assessment which, although recorded alongside the overall grade, does not contribute towards it.

Reasons for studying the course:

- To develop your interest in and enthusiasm for Chemistry, including developing an interest in further study and careers in Chemistry.
- To appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.
- Chemistry is essential for the study of Medicine, Veterinary Science and Dentistry. It is also useful for careers in research, marketing and the pharmaceutical, agrochemical and food industries.

Entry requirements:

- Any one of:
  - o GCSE Grade 7 or above in Chemistry (separate Sciences)
  - o GCSE Grade 7-7 or above in Combined Science

- Achieving GCSE Grade 7 or above in GCSE Mathematics is also important.

- If you are considering a degree course for which Chemistry is an essential requirement, it is strongly recommended that you study Mathematics at A Level.

- If you will be studying Chemistry alongside two or more of Biology, Physics and Mathematics you should have an 8 or higher in at least one of these.

Physics

Examination Board: OCR (A specification)
Subject Leader: Mrs P Kurian

Outline of content of course:

- Working as a Physicist
- Mechanics
- Electric Circuits
- Materials
- Waves and Particle Nature of Light
- Further Mechanics
- Electric and Magnetic Fields
- Nuclear and Particle Physics
- Thermodynamics
- Space
- Nuclear Radiation
- Gravitational Fields
- Oscillations

Method of assessment:

- Three written assessments will be carried out in the summer of Year 13.
- A Level students will also be assessed on their practical skills (non-examination) as part of the practical endorsement.

Reasons for studying the course:

- Students who follow this course gain a wide range of skills which equip them for success in life. Studying Physics develops your ability to analyse and solve problems theoretically and practically in any situation.
- It also develops your ability to comprehend and communicate your ideas orally and in writing and enables you to translate information to and from prose, graphs, numerical data, and diagrams.
- A Level Physics is a good preparation for many careers because it teaches you to think logically and analytically.
- At Advanced Level, Physics is very different from GCSE; the increased study time means we can discuss topics in much more detail which makes the subject more interesting and you will develop a deeper understanding of your current knowledge, discovering where all the equations you have been introduced to before, originate from.
- We have specialised Sixth Form equipment so that experiments can be more detailed and much more fun.
- The course is up to date with modern topics giving a broad base for future study.

Entry requirements:

- Any one of:
    - o GCSE Grade 7 or above in Physics (Separate Sciences)
    - o GCSE Grade 7-7 or above in Combined Science and GCSE Grade 7 or above in Mathematics.
- It is strongly recommended to study A Level Mathematics alongside Physics if you are considering a degree course for which Physics is an essential requirement.
- If you will be studying Physics alongside two or more of Biology, Chemistry and Mathematics, you should have an 8 or higher in at least one of these.

Geography

Examination Board: AQA

Subject Leader: Miss J Vigrass

Outline of content of course:

- Unit 1 Core Physical: Section A Water and Carbon Cycles, Section B Coastal Systems and Landscapes, Section C Hazards.
- Unit 2 Core Human: Section A Global Systems and Global Governance, Section B Changing Places, Section C Population and the Environment.
- Field trip opportunities: a 5-day residential trip to the South Downs during Yr 12 (in which 2 days of Physical Geography fieldwork and 2 days of Human Geography fieldwork will be undertaken in line with examination specification requirements).

Method of assessment:

- All examinations will be undertaken in Year 13 at the end of the A Level course.
    - o Unit 1 Physical Geography:
        - * Two and a half hour written examination worth 40% of the A Level.
        - * Question types – short answer, levelled responses and extended prose.
    - o Unit 2 Human Geography:
        - * Two and a half hour written examination worth 40% of the A Level.
        - * Question types – short answer, levelled responses and extended prose.
    - o Unit 3 Geographical Investigation:
        - * A 3000–4000-word investigative report which must include data collected in the field.
        - * The investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.
        - * Worth 20% of the A Level.
        - * Marked by teachers and moderated by the AQA examining board.

