



**DUCHY
COLLEGE**
SIXTH FORM

SIXTH FORM CURRICULUM INFORMATION

Since 1893

SIXTH FORM BOOKLET CONTENTS

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AN INTRODUCTION TO DUCHY COLLEGE SIXTH FORM

The Sixth Form is a crucial period in a young person's life, when you will grow academically, socially, emotionally and intellectually. It is a time when you will engage with experiences that will **challenge your thinking**, whilst also being memorable and fulfilling.

Duchy College Sixth Form offers a unique and personalised experience that empowers students to reach their potential, to strive to go beyond it and to be ready for an ever-changing future. We have a flourishing Sixth Form, and this booklet provides a summary of the wide range of academic courses we offer.

A good, balanced Sixth Form education moves beyond the purely academic. As part of our **Empower Programme**, you will be encouraged to **Think, Grow, Lead** and **Propel** yourself into life beyond school, with a clear focus on preparing for post-18 pathways. Alongside this, we offer opportunities for leadership, responsibility, team-building and physical fitness.

You will focus on a smaller number of subjects which you particularly enjoy and that, for most of you, will lead to Higher Education, Degree Apprenticeships, or career pathways whether in the UK or around the world.

Learning takes place in **small, less formal groups which encourage discussion, interaction and independent study**.

You will be part of a tutorial system; one tutor stays with their form for the two-year duration, offering consistent guidance on both academic progress and personal wellbeing. This close working relationship allows advice to be given from a sound understanding of your individual strengths.

Whether you are a day student, a boarder or flexi-boarder, you will have your own study area with internet access for independent or small group peer study. Outside of study hours, you will have access to our common room, games room, The Hub Cafe, and a Sixth Form kitchen all in **our brand new standalone Sixth Form Centre which is opening in September 2026**.

The two years spent in the Sixth Form are busy and rewarding. The mutual trust and respect found here creates a warm and successful environment, of which we are very proud. We hope you enjoy reading this booklet and that it gives you a flavour of the exciting times ahead. If any questions arise as you read through, please do not hesitate to get in touch.



Dr Davina Kirby
Head of Sixth Form (Maternity Cover)

WHAT IS SIXTH FORM LIKE?

This section of the booklet gives you information about some of the key features of your Sixth Form years and how they may differ from your earlier school career.

Induction

When you first arrive in Lower 6, you will take part in an Induction programme to enable you to get to know the new members of your year group as well as many of the staff who will be responsible for you during your Sixth Form years. It is a great opportunity to renew old friendships and, we hope, to forge some new ones.

Academic Guidance

Being a relatively small school, we are able to offer a great deal of close support throughout your Sixth Form years. This will be provided primarily by your Tutor and the Heads of Sixth Form, although subject teachers will be closely involved at times, too.

As Sixth Formers, we expect you to take more responsibility for your own learning. If you are struggling with your workload or with a particular subject, you should talk it through with a member of staff. We cannot help you if you do not tell us that something is wrong!

Academic Monitoring

We will monitor your progress closely from the start of your Sixth Form years, to make sure you are keeping up with what is required of you academically.

Progress checks are made half way through the first term and there will be an internal examination (similar to your GCSE mocks) straight after the October half term holiday of your Lower 6 year to ensure that you have chosen the right subjects and that you are coping with the move to Sixth Form study. All Sixth Formers are also expected to attend Parents' Evening, with or without their parents.

The Working Environment

The Sixth Form Centre benefits greatly from being separate from the rest of the school and we hope you will find that it is an easy place to get on with your work undisturbed. Most of your free time will be spent in your study, which is a private work area shared with a small group of your peers and is very much your 'home away from home'. Studies are allocated on the first day of the Autumn Term, with Prefects and Upper 6 getting the first choice of rooms.

Planning for the Future - our Pathways Initiative

Your Tutor, the Head of Sixth Form and the Careers and Pathways Coordinator will keep in close contact with you about your aspirations, discuss your options in depth and guide you through application procedures for whichever course of action you want to take after you finish school. We give advice and use UniFrog to provide additional information on a wide variety of Higher Education options, including overseas institutions and more practical options such as Drama Schools, Music Colleges or Degree Apprenticeships. In addition, our *Be Inspired* programme of Careers Talks at our Careers Fair plus a UCAS Discovery Day and University experience residential will help focus you on the benefits and potential drawbacks of particular courses, universities and careers.

Personal, Social, Health and Economic Education (PSHE)

In both Lower and Upper 6, you will have an extended period of form time each week during which you will discuss with your Tutor a variety of topics concerning your academic work, revision, entry to higher education and the responsibilities which will go with your new independence.

WHAT IS SIXTH FORM LIKE?

Super-Curricular Activities

These are activities that go **beyond the school syllabus** but are **still related to academic subjects**. They help deepen your understanding and show genuine interest in a subject. Examples include:

- > Reading academic books or articles
- > Listening to subject-related podcasts
- > Attending university lectures or online courses (e.g. MOOCs)
- > Entering essay competitions

You will also have access to our SharePoint intranet site which is constantly being updated with super-curricular opportunities to make you stand out in your post-18 applications. In addition, we also have the following programmes available:

- > **The Medics Programme** - we identify medics and allied health care students early in Lower 6 supporting them with super-curricular and volunteering opportunities, and preparing them for interviews through role plays (the MMIs).
- > **The Innovation Group** - for budding creative innovators in all fields.
- > **The Scholars' Programme** - for those wanting to broaden their intellectual curiosity.
- > Links with **York St John** University for their Pre-Teaching Award – supports those wanting to explore post-18 pathways in Education and Psychology.
- > Access to **Level 3 First Aid** courses.

Extra-Curricular Opportunities

These are activities that happen **outside the academic curriculum** and are usually focused on hobbies, sports or personal development. They show well-rounded personality, teamwork, leadership, and other transferable skills. Some of the many examples at Duchy College Sixth Form include:

- > Playing in a sports team
- > Music, drama, or art clubs
- > Volunteering or community service
- > Being part of a school council or club
- > Gold Duke of Edinburgh Award
- > Duchy Enterprise
- > Chapel Choir

**You can be certain of one thing:
there is never time to feel bored in
the Sixth Form at Duchy College!**

THE SIXTH FORM CURRICULUM 2026-2028

How many subjects will I choose?

Our students will study three subjects and an EPQ. Even the most competitive universities only require three A Levels for admission. The only exceptions, where it would be appropriate for a pupil to study four A Levels would be if a pupil is choosing to study Maths and Further Maths as two of their subjects, or if a pupil is an international pupil and plans to take an A-level in their native language. We offer A-level Mandarin and Cantonese (not listed in this booklet) through extra, paid-for classes every Saturday. Students can study other native language A Levels but we require they source weekly tuition for these.

How do I choose my A levels?

Choosing the right subjects can be difficult, so staff will be on hand, both during your Upper 5 year and over the weeks leading up to the start of Lower 6, to offer advice. This is a crucial decision, as you will be studying these subjects very intensely for the next two years. You must take advice and consider your options very carefully.

That said, in some ways the choice is simple. You should choose your favourite subjects and the ones in which you are likely to achieve most highly.

Is it sensible to do a subject I have not studied before?

There are several new subjects offered at A level that you may not have had the opportunity to study before, such as Psychology and Business. These are a very sensible choice for many students. However, it would be a mistake to choose one or more of these purely because they are new; you should only take them if you have a genuine interest in the subject area.

What about ‘soft’ and ‘facilitating’ subjects?

There is a lot of misunderstanding about the issue of ‘soft’ subjects. Many people feel obliged to choose subjects that they do not necessarily want to do, because they think they will be more impressive to universities.

