



THORNTON

**CURRICULUM  
INFORMATION  
2023 / 2024**

**SIXTH FORM**

## **CURRICULUM INFORMATION**

Thornton College Sixth Form offers girls an exceptional experience in a warm and vibrant environment.

In addition to a rich and varied curriculum of A Levels and vocational qualifications, girls have the opportunity to complete the Extended Project Qualification and to take part in tailored programmes built around their aspirations. Whether students are aiming for competitive UK universities, considering an application to the US, exploring apprenticeships, or looking to enter the world of work, they will be fully supported throughout.

We are dedicated to blending academic excellence with a richness of opportunity beyond the classroom. Outside speakers and links with other schools ensure that girls benefit from a diverse co-curricular programme alongside their studies. All students pursue a core curriculum of Horizons, RE and Games in addition to their main subjects.

Mrs Ruth Coates  
Head of Sixth Form

### Learning Development

The Learning Development Department offers continuing support for individual students either on a regular or occasional basis as the need arises on an individual appointment basis. The Learning Co-ordinator works closely with the Head of Sixth Form, subject specialists and parents to support curriculum access for all and to offer advice and guidance so all students can develop and achieve to their highest potential.

All students have access to:

- Advice on using effective study skills and strategies for efficient learning
- Help with time management and organisation
- Referral to outside agencies and specialist support where necessary
- Testing to identify specific difficulties
- Testing for Access Arrangements, appropriate provision and management of examination concessions.

Mrs A Woodruff  
Head of Learning Development

# Curriculum Information

## Sixth Form

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**Subject:** Art, Craft & Design GCE

**Board:** Edexcel (2015 Specification)

**Syllabus code:** Art, Craft & Design (9AD0)  
Photography (9PY0)

The basis of this 2-year course is to prepare the student for a career in Art & Design, acknowledging the preparation of a suitable portfolio for a Foundation or BA Hons Degree. At this level students must engage in visiting exhibitions, museums and other places of interest both in and out of school time. They are expected to match their taught hour's allocation with the same hours in their independent study.

### **Qualification aims and objectives**

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in Art and Design are to enable students to develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for and enjoyment of art, craft and design
- their experience of working with a broad range of media
- an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of art, craft, design and media and technologies
- in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design.

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### Component 1 – The Personal Investigation - 60% of the total

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).

#### Overview of assessment

- Incorporates three major elements: supporting studies, practical work, and a personal study.
- Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points
- The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images. The personal study comprises 12% of the total qualification.

Work must cover all four Assessment Objectives:

#### **A01: Develop**

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

#### **A02: Explore**

Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

#### **A03: Record**

Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

#### **A04: Present**

Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

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### Component 2 – Externally Set Assignment (ESA) 40% of the final mark

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme. This will require students to address each of the Assessment Objectives.

Students must continue to work within the same discipline as Component 1.

- Incorporates two major elements: preparatory studies and the 15–hour period of sustained focus.
- Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment.
- During the 15–hour period of sustained focus under examination conditions, students will produce final outcome(s) extending from their preparatory studies in response to the Externally Set Assignment.
- The Externally Set Assignment is released on 1 February and contains a theme and suggested starting points.
- Students work will also take the form of a final show.

### **Subject: Art & Design - BTEC Level 3 National Diploma**

**This BTEC Level 3 is a 2-year qualification equivalent in size to two A Levels.**

8 units of which 6 are mandatory, and 3 are externally assessed.

Mandatory content (83%)

External assessment (46%)

The qualification is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study. This programme may include other BTEC Nationals or A Levels to support progression to higher education courses in art and design areas before entering employment.

Optional units allow learners to gain knowledge in areas such as fashion, textiles, graphics, photography, 3D studies and fine art.

#### **Types of assessment**

BTEC Level 3 Nationals Art and Design qualifications take a unit-by-unit approach and offer a combination of assessment styles.

This gives your daughter the opportunity to showcase their skills and apply their knowledge in an appropriate, work-related context, and provides evidence of what she can do when applying to enter higher education or employment.

These approaches are:

#### **Assignments** (internally assessed)

Set and marked by: Centre - Verified by: Pearson

Assignments are practical tasks set in work-related scenarios that can be tailored to local industry needs.

Students demonstrate how to apply knowledge and skills to complete a practical project over a period of time, working individually or in groups.

#### **Tasks** (externally assessed)

Set and marked by: Pearson

Tasks are practical work-related scenarios completed in realistic, time-based situations.

They are completed in controlled conditions and some tasks have pre-released information.