Reasons for studying the course:

- The vision of the AQA A Level Geography course is to 'excite student minds, challenge perceptions and stimulate investigate and analytical skills' (AQA, 2015).
- Studying A Level Geography at CCHS provides the opportunity to engage with a balanced, interrelated exploration of Physical and Human Geography within the UK and the wider world.
- To stimulate and develop an interest in people, places, and environments.
- To understand the complex inter-relationships between people and their environment on a range of scales and places.
- To investigate the contemporary world and the changes occurring on a variety of scales.
- To develop a wide range of transferable skills and abilities through fieldwork, practical work and class work: data collection, presentation and analysis, skills using statistical analysis, communication skills, investigative skills, creative and critical thinking abilities and ICT skills.

Entry requirements:

- GCSE Grade 6 or above in Geography or a GCSE Grade 7 or above in English Literature.
- GCSE Grade 7 or above in History if GCSE Geography has not been studied.

History

Examination Board: AQA

Subject Leader: Mr R Thompson

Outline of content of course:

The course gives students the opportunity to understand two key periods of change which have had a major impact on the History of this country and the wider world. A grounding in the eighteenth and nineteenth centuries will also enable a much wider and deeper understanding of the political conflicts facing the contemporary world. Furthermore, students are given the opportunity at A Level to undertake an original piece of research on African American Civil Rights in the USA, 1877 – 1980. Not only is this unit highly relevant, but it also develops students' independent learning skills and their skills at writing extended pieces of work. This course is therefore essential to any young woman who wishes to make sense of the world today and to bring about change.

- **The British Option** focuses on the British Empire between 1857 and 1967.
  - This paper allows students to study in depth the growth and contraction of the British Empire and its impact both on Britain and on indigenous peoples. The study of economic factors, ideas, attitudes and technological developments as well as of the influence of key individuals will help students develop a clear understanding of this vitally important period in global history. There will be a clear focus on countries in both Asia and Africa as well as the Middle East and on understanding the material from the perspective of people indigenous to these countries.
- **The non-British Option** focuses on France in Revolution, 1774-1815.
  - This option provides for the in-depth study of a key period of history which was to change the relationship between the ruler and the governed, not only in France but throughout Europe and, in time, the wider world. A study of France in Revolution embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution.

Method of assessment:

- The British Empire 1857–1967: one examination of two and a half hours. Three questions are set, one compulsory which is linked to interpretations and is worth 30 marks. The other two questions are essays worth 25 marks each. The whole examination accounts for 40% of the total A Level.
- France in Revolution 1774-1815: one examination of two and a half hours to answer three questions, one compulsory which is linked to primary sources and which is worth 30 marks. The other two questions are essays and they are worth 25 marks each and the whole examination accounts for 40% of the total A Level.
- Historical Investigation: this is a personal study based on the topic of African American civil rights in the USA 1877-1980. This will take the form of a question of the student's choice and is 3,000 – 3,500 words long. This Investigation is worth 20% of the A level.

Reasons for studying the course:

- History is an invaluable subject for anyone who wishes to pursue careers in management, politics, law, economics or business. This is because History, as the "mother of all social science", not only provides an education about the past, but also an understanding of political systems, philosophy, economics, psychology, media and sociology. It is therefore a very useful subject in combination with most others – especially English, Economics, Government and Politics, Geography, Philosophy, Latin and a Modern Foreign Language.
- This is a unique course which will enable students to pursue this subject at university to a very high level. They will acquire historical depth which will give students a real advantage if they wish to work towards a top-class degree.
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Entry requirements:

- GCSE Grade 6 or above in History or GCSE Grade 7 or above in English Literature if GCSE History not studied.

Philosophy and Ethics

Examination Board: OCR – H173, H573
Subject Leader: Mrs L Onuegbu

Outline of Course Content:

- **Paper 1 - Philosophy of Religion:**
  The roots of western philosophy in the Greek philosophy of Plato and Aristotle, analysing reality, knowledge, causation and purpose. This leads to an exploration of concepts of the soul and the relationship between the material body and the immaterial mind. We then consider questions relating to life after death, religious experience and the existence of God. Finally, we consider challenges to religious belief, claims about the nature of God and the nature and limitations of religious language, particularly in the context of more recent philosophical developments.
- **Paper 2 - Religion and Ethics:**
  This paper studies claims and ideas about what makes for good ethical characters and decisions, the application of ethical theories to moral dilemmas, the nature of ethical language and the nature and development of philosophies of ethics.
- **Paper 3 - Development in Christian Thought:**
  This paper equips students with a knowledge of the development of Christian theology and of Christian teaching. This includes both Christian teaching on the soul, the afterlife and on the knowledge of God and Jesus Christ as well as discussion of the challenges of secularism and the responses of Christianity to that challenge. Modern theological concerns such as gender, sexuality and religious pluralism are extensively discussed.