This is a big mistake. The truth is universities ultimately want three good A level grades. Whether they are in ‘soft’ or ‘hard’ subjects is usually irrelevant.

The only time universities have a problem with ‘soft’ subjects is when students apply to the very top universities with two ‘soft’ subjects as part of their final three A levels. This is a very rare occurrence so, for the vast majority of Duchy College students, the issue of ‘soft’ subjects is an irrelevant distraction.

The Russell Group’s list of ‘facilitating subjects’ can also largely be ignored. These are merely the subjects which leave the largest number of courses open at Russell Group universities. They are not compulsory in any way and every year, large numbers of applicants get offers at Russell Group universities without any of them, never mind two!

Do I have to do certain subjects to get into my chosen university course?

There are some university courses that require specific A levels to have been taken. It is extremely difficult to get in to study Medicine, for example, without Biology and Chemistry at A level. It is however, very important to realise that the majority of university courses including, for example, Law, can be studied with only one specific A level studied, or none at all.

When you think about it though, unless you really enjoy Biology and Chemistry in the first place and want to do them for A level anyway, you should consider whether the medic route is right for you! So in practice the rule is just the same...

Never choose a subject because you think you have to. Just study what you enjoy and what you will do well in!

Additional Support:

IELTS – this is a qualification designed for students for whom English is not a first language and leads to a qualification that is internationally recognised. Lessons for IELTS are taught in both Lower 6 and Upper 6 in order to help students achieve a level acceptable for university entry (6, 6.5 or 7 to 8, depending on the establishment). IELTS lessons are compulsory for students who do not have a 5 or above at IGCSE/GCSE English Language and who have a native language other than English.

SEND Provision - we have a thriving SEND department led by our SENCO. Learning support lessons are available should you need this provision.

ART AND DESIGN

EXAMINATION BOARD – AQA - A LEVEL ART, CRAFT & DESIGN 7201

| Assessment | |
|------------|--|
| 1 | Component 1 - Portfolio Timescale is from September of Lower 6 to February of Upper 6. Component 1 is a portfolio of imagery showing a personal response to a starting point. Sustained development and refinement of ideas should be clearly shown in a sketchbook and through digital manipulation using Photoshop. At least one extended collection of work or project, based on an idea, concept, theme or issue. This should demonstrate the student’s ability to sustain work from an initial starting point to a realisation. Work is selected and presented for assessment in May of Upper 6. |
| 2 | Component 1 - Personal investigation This is a practical investigation supported by written material completed in the fourth term of the coursework. It should be between 1000 – 3000 words in length. Students are required to research an idea, issue, concept or theme, supported by written material. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople. |
| 3 | Component 2 - Externally set assignment This runs from February to May of the Upper 6, and accounts for 40% of the A level mark. Students are required to create individual pieces by working on a theme set by the board which is in the format of written or visual starting points. During a preparatory period from February to May of Upper 6, Students will show development of their chosen theme through experimentation with materials and recording of ideas through practical photoshoots. In April and May of Upper 6, students will produce work in a 15-hour period using their preparatory studies. These pieces are displayed, marked internally and externally moderated by a visiting moderator in June of Upper 6. |

What does this course involve?

Starting points are usually from still life involving experimentation with a wide range of media. You will develop your work in a personal and creative way, incorporating ideas gained from looking at the work of other artists. Frequent visits to local galleries are recommended, life drawing, etching, and master class demonstrations from visiting artists are provided.

Written analysis: offering your own informed opinions and judgements about what you see is vital at this level.

Why study Art and Design?

Art encourages your personal expression, stimulates your imagination and powers of observation, your conceptual thinking and analytical abilities, and develops individual practical skills. It complements the literary, mathematical, scientific and factually based subjects, giving a freedom to express practically ideas and feelings.

What is the proportion of coursework?

| | |
|-------------|-----|
| Examination | 40% |
| Coursework | 60% |

ART AND DESIGN: PHOTOGRAPHY

EXAMINATION BOARD – AQA PHOTOGRAPHY - A LEVEL 7206

Assessment

| | |
|---|---|
| 1 | <p>Component 1 - Portfolio</p> <p>Timescale is from September of Lower 6 to February of Upper 6. Component 1 is a portfolio of imagery showing a personal response to a starting point. Sustained development and refinement of ideas should be clearly shown in a sketchbook and through digital manipulation using Photoshop. At least one extended collection of work or project, based on an idea, concept, theme or issue. This should demonstrate the student’s ability to sustain work from an initial starting point to a realisation. Work is selected and presented for assessment in May of Upper 6.</p> |
| 2 | <p>Component 1 - Personal investigation</p> <p>This is a practical investigation supported by written material completed in the fourth term of the coursework. It should be between 1000 – 3000 words in length. Students are required to research an idea, issue, concept or theme, supported by written material.</p> <p>The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</p> |
| 3 | <p>Component 2 - Externally set assignment</p> <p>This runs from February to May of the Upper 6, and accounts for 40% of the A level mark.</p> <p>Students are required to create individual pieces by working on a theme set by the board which is in the format of written or visual starting points. During a preparatory period from February to May of Upper 6, students will show development of their chosen theme through experimentation with materials and recording of ideas through practical photoshoots. In April and May of Upper 6, students will produce work in a 15-hour period using their preparatory studies. These pieces are displayed, marked internally and externally moderated by a visiting moderator in June of Upper 6.</p> |

What does this course involve?

The starting points emerge from your own digital photoshoots. Chosen themes are varied, including ideas such as Architecture, Reflections, Man-made and Natural Forms. You will develop your work in a personal and creative way, incorporating ideas gained from looking at the work of other artists. Frequent visits to local galleries are beneficial.

Written analysis: offering your own informed opinions and judgements about what you see is vital at this level.

Why study Photography?

Photography encourages your personal expression, stimulates your imagination and powers of observation, conceptual thinking and analytical abilities, and develops individual practical skills. It complements the literary, mathematical, scientific and factually based subjects, giving a freedom to express practically ideas and feelings. It can give you a sense of relaxation and great self-satisfaction manipulating imagery to bring to life your ideas, as well as analysing and being inspired by the work of other artists and photographers.

What is the proportion of coursework?

| | |
|-------------|-----|
| Examination | 40% |
| Coursework | 60% |

ART AND DESIGN: TEXTILES DESIGN

EXAMINATION BOARD – AQA TEXTILE DESIGN - A LEVEL ART, CRAFT & DESIGN 7204

Assessment

| | |
|---|---|
| 1 | <p>Personal Investigation</p> <p>This runs from September of Lower 6 to February of Upper 6, and accounts for 60% of the A level mark. The Personal Investigation is a practical investigation supported by written material. Students are required to conduct a practical investigation into an idea, concept or theme. The work is a personal response to a starting point. Sustained development and refinement of ideas should be clearly shown in a sketchbook and will lead to a finished outcome or a series of related outcomes. Work is presented for assessment in May of Upper 6.</p> <p>The written material must clarify the focus of the investigation, show critical understanding of contextual and other sources and substantiate decisions leading to the development and refinement of ideas. The material must be coherent and logically structured and will be between 1000 and 3000 words of continuous prose.</p> |
| 2 | <p>External Set Task</p> <p>This runs from February to May of the Upper 6, and accounts for 40% of the A level mark.</p> <p>Students are required to create individual pieces by working on a theme set by the board which is in the format of written or visual starting points. During a preparatory period from February until April of Upper 6 students will show development of their chosen theme through experimentation with materials and recording of ideas through practical work. In April and May of Upper 6, students will produce a piece(s) of work in a 15 hour period using their preparatory studies. These pieces are displayed, marked internally and externally moderated by a visiting moderator in June of Upper 6.</p> |

What does this course involve?