Learners demonstrate how to apply learning to common workplace or HE scenarios. Tasks provide evidence of a consistent standard of assessment for all BTEC learners.



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### Grading

A learner's final qualification grade reflects their achievements across units in their BTEC Nationals course.

Both internally and externally assessed units are individually graded, and each final unit grade is allocated points.

- Internally assessed units are marked and graded in the Centre (Thornton) and subject to external verification by Pearson.
- Externally assessed units are marked and graded by Pearson.

Units are graded Pass, Merit or Distinction, with external units also having an N grade in most Level 3 sectors. Total points scored across all units are used to calculate the final qualification grade.

**Subject:**            **Biology**

**Board:**            **AQA**

Biology at A-Level offers the opportunity to study a dynamic and challenging subject, which explores the molecular mechanisms of our cells and the inner functions of living organisms. The specification follows a content-led approach in which key concepts of biology are taught in various modules, allowing students to engage with scientific thinking, ideas and developments in Biology. The maths within the specification allows students to become confident with the mathematical tools essential to modern science. You need to have a passion for Biology, a willingness to work hard and overcome challenging questions in unfamiliar scenarios. It is also important to be able to work with skill and maturity during practical investigations.

Biology A-Level can complement subjects such as Chemistry, Physics, Maths, Psychology and Geography. It develops practical and team-working skills; the ability to apply a wide range of principles to novel situations; the skills to analyse complex, often abstract concepts effectively. It is valuable for those thinking of degrees and careers in a large range of areas including: Medicine, Nursing, Dentistry, Biochemistry, Agriculture, Biotechnology and Veterinary Sciences.

### **Entry requirements**

A level 6 in GCSE Biology, or 6:6 in GCSE Science and above will help prepare you to meet the demands of the course. To be successful you need to become an independent learner by developing your knowledge beyond the classroom, assimilating ideas from a range of topics and should enjoy reading around the subject. Self-motivation and enthusiasm are a must!

### **Potential Co-Curricular Events**

- Biology Live
- Biology revision workshop
- Other lectures as applicable to course

### **A2**

#### **Three 2-hour papers**

- Paper 1 assesses units 1-4 and relevant practical skills (35% of A-Level)
- Paper 2 assesses units 5-8 and relevant practical skills (35% of A-Level)
- Paper 3 assesses units 1-8 and relevant practical skills (30% of A-Level)

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### Coursework

Throughout the course there are 12 practical investigations you must carry out, they will be assessed by your teacher against a set of common objectives that are shared by all of the exam boards. Should you demonstrate you can successfully meet the objectives both during the practical and in short write-up's, you will receive a practical endorsement in addition to your examination grade.

You will be expected to undertake a wide programme of background reading and to use the internet to explore recent developments in Biology: being prepared to discuss your findings in groups and with the class. You will complete a range of presentations and research posters to aid your understanding of the subject and will also be expected to solve complex numerical problems.

During the course the following modules are covered:

<b>Unit 1</b> Biological Molecules	<b>Unit 2</b> Cells
<b>Unit 3</b> Organisms exchange substances with their environment	<b>Unit 4</b> Genetic information, variation and relationships between organisms
<b>Unit 5</b> Energy transfers in and between organisms	<b>Unit 6</b> Genetics, populations, evolution and ecosystems
<b>Unit 7</b> Organisms respond to changes in their internal and external environment	<b>Unit 8</b> The control of gene expression

**Subject: Economics B**

**Board: Edexcel**

**Specification: 9EB0**

This course covers elements of Business and Economics and allows students to relate what they are learning to the world around them – locally, nationally and globally. Economics B provides a unique insight into much of what happens in the real world – why are some commodities more expensive than others? Why do some people earn so much? Why is it sometimes so difficult for people to find jobs? It looks at the role of Governments – how involved should they be in what we buy, how much we earn or how firms behave? What is their role in managing the economy, and how effectively can they do so? Economics B explains how markets work – invaluable knowledge for anyone looking to pursue a career in buying or selling, management or policy making.

### Course Requirements

In order to develop their skills, knowledge and understanding in economics, students need to have acquired competence in the quantitative skills that are relevant to the subject content and which are applied in the context of an Economics A-level, including skills such as calculating, understanding and interpreting ratios, fractions, percentage change, index numbers, currency, cost, revenue and profit. The assessment of quantitative skills is part of the overall A-level. These skills may be assessed across the assessment objectives.