Method of assessment:

- All assessment is in the form of written examinations. There is no coursework.
  * Paper 1: Philosophy of Religion - 2 hour written paper - 33.3% of total grade.
  * Paper 2: Religion and Ethics - 2 hour written paper - 33.3% of total grade.
  * Paper 3: Developments in Religious Thought - 2 hour written paper - 33.3% of total grade.

Reasons for studying the course:

- Development of rigorous questioning which penetrates through to issues obscured by tradition or convenience. Development of critical judgement to develop advanced understanding through applying sound arguments based on the questions explored.
- Widely recognised transferable skills, such as articulate rational argument, encouraged by universities and professionally vital to Law, Medicine, Politics, Policy Making, Professional Philosophy, Education and Business Ethics.

Entry requirements:

- GCSE Grade 6 or above in R.S or GCSE Grade 7

or above in English Literature if GCSE RS not studies.

Psychology

Examination Board: AQA

Subject Leader: Ms J Porter

Outline of content of course:

Psychology is the scientific study of human behaviour and tries to explain why people think, feel and behave as they do. For example, have you ever wondered why people develop phobias? Or why we form attachments with others? This A Level course provides an exciting opportunity to study an array of fascinating topics including:

- Social Influence, Memory, Attachment and Psychopathology (*Paper 1 'Introductory Topics in Psychology'*).
- Approaches in Psychology, Biopsychology, and Research Methods (*Paper 2 'Psychology in Context'*).
- Issues and debates in Psychology, Gender, Schizophrenia and Forensic Psychology (*Paper 3 'Issues and Options in Psychology'*).

Students will also learn a variety of skills including analytical thinking, improved communication, problem solving and many more. These skills will help to prepare you for an exciting future, with a range of excellent career options (*AQA.org.uk*).

Method of assessment:

This is a two-year (linear) course and students will sit three examination papers at the end of their second year.

- Each paper will be assessed using a combination of multiple choice, short answer and extended writing questions.
- This course includes a heavy focus on scientific enquiry, so an interest in biological sciences is recommended.
- Overall, at least 10% of the marks in assessments for Psychology will require the use of mathematical skills. These skills will be applied in the context of A Level Psychology and will be at least the standard of higher tier GCSE mathematics.
- The examinations will also require students to be able to write highly detailed and cohesive extended essay answers.

Reasons for studying the course:

- Psychology is a new and exciting subject area for students. It is multifaceted and therefore provides an enriching and challenging programme of study with many transferable skills.

- It is a diverse subject that considers many different approaches of human behaviour. For example, part of Social Psychology focuses on the influence of a group majority, whereas in Biological Psychology you might look at how various parts of the brain are linked to criminality and OCD. It is therefore a subject that combines well with a variety of other A Level courses.

- If you are a student who is interested in working with people, then this could be a good subject choice for you. Many Psychologists work in the health and education services, but graduates can be found in applied areas such as medicine, business and marketing, human resources, law, sport and forensic psychology. Others may select different industries or careers which recognise the value of knowledge and skills in this subject, such as personnel and the civil service. For more information you can visit the British Psychological Society website: www.bps.org.uk.

Entry requirements:

- GCSE Grade 6 or above in Biology (GCSE Grade 7 in Additional paper for dual award Science).
- GCSE Grade 6 or above in English Literature.
- GCSE Grade 6 or above in Mathematics.

Economics

Examination Board: AQA

Subject Leader: Ms J Dixon

Outline of content of course:

- The course will cover Microeconomics which concerns issues such as:
    - o Changes in prices, wages and inequality.
    - o The power of firms.
    - o What can be done to save the environment?
- Students will also study Macroeconomics which concerns issues such as:
    - o Growth, employment and quality of life.
    - o Different viewpoints on how to solve the world's problems.
    - o Trade, globalisation and the financial crisis.