Students will produce practical and critical/ contextual work in one or more areas of study. This could be fashion design, fashion textiles, costume design, art textiles or installed textiles. The students will explore a range of textile media, processes and techniques. They will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales.

Why study Textiles?

Textiles encourages personal expression whilst stimulating the imagination and powers of observation. You will develop practical skills which complement the literary, mathematical, scientific and factually based subjects, giving you freedom to express yourself in a range of tactile materials. Whichever specialism you choose, you will have fun creating new and exciting fashion or textiles products either for the catwalk or exhibition space.

What is the proportion of coursework?

| | |
|-------------|-----|
| Examination | 40% |
| Coursework | 60% |

BIOLOGY

EXAMINATION BOARD – AQA BIOLOGY - A LEVEL 7402

Assessment

| | |
|---|--|
| 1 | Written examination: 2 hours <ul style="list-style-type: none">› 35% of A level.› Assesses any content from topics 1 – 4, including relevant practical skills.› Includes short and long answer questions, and extended responses. |
| 2 | Written examination: 2 hours <ul style="list-style-type: none">› 35% of A level.› Assesses any content from topics 5 – 8, including relevant practical skills.› Includes short and long answer questions, and an extended comprehension question. |
| 3 | Written examination: 2 hours <ul style="list-style-type: none">› 30% of A level.› Assesses any content from topics 1 – 8, including relevant practical skills.› Includes structured questions, critical analysis of experimental data, and one essay from a choice of two titles. |

What does this course involve?

The AQA Biology course is designed to inspire an enthusiasm for Biology; develop practical skills alongside understanding of concepts and principles; and build a foundation of knowledge and skills for studying Biology in higher education.

It involves the study of eight key topic areas: biological molecules; cells; how organisms exchange substances with their environment; genetic information, variation and relationships between organisms; energy transfers in and between organisms; how organisms respond to changes in their internal and external environments; genetics, populations, evolution and ecosystems; and the control of gene expression.

Why study Biology?

It will give you the skills to make connections and associations with all living things around you. Biology literally means the study of life and if that's not important, what is? Many students study Biology alongside at least two sciences leading to a scientific career; others study Biology because they enjoy it, but combine it with unrelated subjects. A study of Biology to A level opens the door to a fantastic range of interesting careers.

What is the proportion of coursework?

There is no coursework. Instead students carry out complex and engaging practical work including 12 compulsory practicals specified by the examination board. These practicals are assessed against a set of competencies which a student must demonstrate during the two years of the course. This will allow them to achieve a pass grade in practical skills which is separate to the overall A level grade. There are questions on the 12 practicals and on general practical skills in the final examination papers. Students are also required to attend a fieldwork residential trip as part of the course; this takes place at a dedicated field studies centre in the UK. *Please note there is an additional cost for this required trip.*

BUSINESS

BUSINESS STUDIES A LEVEL EDEXCEL 9BSO

Assessment

| | |
|---|---|
| 1 | Marketing, people and global businesses. Each question is drawn from topics across Themes 1, (Marketing and people) and Theme 4, (Global business) and from one or more of the following contexts: local, national or global. The assessment is 2 hours and is worth 35% of the final A level grade. |
| 2 | Business activities, decisions and strategy. Each question is drawn from topics across Themes 2 (Managing business activities) and Theme 3 (Business decisions and strategy), and from one or more of the following contexts: local, national or global. The assessment is 2 hours and is worth 35% of the final A level grade. |
| 3 | Investigating business in a competitive environment. Each question is drawn from one or more of the following contexts: local, national or global. The assessment comprises 2 questions and is worth 30% of the final A level grade. |

Course Content

Theme 1: Marketing and People

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

Theme 2: Managing Business Activities

- › 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
- › Influences on business decisions
- › Assessing competitiveness
- › Managing change

Theme 4: Global Business

- › Globalisation
- › Global markets and business expansion
- › Global marketing
- › Global industries and companies

What does this course involve?

The Business A level studies strategic decision making built on the functional areas of marketing, finance, operations and human resources. Students analyse how these decisions are affected by changes in the business environment, such as changes in the government, the economy or the environment. Students are encouraged to follow business developments and think critically about contemporary business issues. Alongside this they are required to think logically and realistically to develop and justify corporate strategy. Assessment is based on real business situations and students need to analyse, solve problems and formulate practical strategies.

Why study Business Studies?

The world of business is a constantly changing environment. This is increasingly the case with the rise of online shopping and a global marketplace. This A level encourages students to study commercial concepts and business decisions in depth. There is a strong focus on strategic decision making and applying real life case studies, both nationally and globally.

What is the proportion of coursework?

| | |
|-------------|------|
| Examination | 100% |
|-------------|------|

CHEMISTRY

EXAMINATION BOARD – AQA CHEMISTRY – A LEVEL 7405

Assessment

- | | |
|----------|--|
| 1 | Physical Chemistry, Inorganic Chemistry, practical skills <ul style="list-style-type: none"> › Written examination: 2 hours. › 35% of A level. › 105 marks of short and long answer questions. |
| 2 | Physical Chemistry, Organic Chemistry, practical skills <ul style="list-style-type: none"> › Written examination: 2 hours. › 35% of A level. › 105 marks of short and long answer questions. |
| 3 | Any content, any practical skills <ul style="list-style-type: none"> › Written examination: 2 hours. › 30% of A level. › 40 marks of questions on practical techniques and data analysis. › 20 marks of questions testing across the specification. › 30 marks of multiple choice questions. |

What does this course involve?

A level Chemistry goes into much more detail than GCSE. It attempts to answer the big question 'What is the world made of?' and it is the search for this answer that makes this subject so fascinating. From investigating how one substance can be changed drastically into another, to researching a new wonder drug to save millions of lives; the opportunities that Chemistry provides are endless.

Why study Chemistry?

Chemistry is a fundamental subject for Medicine, Veterinary Science, Dentistry and other health-related courses. The A level course is highly regarded as a rigorous qualification that provides a pathway into a host of possible careers such as Chemical Engineering, Research, Environmental Science and Finance.

A level Chemistry builds on the work done in GCSE Chemistry or Dual Award Science and Mathematics, so students need good GCSE results in these subjects. Written communication is important so good English skills are also needed.

What is the proportion of coursework?

There is no coursework. Instead students carry out complex and engaging practical work including 12 compulsory practicals specified by the examination board. These practicals are assessed against a set of competencies which a student must demonstrate during the two years of the course. This will allow them to achieve a pass grade in practical skills which is separate to the overall A level grade. There are questions on the 12 practicals and on general practical skills in the final examination papers.

CHINESE (FOR NATIVE SPEAKERS)

EXAMINATION BOARD - PEARSON EDEXCEL LEVEL 3 ADVANCED GCE IN CHINESE (SPOKEN MANDARIN / SPOKEN CANTONESE) - A LEVEL 9CNO

Assessment

| | |
|----------|---|
| 1 | Paper 1: Listening, Reading and Translation (40%) <p>The content will be based on four themes and address a range of social issues and trends, as well as aspects of the political and artistic culture of the Chinese-speaking world.</p> <p>Written examination: 2 hours. 80 marks in total.</p> |
| 2 | Paper 2: Written response to works and translation (30%) <p>I. There are three literary texts and three film analysis questions to choose from: either two literary texts, or one literary text and one film.</p> <p>II. English translated into Chinese</p> <p>Written examination: 2 hours and 40 minutes. 120 marks in total.</p> |
| 3 | Paper 3: Speaking (30%) <p>I. Task 1- Discussion on a Theme (6-7 minutes)</p> <p>Content for this task will be based on any one of the eight sub-themes from the four overall themes.</p> <p>II. Task 2- (10-11 minutes)</p> <ul style="list-style-type: none"> Part 1: Independent research presentation (Independent research projects must relate to the cultural and social context of the Chinese-speaking world) Part 2: Discussion on independent research <p>Oral examination time: between 21 and 23 minutes (including 5 minutes preparation time).</p> <p>72 marks in total.</p> |

What does this course involve?