### Opportunities

Students study Economics and Business because this course provides a perfect combination of numeracy, literacy, calculations and analysis. As a social science it provides insight into the real world, the opportunity to learn how to critically assess evidence and deliver well-structured arguments. There are a number of university courses and career options where this A-level is an advantage including economics, business studies, social sciences and engineering.

### Content

Theme 1: Markets, Consumers and Firms	Theme 2: The wider economic environment
Students will develop an understanding of: <ul style="list-style-type: none"><li>• scarcity, choice and potential conflicts</li><li>• enterprise, business and the economy</li><li>• introducing the market</li><li>• the role of credit in the economy</li><li>• market failure and government intervention</li><li>• revenue, costs, profits and cash.</li></ul>	Students will develop an understanding of: <ul style="list-style-type: none"><li>• business growth and competitive advantage</li><li>• firms, consumers and elasticities of demand</li><li>• productive efficiency</li><li>• life in a global economy</li><li>• the economic cycle</li><li>• introduction to macroeconomic policy.</li></ul>

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Theme 3: The global economy	Theme 4: Making markets work
<p>This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• globalisation</li> <li>• economic factors in business expansion</li> <li>• impact of globalisation on global companies</li> <li>• impact of globalisation on local and national economies</li> <li>• global labour markets</li> <li>• inequality and redistribution.</li> </ul>	<p>This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• competition and market power</li> <li>• market power and market failure</li> <li>• market failure across the economy</li> <li>• macroeconomic policies and impact on firms and individuals</li> <li>• risk and the financial sector.</li> </ul>

### Assessment

The linear A-Level assessment consists entirely of three written examinations at the end of the second year.

Paper 1: Markets and how they work	Paper 2: Competing in the global economy	Paper 3: The economic environment and business
<p>Content: Paper 1 will assess markets and questions will be drawn from Themes 1 and 4.</p>	<p>Content: Paper 2 will assess the global economic environment and questions will be drawn from Themes 2 and 3.</p>	<p>Overview of content For Paper 3, there will be a pre-released context document. The context will focus on a broad context, such as an economy, industry, market or economic issue. Students are required to apply their knowledge and understanding from Themes 1, 2, 3 and 4 and their understanding of the broad context to this evidence.</p>
<p>Written exam: 2 hours 100 marks in total 35% of A-level</p>	<p>Written exam: 2 hours 100 marks in total 35% of A-level</p>	<p>Written exam: 2 hours 100 marks 30% of A-level</p>
<p>The paper comprises three sections. Students answer all questions from all sections. Section A comprises one data response question. Section B and Section C each comprise one extended open-response question based on data.</p>	<p>Written examination. The paper comprises three sections. Students answer all questions from all sections. Section A comprises one data response question. Section B and Section C each comprise one extended open-response question based on data.</p>	<p>Written examination. The paper comprises two sections. Each section comprises data response questions broken down into a number of parts, including one extended open-response question. Students answer all questions from both sections.</p>

**Subject:            Careers**

Sixth Formers either progress to university or apprenticeships at the end of Year 13. The Sixth Form Careers Programme allows students to explore higher education options as well as opportunities to go into the workplace. Mrs Jo Scott, Careers and Enterprise Leader, creates a bespoke package for Year 12s so they can explore the different pathways available to them. She is available to offer support and advice to students on an ongoing basis, throughout their journey in the Sixth Form.

Employer workshops, careers talks and university encounters are arranged throughout the year and these include regular Spotlight Careers Talks informing students about roles and sectors they may not have previously been aware of. An Alumni Careers Event in the autumn will give students the chance to talk to old girls about how they made their careers choices and help build networking skills. Our annual STEM event in January gives opportunities to develop relationships with companies such as AECOM, PwC, Tesla, Aon, Jackson, Renault Sport, HMGCC and Unilever. The full Careers Calendar is available for students and parents to access on Firefly.

Students build a draft personal statement with Mrs Scott in Year 12 and universities are invited into school to deliver workshops on how to choose courses, ensuring that information is current.

Students are able to contact Mrs Scott for meetings at any time, in addition to a termly 1:1 session.

**Subject:** Chemistry

**Board:** AQA

Chemistry is a challenging and exciting subject that develops an understanding of chemical reactions, from the structure of the atom, right through to large-scale reactions happening both in factories and our atmosphere! It will suit those who have enjoyed the study of sciences at GCSE and who enjoy solving problems and asking questions about the world around them. We are following the AQA 'A' syllabus; this course offers the opportunity to explore in greater depth many of the ideas met at GCSE and provides further insight into the structure of atoms, chemical bonds and chemical reactions. Studying Chemistry develops practical skills and the ability to evaluate data, including experimental data and other sources of information. It is a direct requirement for those thinking of degrees and careers in Medicine, Pharmacy, Dentistry, Veterinary Sciences and any Bioscience and is also valuable for those considering a career in any other science.