Method of assessment:

- Paper 1: Markets and Market Failure
  33.3% of the A Level. Written exam 2 hours. 80 marks in total.
  Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks
  Section B: essay questions requiring written answers, choice of one from three worth 40 marks

- Paper 2: The National and International Economy
  33.3% of the A Level. Written exam 2 hours. 80 marks in total.
  Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks
  Section B: essay questions requiring written answers, choice of one from three worth 40 marks

- Paper 3: Economic Principles and Issues
  33.3% of the A Level. Written exam 2 hours. 80 marks in total.
  Section A: multiple choice questions worth 30 marks
  Section B: case study questions requiring written answers, worth 50 marks

Reasons for studying the course:

- Economics is a very popular choice at A Level and students who have completed the course have described it as "fun, informative, interesting and well organised".
- People study Economics because they are interested in current affairs, and they want to be informed about what is happening in the world.
- It also encourages analytical and evaluative skills, which are important transferable skills in our ever-changing world.
- Results for the previous examination specifications in Economics have been excellent and many students have continued with the subject to a higher level at university.

Entry requirements:

- GCSE Grade 7 or above in Mathematics and English Literature or a 7 in an essay-based subject.

Politics

Examination Board: Edexcel

Subject Leader: Mr T Hughes, Mr T Warner

Outline of content of course:

- Component 1 – UK Politics – 9PLO/01:
  This component will allow you to investigate how people and politics interact. You will explore the emergence and development of the UK's democratic system, the role and scope of political parties and the role of the individual in the political process, their relationship with the state and their fellow citizens. A key aspect will be looking at the democratic system, voting behaviour and the influence of the media. In addition, three traditional political ideas - conservatism, liberalism and socialism - will be studied looking at the core ideas and principles of these and how they apply in practice to human nature, the state, society and the economy. You will also look at the divisions within each idea and their key thinkers.

- Component 2 – UK Government – 9PLO/02:
  This component will allow you to study the rules governing politics in the UK, and the specific roles and powers of UK government – the legislative, judiciary and executive. Study will focus on the constitution, parliament, Prime Minister and relationships between the different branches of government. This will enable you to assess where sovereignty currently lies within the UK political system. In addition you will consider one of five additional political ideas - nationalism. As with component one you will consider the core ideas, principles, effects of these ideas, divisions and key thinkers.

- Component 3 – Comparative Politics – the USA – 9PLO/3A:
  Key topics studied in this highly relevant unit include: the US Constitution and federalism, US Congress, US Presidency, US Supreme Court and civil rights, democracy and participation, and comparative theories. The latter topic will act as a very valuable mechanism to revisit and revise the work covered in Year 12.

Method of Assessment:

- Each component will be assessed through a two-hour exam (one for each component).

Reasons for studying the course:

- To develop your interest in and understanding of British politics and the politics of the USA.
- To develop your understanding of critical issues which affect your day to day life as a UK citizen.
- Politics is a highly regarded A Level for university entrance and enables you to go on to study a variety of disciplines, including Human Social and Political Sciences, International Relations and Law.

Entry Requirements:

- GCSE Grade 7 or above in English Literature.

French

Examination Board: Edexcel

Subject Leader: Mrs V Caffier

Outline of content of course:

- Study of a range of social topics relating to France and French speaking countries, including Family, Education, Work, Music, Media, Festivals and Traditions, Immigration and Multiculturalism, Occupation and Resistance.
- Study of a range of films and literary texts in detail.
- Promotion of cultural understanding through language using a range of written and spoken materials including contemporary materials, literature and film.
- Specific translation techniques.
- Lessons conducted largely in French.
- Independent research into a topic of personal interest.
- The aim is to enable students to communicate confidently and clearly in French.

Method of assessment:

At the end of year 13 there will be:

- an Oral test (18 minutes) 30%.
- a Reading, Listening and Translation paper, (1 hour 50 minutes) 40%.
- a Written paper: 2 Literature/Film Essays and Prose translation (2 hours 40) 30%.