The course provides structure and guidance to help students achieve excellent results in the above examinations.

First, the course allows the opportunity to practice Paper 1, refining and improving pupil's listening, reading and translation skills.

Secondly, it provides step by step guidance towards completing the literature analysis section and improving essay writing skills.

Furthermore, the course allows students to explore wide ranging topics such as the Chinese economy, the environment, technology, education, social reform, family, tradition and cultural issues. It also encourages students to conduct their own independent research project and improve their presentation skills. Plenty of opportunities to practice oral presentation is provided throughout the course.

Why study Chinese?

There are four strong reasons for studying A level Chinese:

1. The course is delivered through a weekly, 2-hour Saturday lesson. Students can take advantage of this to get an excellent A Level result whilst also providing more study time during the week for their other A Level subjects.
2. The course provides UCAS points the same as any other A Level and can be crucial in helping students reach the entry requirements they desire for their university courses.
3. The course allows students to improve their English language skills through the English-Chinese and Chinese-English translation practice. This often has a positive impact on their other areas of A Level study.
4. It also helps improve other key study and life skills which can be useful for further education. These include literature analysis, essay writing, independent research, speaking and oral presentation skills. These are also skills which can prove very beneficial in the future for job interviews.

Examination
100%

DESIGN TECHNOLOGY



We are excited to announce the return of Design Technology to our A Level curriculum for September 2026. We have completed the refurbishment of the Design Technology Department and are now planning the details of the curriculum, including selection of the most appropriate A level syllabus. We look forward to sharing further details with you shortly, but please feel free to visit the Design Technology Department in the meantime to ask any questions.



DESIGN TECHNOLOGY

AQA DESIGN AND TECHNOLOGY - PRODUCT DESIGN A LEVEL 7552

Assessment

| | |
|----------|---|
| 1 | Written Examination: 2 hours 30 minutes <ul style="list-style-type: none"> > 30% of A Level > Technical principles – functional properties of materials. Includes mathematical calculation > Includes short and longer questions (6,9,12 marks) |
| 2 | Written Examination: 1 hour 30 minutes <ul style="list-style-type: none"> > 20% of A Level > Designing and making principles. Includes mathematical calculation > Section A - product analysis based on visual stimulus of products. Short and longer questions (6,12 marks) > Section B – commercial manufacture. Short and longer questions (6,12 marks) |
| 3 | NEA (Non-Examined Assessment) <ul style="list-style-type: none"> > 50% of A Level > Practical application of technical principles; designing and making principles <p>Pupils will be required to undertake a small-scale design, make and evaluate project in response to a realistic contextual challenge. They will be expected to identify a specific task which meets the needs and wants of a client. They will produce a written design portfolio and a final prototype of their product.</p> <p>Examples include outdoor learning, live music experience and new product promotion.</p> |

Course Content

AO1: Identify, investigate and outline design possibilities to address needs and wants.

AO2: Design and make prototypes which are fit for purpose.

AO3: Analyse and evaluate:

- > design decisions and outcomes, including for prototypes made by themselves and others
- > wider issues in design and technology

AO4: Demonstrate and apply knowledge and understanding of:

- > technical principles
- > designing and making principles

What does this course involve?

The AQA Design and Technology course is designed to encourage pupils to take risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens. It involves developing their intellectual curiosity about the design and manufacture of products and systems, as well as their impact on daily life and the wider world.

Why study Design Technology?

Design and Technology empowers pupils to show curiosity and resilience through creative problem solving. Pupils learn how to design with empathy and use technology. Design and Technology prepares them to thrive in a rapidly evolving world as innovators, collaborators and responsible citizens. Pupils will gain an insight into the creative, engineering or manufacturing industries.

What is the proportion of coursework?

| | |
|--------------------|------------|
| Examination | 50% |
| Coursework | 50% |

ECONOMICS

EXAMINATION BOARD – EDEXCEL ECONOMICS A – A LEVEL 9ECO

Assessment

| | |
|----------|--|
| 1 | Markets and business behaviour (microeconomics) Written Examination: 2 hours (35% of A level) |
| 2 | The national and global economy (macroeconomics) Written Examination: 2 hours (35% of A level) |
| 3 | Microeconomics and macroeconomics Written Examination: 2 hours (30% of A level) |

What does this course involve?

In the first year of study, students build knowledge and understanding of how individual markets, (eg oil/ wheat), and how the whole economy functions. This is assessed by a range of multiple choice and short answer questions. In addition, skills are developed in order to answer data response and extended open response questions. In Upper 6, students build on this and apply their knowledge to more complex concepts and models: applying theories in a range of contexts appreciating their value and limitations in explaining real-world phenomena. There are many opportunities for class discussion and debates around government policy; on both a micro and macro level. The course encourages students to extend their independent research skills and keep abreast of current affairs on a national and global scale.

Many employers are interested in the skills which economics graduates tend to possess. These include:

- skills in gathering and analysing data
- skills in writing clear, technical reports and essays
- skills in critical thinking and in quantitative analysis
- ability to analyse and to communicate the results of their analyses

Economics can be combined with a wide range of subjects and can open up a great variety of opportunities in Higher Education.

What is the proportion of coursework?

Examination

100%

Why study Economics?

Have you ever read a newspaper headline or watched the television news and wondered what all the fuss was about? Economics is a study of these real events, in the real world, that affect us all. Central to the study of Economics is the allocation of scarce resources – money, time and labour. These choices have a wide-ranging impact and impact everyone (you included!) For example, whether people should be allowed to smoke, eat sugar, or drive cars.

ENGLISH LITERATURE

EXAMINATION BOARD – AQA ENGLISH LITERATURE - A LEVEL 7712

Assessment

| | |
|---|--|
| Paper 1 (40%) | Love Through the Ages Study of 3 texts: prose, poetry and a Shakespeare play. Examination will include 2 unseen poems. (3 hour paper) |
| Paper 2 (40%) | Texts in Shared Contexts: World War One and its Aftermath Study of 3 texts: one prose, one poetry and one drama. Examination will include an unseen extract. (2 hour 30 minute paper) |
| Non-examination assessment (20%) | Texts Across Time Comparative study of 2 texts, at least one of which is pre-1900. One extended essay of 2,500 words |

What does this course involve?

The A level specification grows naturally from the GCSE courses in English Language and English Literature. Its aim is to encourage an enjoyment and appreciation of literature, based on an informed and confident personal response. You will study texts of different types and periods and evaluate ways in which writers choose form, structure and language to express meanings. An understanding of the contexts in which literary works are written will open up many areas of interest and you will be able to explore not only your own, but also other readers' interpretations of text. The desire to offer your own informed opinions and judgements about what you read is vital at this level.

Why study English Literature?

To enjoy it! The informal nature of lessons invites interaction and debate which are stimulating and challenging. Your ability to communicate will develop and underpin work in your other subjects, and the skills fostered are highly regarded by university admissions tutors. The study of English will lead naturally into any career in which clear thought, effective communication, imagination and perception are valued.

What is the proportion of coursework?

| | |
|--------------------|------------|
| Examination | 80% |
| Coursework | 20% |

EPQ

EXAMINATION BOARD – AQA LEVEL 3 CERTIFICATE 7993

Assessment

Single unit internally assessed qualification that is assessed against four objectives:
➤ Manage ➤ Use resources ➤ Develop and realise ➤ Review

What does this course involve?