The AQA syllabus for Chemistry has at its heart experimentation and will help the students to ask questions, building on from the knowledge they have acquired at GCSE.

### Extra-Curricular

- Visit to Chemistry Live
- Chemistry Olympiad (L6th and U6th)
- RSC Analyst competition
- Salters Chemistry competitions

### Entry requirements

A minimum grade 6 in Chemistry GCSE or 6:5 grades for those sitting the combined award is required. To be successful you need to become an independent learner, by developing your knowledge beyond the classroom, assimilating ideas from a range of sources. Self-motivation and enthusiasm are a must! It is important that you have a good grasp of mathematics if A level chemistry is taken.

### Coursework

There is no formally assessed practical exam. The board has designated a number of experiments that students have to have access to during the course. These practical skills are assessed as part of the written exam papers. You will be expected to undertake a programme of wide and background reading and to use the internet to explore recent developments in Chemistry. You will also be expected to solve numerical problems and to also write up practical work in preparation for theory lessons.

The AS and Full A level courses will be fully co-teachable. During the course the following modules will be taught:

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Foundation, Inorganic, Organic		Foundation, Physical, Organic	
Topic	Syllabus Code	Topic	Syllabus Code
L6th Chemistry			
Atomic Structure	3.1.1	The Mole	3.1.2
Bonding	3.1.3	Energetics	3.1.4
Redox Chemistry	3.1.7	Thermodynamics	3.1.8
Periodicity	3.2.1	Kinetics	3.1.6
Group 2	3.2.2	Rate Equation	3.1.9
Group 7	3.2.3	Equilibria Kc	3.1.5
Organic Introduction	3.3.1	Equilibria Kp	3.1.10
Alkanes	3.3.2		
Alkenes	3.3.3		
U6th Chemistry			
Period 3	3.2.4	Alcohols	3.3.4
Transition Metals	3.2.5	Halogenoalkanes	3.3.5
Ion Analysis	3.2.6	Analysis	3.3.6
Arenes	3.3.10	Acids and Alkalis	3.1.11
Polymers	3.3.12	Electrode Potentials	3.1.12
Carbonyls	3.3.8	NMR	3.3.15
Carboxylic acid	3.3.9	Chromatography	3.3.16
Amines	3.3.11	Synthesis	3.3.14
Amino acids	3.3.13		

### Assessment

#### A2

Three 2-hour exams

- Paper 1 assesses 3.1.1 to 3.1.4, 3.1.6 to 3.1.8, 3.1.10 to 3.1.12, 3.2.1 – 3.2.4 and relevant practical skills (35% of A level)
- Paper 2 assesses 3.1.2 to 3.1.6, 3.1.9, 3.3.1 – 3.3.16 and relevant practical skills (35% of A level)
- Paper 3 assesses all content above and relevant practical skills (30% of A level)



**Subject:** Drama and Theatre

**Board:** EDUQAS (Part of WJEC)

**Aims and objectives:**

The WJEC Eduqas A level in Drama and Theatre offers a practical and challenging course of study, which encourages learners to:

- develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre
- understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre
- develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre
- understand the practices used in twenty-first century theatre making
- experience a range of opportunities to create theatre, both published text based and devised work
- participate as a theatre maker and as an audience member in live theatre
- understand and experience the collaborative relationship between various roles within theatre
- develop and demonstrate a range of theatre making skills
- develop the creativity and independence to become effective theatre makers
- adopt safe working practices as a theatre maker
- analyse and evaluate their own work and the work of others.

The WJEC Eduqas A level in Drama and Theatre is an exciting and inspiring course that prepares learners for further study in Higher Education. This highly practical specification provides learners with the opportunity to work as either performers and/or designers on three different performances, as well as applying their practical knowledge to their written examination, drawing from their experiences of watching live theatre. The skills learnt on this course are highly applicable to a wide variety of University courses and career paths.

Course overview:

**Component 1: Theatre Workshop**

Internally assessed and externally moderated

20% of qualification

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Students can be assessed as either actors or designers:

- Creating, developing and performing/designing a piece of theatre based on a **reinterpretation** of an extract from a text, chosen from a list supplied by exam board. The piece must be developed using the techniques and working methods of **either** an influential theatre practitioner **or** a recognised theatre company
- A creative log.