Reasons for studying the course:

- Learning a language is increasingly important in a global economy. The ability to offer a language such as French is considered an asset by most global companies.
- Study of French has great value in terms of cultural enrichment, personal understanding and global citizenship and understanding.
- French is an official language of the UN and the EU and spoken in many countries, including the developing world.
- French literature and culture pervades our life in the UK and many students enjoy the opportunities to visit France in the Sixth Form or in later life and to be able to communicate with confidence.
- A level languages are excellent preparation for university study in a range of subjects, providing evidence of interest in society and social issues and of personal communication and social skills.
- A level language lessons are lively and interactive, involving a lot of group and pair discussion of current issues and matters of interest. Students report enjoyment of the subject and of lessons.

Entry requirements:

- GCSE Grade 7 or above in French and 6 in English Literature.

Spanish

Examination Board: Edexcel

Subject Leader: Mrs C Santos

Outline of content of course:

- The development of language skills in Spanish, using a range of contemporary written and spoken material and practising all language skills: Speaking, Listening, Reading and Writing, as well as developing an understanding of grammar.
- A focus on communicating confidently and clearly in the foreign language with lessons conducted largely in the target language.
- The development of intercultural understanding of the Hispanic world through a range of written and spoken materials (including contemporary materials, literature, song and film).
- The study of literature and film.
- Four themes, which address a range of social issues and trends, as well as aspects of the political and artistic culture of Spain and Spanish-speaking countries:
    1. The evolution of Spanish society.
    2. Political and artistic culture in the Hispanic world.
    3. Immigration and multicultural society in Spain.
    4. Franco's dictatorship and transition to democracy in Spain.

Method of assessment:

- Paper 1 - Listening, Reading and Translation. 2 hours 40%

Students will be assessed on their understanding of spoken and written Spanish from a variety of authentic texts and listening material, as well as their ability to translate from Spanish into English.

- Paper 2 - Written response to works and Translation. 2 hours 40min 30%

Students will study two Spanish works: either two literary texts, or one literary text and one film from a list. In paper 2, students will be asked to write two essays (300-350 words each) from a choice of two questions, about the works studied in class.

- Paper 3 - Speaking 21-23 minutes (includes 5 minutes' preparation) 30%

Students will complete two tasks: Task 1 is a six or seven-minute discussion on a stimulus card from a theme of their choice. Students will have 5 minutes to prepare for this task before the discussion starts. Task 2 is a 10 or 11-minute presentation and discussion of the student's independent research project, which must be linked to the social and cultural context of the language studied.

Reasons for studying the course:

- Improving your language skills and following your interest in the Spanish speaking world will expand your horizons and allow you to develop greater intercultural understanding.
- The course is an excellent preparation for university courses both in languages and as a supporting skill for the study of other subjects.
- The importance of learning a language cannot be overstated; it is a skill which is highly valued by employers.

Entry requirements:

- GCSE Grade 7 or above in Spanish and 6 in English Literature.

Latin

Examination Board: OCR
Subject Leader: Mr G Lodge

Outline of content of course:

- *Reading and appreciation of authentic texts;* experience the timeless tragedy of Dido & Aeneas in Virgil's Aeneid, marvel at the persuasive legal defence from Rome's greatest lawyer in Cicero's Pro Roscio Amerino, and explore the consequences of Boudicca's revolt in Tacitus' Annals.
- *Developing literary skills;* we will continue to use the textual analysis skills developed at GCSE to identify the techniques of the author and form our own interpretations of the prescribed literature.
- *Practising and building upon language skills acquired at GCSE;* after recapping the grammar covered at GCSE, we will learn new skills and hone these with plenty of translation practice.
- *Enhancing vocabulary knowledge;* we will fully understand all the different word forms and consolidate learning with regular testing.
- *Gaining some understanding of the culture, politics and social life of Rome at significant periods in its history;* everything we read in Latin will give a fuller understanding of the characters and events in the Ancient World, and this will be supported by looking at the historical context of the pieces.

Method of assessment:

- Unseen translation of 1 prose (Livy) and 1 verse (Ovid) passage (33%).
- Comprehension and translation of an unseen prose passage, or translation of a passage from English into Latin (17%).
- Literature study of prose and verse texts (25% each).