The EPQ is a level 3 certificate, an equivalent level of study to half of an A level qualification, and involves extended autonomous work to a total of 90 guided learning hours and a 30-hour taught programme. In the taught programme you will learn project management skills, presentation methods, research methods and planning techniques.

The completed project can develop and extend from one or more of the pupil's study areas or from an area of personal interest or activity outside their main programme of study. Each pupil works closely with a supervisor who will oversee, guide and facilitate their learning throughout and assess their achievement based upon thorough knowledge of the pupil's autonomous work. Whilst many students will opt to write an extended essay of approximately 5,000 words, they may also create an 'artefact' which can be an object, a performance, a presentation or an event. Artefact projects are supported by a written explanation of around 1000 words.

The project is marked holistically meaning that all aspects of the pupil's written work, production log and final presentation contribute towards the final mark. The project is graded A*- E and must demonstrate an equivalent degree of understanding and sophistication to that of A level learning.

Why study an EPQ?

The EPQ gives students the opportunity to develop their extended project skills through allowing them to take responsibility for the choice, design and decision making of a project. Useful data about the EPQ:

- Students who have completed an EPQ are more likely to gain a First-Class degree and less likely to leave university at the end of their first year. (Source: University of Southampton).
- Students with an EPQ increase their chances of an A*-B by 29%.
- Students with an EPQ receive lower offers from some universities.
- Students with an EPQ have something to write about and talk about in university applications.
- Students with an EPQ have already learned how to write and reference before they go to university.

What is the proportion of coursework?

| | |
|-------------------|-------------|
| Coursework | 100% |
|-------------------|-------------|

NONE A LEVEL COURSE

FOOD SCIENCE AND NUTRITION (EXTENDED CERTIFICATE)

LEVEL 3 ALTERNATIVE ACADEMIC QUALIFICATION - WJEC 4523QC

Assessment

| | |
|--|---|
| Unit 1 (50%) Completed in Lower 6 200 marks | Meeting nutritional needs of specific groups Internal written and practical assessment (50%) Written examination (50%) Written examination: 2 hours 30 minutes Pupils who do not wish to take the full Level 3 Diploma in Food Science and Nutrition may be interested in the Level 3 Certificate in Food Science and Nutrition, comprised of one mandatory unit and completed in Lower 6. |
| Unit 2 (25%) Completed in Upper 6 100 marks | Ensuring food is safe to eat Food safety and hygiene study Supervised assessment (8 hours), externally moderated |
| Unit 3 (25%) Completed in Upper 6 100 marks | Experimenting to solve food production problems Food science study Supervised assessment (14 hours), externally moderated |
| Or Pupils choose from either Unit 3 or Unit 4 | |
| Unit 4 (25%) Completed in Upper 6 100 marks | Current issues in food science and nutrition Research project Supervised assessment (14 hours), externally moderated |

What does this course involve?

The qualification is divided into three units; two mandatory and one elected. It affords pupils the opportunity to advance their understanding of Food Science and Nutrition and recognise their relevance within a wide range of professions and industries. These include; education, the food industry, government agencies, health and social care, hospitality, journalism, medicine and sports science. Pupils learn about the relationship between the human body and the food we eat. The course includes practical lessons to gain a wide range of high-level technical skills to produce quality food items, meeting the needs of individuals.

Why study Food Science and Nutrition?

You enjoyed GCSE Food Preparation and Nutrition and wish to broaden your understanding of current food and nutritional issues. You are creative and would like to learn complex practical skills. You enjoy a combination of theoretical and practical lessons. You have a genuine passion for food and would like to pursue your studies in Food and Nutrition, with a view to working in the food or nutrition industries.

What is the proportion of coursework?

| | |
|--------------------|------------|
| Examination | 50% |
| Coursework | 50% |

GEOGRAPHY

EXAMINATION BOARD – AQA GEOGRAPHY – A LEVEL 7037

| Assessment | |
|--|---|
| Component 1 (40%) 120 marks | Physical Geography Section A: Water and carbon cycles Section B: Coastal systems and landscapes Section C: Hazards (Written examination: 2 hours 30 minutes) |
| Component 2 (40%) 120 marks | Human Geography Section A: Global systems and global governance Section B: Changing places Section C: Population and the Environment (Written examination: 2 hours 30 minutes) |
| Component 3 (20%) 60 marks | Geographical investigation Individual investigation including data from field work that relates to any part of the specification content. (An extended written report of 3,000 – 4,000 words internally marked and externally) |

What does this course involve?

The A level course allows students to challenge perceptions and stimulate their investigative and analytical skills. Many of the new units reflect the world today and allow for an in depth knowledge of case studies and discussion topics. The course requires students to acquire practical skills both in the field and in the classroom and encourages students to develop their ability to work independently and as a team. A minimum of four days of fieldwork in a variety of landscapes is a requirement of this course. Our students attend a residential trip to a dedicated field studies centre in the UK to meet this requirement. *Please note there is an additional cost for this required trip.*

Why study Geography?

Geography is the science of the surface of the earth and its inhabitants. In an era when we have the potential to affect the earth in more ways than ever before Geography can prepare us for what we may expect, but could also give us the tools to work with the planet instead of against it. We learn how people interact with their environments and we gain greater awareness and understanding of the complexities of our dynamic world. Moreover, studying the processes that are at work in Physical and Human Geography helps to clarify our own values and attitudes about geographical issues.

What is the proportion of coursework?

| | |
|-------------|-----|
| Examination | 80% |
| Coursework | 20% |

HISTORY

EXAMINATION BOARD - AQA HISTORY - A LEVEL 7042

| Assessment | |
|--------------------|---|
| Component 1 | Breadth Study (40%) Tsarist and Communist Russia, 1855–1964 2 hours 30 minutes written examination |
| Component 2 | Depth Study (40%) The Making of Modern Britain, 1951–2007 2 hours 30 minutes written examination |
| Component 3 | Historical Investigation - Non Examined Assessment (20%) The chance to work as an historian to write an independently researched piece of course work. The essential skills required and elements of Tudor England, 1485-1603 are taught. Students select an issue to study over the course of a hundred years. Many students choose a Tudor topic, but at Harrogate Ladies' College subjects ranging from Roman Britain, Early Modern Witch Trials, Medieval Georgia, Imperial Russia and Ukrainian history have been supported. |

What does this course involve?

Both examinations require candidates to answer a source question and write two essays. Component 3 is an internally agreed and marked historical investigation of approximately 3,500 words.

What is the proportion of coursework?

| | |
|--------------------|------------|
| Examination | 80% |
| Coursework | 20% |

Why study History?

First and foremost, you should choose to take History at A level because you have a passion for the subject. You will then gain a deep understanding of the people, ideas and events of these three compelling periods. You will develop as a critical thinker and improve your analytical skills.

The subject is a good basis for numerous degrees and careers: History, Law, English, Psychology, Philosophy, Journalism, Archaeology, Anthropology and Politics – to name a few. You will be taught more informally than at GCSE by two subject specialists.

MATHEMATICS

EXAMINATION BOARD – AQA MATHEMATICS - A LEVEL 7357

Assessment

A level Mathematics is assessed by three papers, all 2 hours long, taken at the end of Upper 6. All papers have a mix of problem styles from short single mark questions to multistep problems.

| | |
|----------------|---|
| Paper 1 | Proof, Algebra and functions, Coordinate geometry, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Numerical methods. |
| Paper 2 | Vectors, Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Moments as well as any topics from Paper 1. |
| Paper 3 | Statistical sampling, Data presentation and Interpretation, Probability, Statistical distributions, Statistical hypothesis testing as well as any topics from Paper 1. |

What does Mathematics involve?