Reasons for studying the course:

- If you have enjoyed GCSE Latin, find challenge but satisfaction in translation and enjoy learning about the Ancient World, then A Level Latin is probably the right choice for you. By continuing to build your Latin skills you will gain a broad, first-hand view of the Roman world through access to ancient literature. The rigorous, logical and analytical nature of Latin makes it a strong accompaniment to any other A Level.

Entry requirements:

- GCSE Grade 7 or above in Latin and 6 in English Literature.

Art

Examination Board: OCR
Subject Leader: Mr J Harvey

Outline of content of course:

- This OCR specification encourages a rounded exposure to different aspects of Art, Craft and Design, which allows students to develop a sound grounding in a number of areas whilst exploring ideas and carrying out their intentions in a variety of artistic disciplines.
- The first half of the course will take the form of an 'art foundation phase' where students will explore a range of mediums such as film, fashion, photography, graphics etc within a theme.
- An awareness of life outside of the school environment is important and this involves time visiting art galleries. Residential art visits are also encouraged.
- Candidates produce a portfolio of work from given starting points, topics or themes determined by their centre.
- Critical and contextual thinking is also a fundamental part of the course and students are expected to research and write about the work of other practitioners.
- The focus is on including work that shows exploration, research, acquisition of techniques and skills.
- Throughout this course, we encourage the development of work around personal interests to develop a mature portfolio of evidence to support further study.

Method of assessment:

- Component 01 is the personal investigation. Units are internally set and externally moderated.
- This component also includes a personal investigation of 3000 words.
- Component 02 is the examined unit and is externally set through an early release exam paper, internally marked and externally moderated.
- Candidates select one starting point from an early release question paper and are given a minimum of 3 months in which to plan and prepare for a controlled test. (15 hour exam)
- Candidates are given a timed controlled test to work on developing their idea into a realisation/outcome.
- Candidates present their final work for external moderation at an end of year exhibition.

Reasons for studying the course:

- Art forms a language which complements those of the literary, mathematical, scientific and factually based subjects, and is especially concerned with the development of those complex mental processes involved in visual perception, self-expression and aesthetic experience.
- Art and Design fosters and encourages direct personal expression, imagination, sensitivity, conceptual thinking, and powers of observation, analytical abilities and practical attitudes. Art can help students develop creative and transferable skills to take into any career.
- Through direct experience of practical skills and theoretical studies, the course leads to full understanding of the part played by the Arts in the history of our development. In doing so, it widens cultural horizons and enriches each student's personal resources and self-confidence.

Entry requirements:

- GCSE Grade 7 or above in Art

Music

Examination Board: Eduqas (WJEC)
Subject Leader: Mr C Lamberti

Outline of content of course:

- During the study of A Level Music students will focus on music from across the centuries, from all around the world and from numerous cultures. They will gain an understanding not just of the technical musical features of the styles examined but also the historical and social context from which the music came. Students will listen to numerous pieces of music during the course and learn to apply skills of aural analysis to everything they hear and in turn apply techniques to their own compositional work. Although there are specified set works which will be studied in intricate detail, candidates will also listen to music related to these works to ensure they leave the school with a broad yet thorough understanding of the musical world. There will be a specific focus on music from the Western Classical Tradition (Baroque, Classical and Romantic) alongside the genre of Jazz (Ragtime, Early Jazz, Dixieland, Big Band, Bebop and Cool). Finally, there will be a focus on 20th Century Music.
- Students will use this increasing awareness of a wide variety of musical styles to inform their own composition and performance.

Method of assessment:

- Listening paper.
- Set Work Analysis.
- Performance.
- Composition portfolio.

Reasons for studying the course:

- Music is a highly valued subject due to its dualistic nature, being both practical and academic.
- The course provides an opportunity to study not just music but the culture and history of a wide variety of nations and peoples.
- Music is always an attractive qualification to universities as it demonstrates a student's broad subject base and suggests commitment to activities beyond the curriculum.
- Music is a subject that demonstrates to employers that you are not only a team player but also a creative thinker with the ability to work independently.
- Sixth Form students who continue to study Music demonstrate a dedication to an instrument(s) over a significant time span.