A large proportion of A level Mathematics teaches the skills and concepts necessary to understand differential calculus. As well as being a mathematically interesting topic, it is used in the real world application of many mathematical models, including those used for stock markets, how rockets and aeroplanes fly, and how populations of species develop. In the Mechanics topics in Paper 2, differential calculus is developed to understand Newton's Laws of Motion. In the Statistical topics in Paper 3, students are introduced to the notion of hypothesis testing which allows them to tackle questions such as 'are students more intelligent than boys?'

Why study Mathematics?

Although the syllabus has changed recently, the core content of A level Mathematics has not changed for over 50 years, as it remains relevant because of the wide applications to other subjects as well as the problem solving skills it develops. The discipline of Mathematics teaches students to be accurate, to communicate clearly and to construct rigorous logical arguments. At this level you are encouraged to think for yourself, to recognise the underlying principles and to appreciate their applications. Many topics studied have applications in real life as well as direct links to other topics and other subjects. Qualifications in Mathematics are hugely respected academically and both employers and universities accept them for a very wide range of courses.

What is the proportion of coursework?

| | |
|-------------|------|
| Examination | 100% |
|-------------|------|

FURTHER MATHEMATICS

EXAMINATION BOARD – AQA FURTHER MATHEMATICS - A LEVEL 7367

Assessment

Note: Further Mathematics can only be taken with Mathematics. This is a double course, with 18 periods of teaching a week. The A level Mathematics course is covered in Lower 6 and the A level Further Mathematics course is covered in Upper 6.

A level Further Mathematics is assessed by three papers, all 2 hours long, taken at the end of Upper 6. All papers have a mix of problem styles from short single mark questions to multistep problems.

| | |
|----------------------------|---|
| Paper 1 and Paper 2 | Proof; Complex numbers; Matrices; Further Algebra and Functions; Further Calculus; Further Vectors; Polar coordinates; Hyperbolic functions; Differential equations; Trigonometry; Coordinate geometry. |
| Paper 3 | Additional topics on Statistics and Mechanics. |

What does Further Mathematics involve?

All topics that are taught in the Single Mathematics A level can be tested in Further Mathematics A level. The Further Mathematics course continues these topics to a much higher level as well as introducing new pure topics such as complex numbers, hyperbolic functions and matrices. The further study of mechanics develops understanding of how solid objects behave and circular motion. The statistics part develops understanding further of hypothesis testing, considering when they can go wrong, and how the chances of that happening can be reduced, as well as a formal mathematical study of the chi-squared test.

Why study Further Mathematics?

The discipline of Mathematics teaches you to be accurate, to communicate clearly and to construct rigorous logical arguments. At Further Mathematics level students tend to study the subject for the sheer joy of discovering new principles and to explore this fascinating world. Who would have thought using the square root of minus one would make any sense mathematically? It turns out it has beautiful mathematical properties, and most surprising of all, an enormous array of real world applications. All qualifications in Mathematics are highly respected and universities accept them for a very wide range of courses. It is particularly highly thought of on Engineering, Physics, Economics, Computer Science as well as Mathematics courses. Further Mathematics qualifications are hugely valued in a wide range of careers and university courses.

What is the proportion of coursework?

| | |
|-------------|------|
| Examination | 100% |
|-------------|------|

MODERN FOREIGN LANGUAGES: FRENCH AND SPANISH

EXAMINATION BOARD – AQA. FRENCH – A LEVEL 7652. SPANISH – A LEVEL 7692.7.

| Assessment | |
|----------------|--|
| Paper 1 | Listening, Reading and Writing I. Aspects of French / Spanish – speaking society: current trends; II. Aspects of French / Spanish – speaking society: current issues; III. Artistic culture in the French / Spanish - speaking world; IV. Aspects of political life in the French / Spanish - speaking world; V. Grammar. Written examination: 2 hours 30 minutes 160 marks in total - 40% of A level |
| Paper 2 | Writing I. One text and one film or two texts from the list set in the specification; II. Grammar Written examination: 2 hours 90 marks in total - 30% of A level |
| Paper 3 | Speaking I. Individual research project; II. One of four sub themes ie Aspects of French / Spanish – speaking society: current trends, Aspects of French / Spanish – speaking society: current issues, Artistic culture in the French / Spanish – speaking world, Aspects of political life in the French / Spanish – speaking world. Oral examination: 21-23 minutes (including 5 minutes preparation time) 60 marks in total - 30% of A level |

What does this course involve?

A level builds on the material studied at IGCSE and aims to develop more sophisticated vocabulary usage and a higher level of grammatical accuracy. The focus is firmly on contemporary issues and society. Lessons are often conducted in the language being studied. You continue to have a weekly conversation class with a native speaker.

Why study Modern Foreign Languages?

The course is both useful and enjoyable, and will be of interest to a wide range of students, from those who are thinking of a degree course in languages to those for whom it will provide an additional useful skill. A language can be effectively

combined with many other subjects, whether artistic or scientific. As well as pure language degree courses, universities offer many courses that include a modern language element. The ability to understand and speak other languages opens many doors, and is invaluable in many professions, from secretarial work to international banking and more. Graduates who also have a language qualification prove infinitely more marketable.

What is the proportion of coursework?

| | |
|--------------------|-------------|
| Examination | 100% |
|--------------------|-------------|

MUSIC

EXAMINATION BOARD – AQA MUSIC - A LEVEL 7272

| Assessment | |
|--------------------|--|
| A level Components | |
| 1 | Appraising 40% 2 hour 30 minute written examination Section A Listening – answer three questions in response to extracts Section B Analysis – answer two questions on set works (from a choice of three topics) Section C Essay – one essay from a choice of six Areas of Study |
| 2 | Performance 35% Perform for 10-12 minutes (any style, solo and/or ensemble) Performances are recorded and sent off for external assessment |
| 3 | Composition 25% Two compositions. One to a brief (choice of seven), one a free composition Combined compositions must last at least four and a half minutes. Externally assessed |

What does this course involve?

You will be able to continue the skills you learnt at GCSE i.e. Listening, Composing, and Performing. The Appraising component requires the writing of essays, so a good command of English is necessary. There are plenty of options within the course to suit a wide variety of musical tastes. Fluent music reading, Grade 5 theory and a minimum standard of Grade 6 on an instrument or singing at the start of the course is essential. Commitment to ongoing instrumental/vocal studies is expected, and participation in extra-curricular music groups is highly recommended for honing listening skills, broadening musical knowledge, and improving general musicianship and confidence in performing.

Why study Music?

Obviously, the course is essential for potential Music students, but it is also an excellent addition to Mathematics, Physics or other sciences as well as Arts. Music is a well-regarded A level with a high academic content. It involves discipline, analysis, writing skills, creativity, emotional development, historical development and research, as well as offering you an opportunity to take your practical music skills even further.