Entry requirements:

- GCSE Grade 7 or above in Music.
- You should also be at least working towards Grade 6 on your chosen instrument as well as working towards Grade 5 Music Theory standard.

Physical Education

Examination Board: AQA

Subject Leader: Miss G. Sales

Outline of content of course:

- This AQA specification encourages a rounded exposure to different aspects of Physical Education, which allows students to develop a sound understanding in a number of areas, surrounding sport and physical education.
- The course is broken down in to 3 different sections: paper one, paper two and a non-exam assessment which includes a practical performance, with analysis. The course is 70% theory, which includes two 2-hour papers, and 30% practical.
- The first paper explores the different body systems and how these are affected my performance. Students will also develop a knowledge and understanding of the interaction between, and the evolution of, sport and society, throughout history. We will also look at how skills are acquired and the impact of psychological factors on performance.
- The second paper focuses on how the different body systems adapt through training or lifestyle, as well as the motion and forces behind different movements and their relevance to performance. Student will also develop and understanding of psychology in sport, plus the important role of technology and how it has developed through the ages.

Method of assessment:

- Paper 1 – Factors affecting participation in physical activity and sport.
  Applied Anatomy and Physiology
  Skill Acquisition
  Sport and Society
- Paper 2 – Factors affecting optimal performance in physical activity and sport.
  Exercise Physiology and Biomechanics
  Sport Psychology
  Sport and Society and Technology in Sport
- Non-exam assessment (NEA): Practical Performance in Physical activity and sport
  One practical activity – as a performer or coach
  Plus written/verbal analysis of performance

Reasons for studying the course:

- PE is a highly valued subject due to its dualistic nature, being both practical and academic.
- PE is always an attractive qualification to universities as it demonstrates a student's broad subject base and suggests commitment to activities beyond the curriculum.
- PE is a subject that demonstrates to employers that you are not only a team player but also a creative thinker with the ability to work independently.

Entry requirements:

- GCSE Grade 7 or above in Physical Education.
- Club level/equivalent in a minimum of one activity from the specification and needs to be regularly competing at club level throughout the two year course. This is in order to obtain the required video footage needed for moderation.

Theatre Studies

Examination Board: AQA
Subject Leader: Mrs N Day

Outline of Course Content:

- As a student of Theatre Studies you will explore a wide variety of theatrical texts, including: Our Country's Good by Timerlake Wertenbaker and Hedda Gabler by Henrik Ibsen.
- Students will undertake a practical exploration of various different theatrical practitioners and theatre-makers, including Antonin Artaud, Steven Berkoff and Bertolt Brecht.
- Students will regularly experience live theatre performances as part of the course. This is both to inform their appreciation and understanding in preparation for the written exam, but also to aid and abet their practical ideas for devised and scripted performances.
- Collaboration and cooperation are essential mediums for a Theatre Studies student. Students will be expected to work together when developing a piece of Drama for performance.

Methods of Assessment

Component 1 Written Examination	Component 1 Written Examination	Component 1 Written Examination
40% of total grade; 80 marks	30% of total grade; 60 marks	30% of total grade; 60 marks
What's assessed? • *A comprehensive knowledge and understanding of Drama and Theatre through:* ** The study of two set texts;* ** An analysis and evaluation of a live theatre performance.* **1x 3 hour examination**	**What's assessed?** • *The performance of a devised drama performance influenced by the work and methodologies of one prescribed practitioner.* *(20 marks)* • *A working notebook detailing your devising process* *(40 marks)*	**What's assessed?** • *The performance of an extract where the methodology of a prescribed practitioner has been applied.* *(40 marks)* • *A reflective report analysing and evaluating the theatrical interpretation of three extracts* *(20 marks)*

Reasons for studying the course:

- The multi-disciplinary nature of the Theatre Studies course means that it is favoured by many renowned academic institutions and universities.
- For the development of a student's practical abilities. Theatre Studies will enable students to develop and expand their practical skill set in lessons and assessed work.
- To develop a wider understanding and appreciation of theatrical roles and responsibilities, including: lighting, sound, costume design, set design, directing and stage management.
- It enables students to develop a very wide range of skills such as team working, self-motivation and communication skills as well as the skills of dramatic analysis and interpretation and technical skills relevant to performance and production.
- It enables students to develop skills in order to pursue work in a variety of disciplines, including social work; law; education; advertising; theatre; hospitality and academia.