What is the proportion of coursework?

| | |
|--------------------|------------|
| Examination | 40% |
| Coursework | 60% |

PHYSICAL EDUCATION

EXAMINATION BOARD – OCR PHYSICAL EDUCATION - A LEVEL H555

Assessment

Paper 1 - 2 hours

Physical factors affecting performance; Applied Anatomy and Physiology, Exercise Physiology and Biomechanics

90 marks in total (30% of A level): comprises of short answer questions, one 6-mark question and one 20-mark question

Paper 2 - 1 hour

Psychological issues affecting performance; Skill Acquisition and Sports Psychology

60 marks in total (20% of A level): comprises of short answer questions, one 6-mark question and one 10-mark question

Paper 3 - 1 hour

Socio-cultural issues in physical activity and sport; Sport and Society and Contemporary Issues in Physical Activity and Sport

60 marks in total (20% of A level): comprises of short answer questions, one 6-mark question and one 10-mark question

Practical Unit – Practical Performance and Coursework

Practical Component; students are assessed in the role of either a performer or coach in ONE practical activity. 45 marks (15%)

Coursework; Students are assessed in the Evaluation and Analysis of Performance for Improvement (EAPI). Students will observe a performance and provide oral analysis and critical evaluation of that performance. 45 marks (15%) for coursework

90 marks in total (30% of A level)

What does this course involve?

We study how exercise affects physiological structures in the body; including topics on the heart and lungs, energy systems and biomechanics. The Sports Psychology section includes topics such as theories of learning and memory, moving onto Leadership theories and controlling anxiety. The Contemporary issues section looks at World Games, routes to sporting excellence and moves onto the use of technology and the commercialisation of sport. The course also offers the pupil a practical element which includes developing an interest in performing or coaching.

Why study Physical Education?

Physical Education is a well-regarded A level and can lead onto one of the many sports-related degree courses. Not only this, A Level Physical Education enables you to grasp a wide range of skills – from scientific research through to debate, as well as offering you an opportunity to take your practical skills even further. This wide variety of skill sets will stand you in good stead for most university courses and employment. Sport is now such a huge industry where there are endless employment opportunities. Examples including: Coaching, Teaching, Biomechanics, Sports Rehabilitation, Officiating, Sports Technology Development, Sports Administration, Sports Management and Media.

PHYSICS

EXAMINATION BOARD – AQA PHYSICS - A LEVEL 7408

Assessment

Paper 1 - 2 hours

Measurement, Particles, Waves, Mechanics and Materials, Electricity, Periodic Motion

85 marks in total (34% of A level): 60 marks of short and long answer questions; 25 multiple choice questions

Paper 2 - 2 hours

Thermal Physics, Fields, Nuclear Physics

85 marks in total (34% of A level): 60 marks of short and long answer questions, 25 multiple choice questions

Paper 3 - 2 hours

80 marks in total (32% of A level)

Section A – 45 marks of short and long answer questions on practical experiments and data analysis

Section B – 35 marks of short and long answer questions on the optional topic

What does this course involve?

The AQA Physics course is a traditional course that is an excellent foundation for further study, but we put an emphasis on real life applications and interesting experimental work.

Key topic areas in the Lower 6 year include forces, electricity, waves, materials, quantum and particle physics. In the Upper 6 year we study advanced mechanics, fields, thermal physics, radioactivity and astrophysics.

It is highly recommended that you take A level Mathematics alongside your Physics. It is not compulsory, but if you do not like the idea of A level Mathematics then you will probably not enjoy A level Physics, which is quite mathematical.

Why study Physics?

In order to understand your world and your universe! As Bill Bryson put it, “I will never know another world, so I thought at least I should understand how this one works.” Physics also opens the door to many careers, and is particularly important for those considering the Sciences, Engineering, Industry and Medicine. Physics is highly sought after by employers.

What is the proportion of coursework?

There is no coursework. Instead students carry out 12 practicals which are specified by the examination board. By the end of the course a student must have demonstrated that they are competent at practical work. There are also questions on the 12 practicals and on general practical skills in the final examination papers.

PSYCHOLOGY

EXAMINATION BOARD – AQA PSYCHOLOGY - A LEVEL 7182

Assessment

| | |
|----------|--|
| 1 | Introductory topics in Psychology Written Examination: 2 hours Social influence; Memory; Attachment; Psychopathology. The examination consists of multiple choice questions, short-answer questions and an extended writing section. |
| 2 | Psychology in Context Written Examination: 2 hours Approaches in Psychology; Biopsychology; Research Methods. The examination consists of multiple choice questions, short-answer questions and an extended writing section. |
| 3 | Issues and options in Psychology Written Examination: 2 hours A range of options in practical Psychology, including Forensic Psychology, Cognition and Development, Schizophrenia and Issues Debates in Psychology. The examination consists of short-answer questions and extended writing for each of the two topic areas. |

What does this course involve?

All modules involve essay work, structured questions and analysis of research methods. Each module will be assessed by a written examination which will include a variety of questions. In addition to studying the course content for each unit, you will also complete a number of mini research projects of your own.

Why study Psychology?

You should choose to take Psychology at A level if you are interested in human behaviour and in discovering why we feel and think in certain ways. Whilst you do not need any previous knowledge of Psychology, having both Mathematics and English Language to a good level at I/GCSE is strongly advisable.

You will learn about all of the major approaches to Psychology. In each one you will discover a key topic of research, learn about important studies related to that topic and find out how research is conducted. You will learn to use statistical tests to help interpret data collected in class exercises.

Importantly, you will also learn how Psychology can be applied to the real world and consider how different approaches address key issues of relevance to all of us today. The subject is a good basis for a range of degrees as it trains you to think critically and analytically, to design valid research studies and to reflect on the human experience. A number of universities accept Psychology as a science A level.

What is the proportion of coursework?

| | |
|--------------------|-------------|
| Examination | 100% |
|--------------------|-------------|

RELIGIOUS STUDIES

PHILOSOPHY, ETHICS & THEOLOGY
EXAMINATION BOARD – OCR - A LEVEL H573

Assessment

| Paper 1 (2 hours) Philosophy of Religion | Paper 2 (2 hours) Religious Ethics | Paper 3 (2 hours) Developments in Christian Thought |
|--|--|---|
| 1. Philosophical Language & thought: Plato, Aristotle, Body, Mind & Soul. 2. The Existence of God: Arguments based on Observations (Cosmological, Teleological) & Reason (Ontological). 3. God & the World: Religious Experience, The Problem of Evil. 4. Developments: Nature or Attributes of God. 5. Religious Language (Negative, Analogical or Symbolic). 6. Religious Language (20th Century Perspectives). | 1. Christian Ethical Theories (Natural Law, Situation Ethics). 2. Non-Religious Ethical Theories (Kantian Ethics, Utilitarianism). 3. Applied Ethics (Euthanasia, Business Ethics). 4. Ethical Language: Meta-Ethics. 5. Significant Ideas in Ethics: Conscience (Aquinas, Freud). 6. Developments in Ethical Thought: Sexual Ethics. | 1. Insights: St Augustine's teaching on Human Nature, Death & the Afterlife. 2. Foundations: Knowledge of God's Existence, The Person of Jesus. 3. The Diversity of Christian Ethics & Practice: (Bonhoeffer). 4. Developments: Pluralism (Multiculturalism, Inter-faith dialogue). 5. Religion & Society: Gender (Society & Theology). 6. Challenges: The Challenge of Secularism (Freud, Dawkins), Marx & Liberation Theology. |

What does this course involve?

A Level Religious Studies is assessed by means of essays, so lessons are designed to build relevant skills, teaching students to think critically and to argue a case persuasively. Lessons incorporate the reading and analysis of texts, as well as lots of discussions and debates, leading to the planning and/or writing of essays. It is not necessary to have studied Religious Studies at GCSE to take the A Level, but you must have strong skills in English and/or other Humanities subjects.

Why study Religious Studies?

Offering a rare opportunity to explore some of the most important questions in the history of ideas, A Level Religious Studies comprises rigorous introductions to areas in Philosophy – Philosophy of Religion, Philosophy of Mind, Ethics and the Philosophy of Language – as well as to Christian Theology. It can equally support or complement other subject-combinations and there is no need to be religious to study or enjoy Religious Studies.