Entry requirements:

- GCSE Grade 6 or above in GCSE Drama*
- GCSE Grade 6 or above in GCSE English Literature

*We *will consider a student who has not previously studied Drama, but a commitment to, and an appreciation of Drama and Theatre must be demonstrated.*

Extended Project Qualifications

Examination Board: AQA

Subject Leader: Dr M Palmer

Outline of content of course:

- Students will identify, design, plan and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives.
- Students will obtain, critically select and use information from a range of sources, analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic.
- Students will select and use a range of skills, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes.
- Students will evaluate outcomes both in relation to agreed objectives and their own learning and performance.
- Students will select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.
- Students will have a group supervision session as part of their timetable and there is also a taught skills aspect of the qualification designed to support their project. A student can choose any subject which interests them as long as it is not directly taught as part of one of their other examined subjects, although it can be linked.

Method of Assessment:

- Students will be required to make a presentation of their project at the end of the course. They will be assessed using evidence from the following:
  - o The completed Production Log and Assessment Record including the Project Proposal Form, Presentation Record and Candidate Record Form.
  - o The project product including a written report and any other evidence, as appropriate, depending on the topic or subject area chosen.
  - o Marks are awarded for managing the project effectively, for making good use of resources (20% each), for development and realisation (40%) and for the evaluation and review of the project (20%).

Reasons for studying the course:

- The Extended Project is a stand-alone qualification. It is the equivalent to an AS Level but you can achieve an A*. Universities are positive in their view of the qualification, and it can add weight to your UCAS application.
- The EPQ will help students to develop and improve their own learning and performance as critical, reflective and independent students.
- Students will develop and apply decision-making and problem solving skills. They will also extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills.
- The experience of completing an Extended Project will be valuable to students both in terms of the skills and knowledge they will be able to transfer to their other subjects and the skills and knowledge they will be able to apply to their work at university or in employment.

Entry Requirements:

- GCSE Grade 6 or above in English Literature.

Core Maths

Level 3 Certificate in Mathematics in Context

Examination Board: Edexcel

Subject Leader: Mr S Coleman

Course Requirement:
Casio fx-991EX or Casio fx-CG100
(can be purchased through the school)

Outline of Course Content:

The Edexcel Level 3 Certificate in Mathematics in Context is designed to equip learners to develop and apply real-world maths skills, and progress to university, employment, or higher apprenticeships in a wide range of industry sectors, or professional training. It reflects the content of the GCSE (9-1) in Mathematics, which helps to provide a smooth learning transition. There are 4 main strands of learning selected on the basis of their relevance and application to a wide range of areas of study and employment: Applications of statistics, Linear Programming, Probability and Sequences & Growth. This course is taught on a 6 hours per fortnight timetable and is completed in 1 year of study. Students will sit their exams at the end of year 12 and will receive a level 3 qualification, graded on a 5 grade scale from A to E.

- **Paper 1: Comprehension (1hr 40min 60marks)**

All 4 strands of learning are examined across 2 sections of the paper alongside a source booklet (pre-released). Each section refers to one of the real-life contexts given in the source booklet.

- **Paper 2: Applications (1hr 40min 80marks)**

All 4 strands of learning are examined across 2 sections using the same source booklet. Section A is the same as paper 1. Section B contains three tasks, each of which on a separate theme and students are required to use their problem-solving skills to answer the questions.

Method of Assessment:

- This subject is assessed entirely by examinations.

Reasons for studying the subject:

- It supports a wide range of Level 3 study, whilst preparing learners for the maths requirements of a number of higher education courses, including; Sports Science, Psychology, Geography, Business and Economics, Biology and environmental sciences and many more.
- It's also supported by Higher Education institutions and employers and recognised in UCAS points.
- The content has been specifically chosen for its relevance to a wide range of future studies and employments to motivate students.
- Scenario-based tasks in the assessments build learners' confidence in applying maths to real-life situations.
- A chance to continue the study of mathematics for students who do not wish to study A Level mathematics.

Entry requirements:

- Grade 6 or above in GCSE Mathematics.