Recognised by university admissions tutors as a demanding, traditional academic subject, A level Religious Studies can lead to careers in fields as diverse as Law, Medicine, Politics, Journalism & Media, Creative Arts, Business, Marketing & Advertising, Teaching, and Personnel Management.

What is the proportion of coursework?

| | |
|--------------------|-------------|
| Examination | 100% |
|--------------------|-------------|

DRAMA AND THEATRE STUDIES

EXAMINATION BOARD – AQA DRAMA AND THEATRE STUDIES - A LEVEL 7272 2

Assessment

A level Components

| | |
|---|--|
| 1 | Drama and theatre 40% ➤ Study of two set plays; one dramatically significant pre-20th Century play and one 20th or 21st Century play. ➤ Analysis and evaluation of the work of live theatre productions |
| 2 | Creating original drama 30% The process of creating devised drama using the methodology of a chosen practitioner in the role of an actor or designer or director. Performance of the devised work carries 20 marks (10%) and coursework carries 40 marks (20%). Performances are recorded and sent to examination boards for external moderation. |
| 3 | Making a theatre performance 30% The practical exploration and interpretation of three separate extracts each taken from a different play. The methodology of a selected practitioner must be applied to ONE extract which will be performed as a final assessed piece to a visiting examiner. Students may contribute as performer, designer or director. An accompanying reflective report analysing and evaluating the theatrical interpretation of all three extracts is also submitted. |

What does this course involve?

You will be able to further develop the performance skills you learnt at GCSE as well as extending your critical appreciation of theatre and drama. You will learn about the history of theatre to provide a secure cultural context for the study of set texts. You will also refine your essay writing skills in response to examination questions that demand greater use of creative initiative and informed evaluation. You will be encouraged to be artistically independent and explore increasingly ambitious styles of performance by applying the ideas and theories of different theatre practitioners.

Why study Drama and Theatre Studies?

Firstly, because it's creative, challenging and fun! It offers a balanced blend of practical and academic learning with many performance opportunities. It develops a wide range of cognitive and interpretive skills such as analysing, conceptualising, synthesising and evaluating. It offers the opportunity to experience all aspects of theatre production and builds valuable transferable skills that will enhance your employability, particularly communication and project management skills. It also complements a surprisingly wide range of other A level subject choices as evidenced by the huge number of degree courses that can be studied alongside Drama.

What is the proportion of coursework?

| | |
|-------------|-----|
| Examination | 70% |
| Coursework | 30% |







EMPOWER PROGRAMME

Empower is our unique Sixth Form leadership and development programme designed to equip our Sixth Form Students with the skills, confidence, and resilience to excel beyond school.

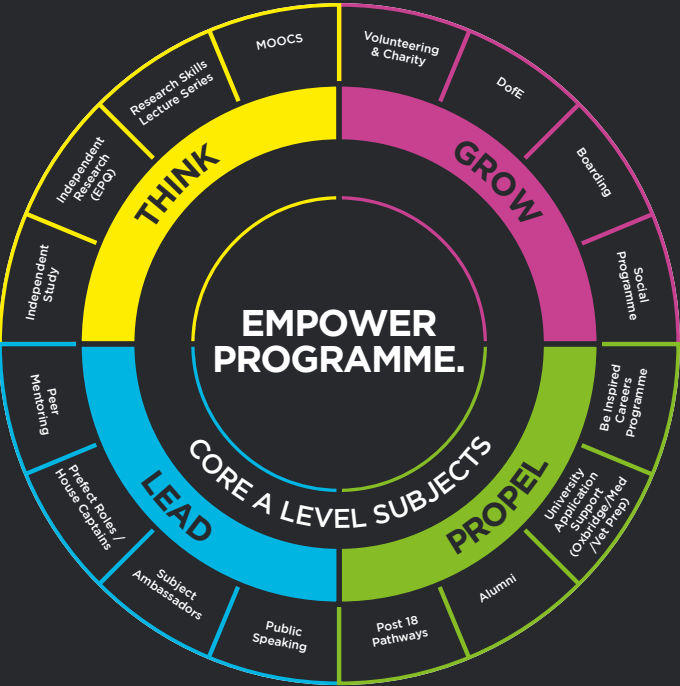
Rooted in our ethos of academic excellence and personal growth, Empower wraps around the core A level studies to provide a comprehensive Sixth Form experience.

The programme builds out from the core academic foundations to enable our students to develop skills and experiences based around four dynamic pillars:

-  **THINK** – Developing intellectual curiosity, critical thinking, and problem-solving abilities.
-  **GROW** – Encouraging personal development, independence, and adaptability.
-  **LEAD** – Cultivating leadership skills, teamwork, and initiative through real life challenges.
-  **PROPEL** – Providing career guidance, mentorship, and university preparation, including Oxbridge, Medicine, Law, and international pathways.

Empower is underpinned by Flourish, our whole school pastoral programme, designed to support the all-round wellbeing of every single pupil.

All pillars are equally important and designed to develop essential skills for life beyond school. Our Sixth Form is about setting the benchmark for holistic education and developing skills necessary for future resilience and success.





Empower Programme

• THINK • GROW • LEAD • PROPEL



THINK

The first pillar, Think, is dedicated to fostering intellectual curiosity, critical thinking, and problem-solving skills. This is where we encourage students to challenge themselves and to explore new ideas with independence.

As an example, we encourage all students to undertake an Extended Project Qualification (EPQ) to build up research and writing skills needed for A Level study and beyond. Counting for half an A Level, students can choose to take this qualification forward to strengthen post-18 applications.

GROW

Our next pillar is Grow, which is all about personal development. Sixth Form is a transformative time; we understand growth is not only academic but also emotional, social, and ethical. We encourage our students to step outside their comfort zone and develop resilience. Two examples of how we encourage growth in the Sixth Form include:

Duke of Edinburgh (DofE) Gold Award

The Gold DofE Award is a two-year programme that challenges you to step out of your comfort zone and develop real-world skills. You will take part in volunteering, a physical activity, a skill, a 4-day assessed expedition and a self-planned residential — often the toughest but most rewarding part! Open to all Sixth Formers, it is an unforgettable adventure that builds confidence and resilience for life.

Duchy Enterprise

Duchy Enterprise is a fun, hands-on business club enabling you to set up and run your own company for a year. Working in a team, you will develop key skills like problem-solving, communication, and confidence, all while learning how to raise capital, choose products, undertake market research, and sell to real customers. It is a challenge, but a rewarding one!

LEAD

The ability to Lead through real-life challenges is something we actively cultivate, whether through positions of responsibility, teamwork in the classroom, or independent projects. We provide an environment where students can develop leadership skills, teamwork, and embark on their own initiatives.

From presenting in assemblies to being a member of our Prefect team, there are a wealth of leadership opportunities for every student in the Sixth Form, including academic roles, pastoral roles, and roles based around specific talents. The size of our Sixth Form enables every student to apply for leadership opportunities, which may not be available in larger Sixth Forms.

PROPEL

In the Sixth Form, we provide tailored career guidance, mentorship, and university preparation to ensure every student is equipped to achieve their aspirations. As an inclusive Sixth Form welcoming local and international students, our Pathways Initiative, identifies varied post-18 routes that our students are interested in. We support each student by pointing them in the right direction to super-curricular routes which will support their post-18 applications. These include a Medics programme, an Innovation Group, and The Scholars Programme. We pride ourselves in being experts in applying for UK universities and guiding students to apply internationally also.

As well as their dedicated tutor, the students also meet with the Careers Coordinator for in-depth pathway meetings during Lower 6 ahead of writing personal statements over the Summer, with the same skills being applied to motivational letters for international applications.

I AM ME.



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