### Component 2: Text in Action

Externally assessed by a visiting examiner

40% of qualification

Students can be assessed as either actors or designers:

- Creating, developing and performing/designing **two** pieces of theatre based on stimuli provided by the exam board:
  1. A devised piece using the techniques and working methods of **either** an influential theatre practitioner **or** a recognised theatre company (different to that chosen for Component 1).
  2. An extract from a text in a different style chosen by learner.
- Written process and evaluation report.

### Component 3: Text in Performance

Written examination: 2 hrs 30 mins

40% of qualification

Sections A & B: Open book – clean copies (no annotations) of the **two** complete texts chosen must be taken into examination.

- **Three** questions based on **two** different texts, one written pre-1956 and one written post-1956.

Section C: Closed book – the extract needed will be in the exam paper

- A question based on a specified extract from 'The Curious Incident of the Dog in the Night-Time', Mark Haddon, adapted by Simon Stephens.
- Details of the 10-15 minute extract will be released during the first week of March, in the year in which the examination is due to take place.

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**Subject:** English Literature

**Board:** Pearson Edexcel

This course aims to give students the opportunity to appreciate and enjoy the study of different forms of literature by encouraging a deeper awareness and understanding of a variety of texts through close analysis and discussion. The key intellectual skills are an enquiring mind and a willingness to engage in literary debate. The ideal student would enjoy reading all types of prose, novels, plays and poetry; be able to write coherently and enjoy discussing meanings in literature.

The Pearson Edexcel Level 3 Advanced GCE in English Literature consists of three externally examined papers and one coursework component. The qualification requires the study of eight literary texts plus unseen poetry.

**Component 1: Drama** will allow students to study aspects of the form of drama via two plays. The central focus of the drama study is the literary text. Students will need to explore the use of literary and dramatic devices and the shaping of meanings in their chosen plays. Students study a tragedy or comedy drama by Shakespeare and a tragedy or comedy drama by another playwright.

**Component 2: Prose** is where students will study aspects of prose via two thematically linked texts, at least one of which must be pre-1900.

**Component 3: Poetry** will allow students to consider the concerns and choices of modern-day poets in a selection of contemporary poems. Students will apply their knowledge of poetic form, content and meaning, and develop their skills in comparing an unseen poem with an example of studied poetry. Students will also develop depth of knowledge about poetic style by studying a selection from the work of a single named poet, *or* a selection from within a literary period or movement.

**Component 4: Non-examination assessment** will be assessed via two texts. There are no prescribed texts but centres must select complete texts, which may be drawn from poetry, drama, prose or literary non-fiction. The selected texts may be linked by theme, movement, author or period.

For some students, this will be the ideal way to combine elements of the individual Language and Literature A Levels, as it will offer them the opportunity to gain knowledge and understanding of the distinctive character of texts written in the principal genres of fiction, poetry and drama, whilst studying in depth other kinds of writing and communication, thus providing them with a real awareness of the way that literature and language produce and reflect cultural change and difference.

**Subject:** Extended Project Qualification (EPQ)

**Board:** AQA

**Syllabus code:** 7993

The extended project qualification (EPQ) is a qualification which enables students to demonstrate to universities and employers a range of skills including independence, project management, research and critical analysis, and presentation skills.

Students have the opportunity to embark on a largely self-directed project, to study an aspect of one of their courses in greater depth, or to choose a wider topic which is of interest, possibly something which might be useful for a future career. Students will work with a supervisor over the course of Year 12 to guide them at each stage of the project, and will attend taught sessions on aspects of the qualification.

The EPQ provides the opportunity for students to learn how to conduct effective online research, deal with data, review literature, how to construct a piece of academic writing including referencing, ethics and professional codes of practice in research, analysis and presentation of data, how to evaluate sources, ICT and presentation skills, and how to become a reflective learner. These skills are invaluable to students as they enter into higher education/career and beyond.

The EPQ is recognised by universities and gains UCAS points equivalent to an AS level – A\*-E.

### **Course details:**

Students will complete their project over the course of Year 12. The responsibility for managing the project lies with the student, but they will attend weekly taught sessions and regular supervisor meetings will be held to guide students.

### **Assessment details:**

Students decide to produce either a

- 5000-word research based written report,
- performance (e.g. dance/drama/music) or a community project. This will require a shorter 1000 report alongside.
- an artefact (piece of art/product, business venture, computer software). This will require a shorter 1000 report alongside.

The process and end product are both assessed via a production log (diary of progress), and students present their finished product to an audience, as part of the assessment process.

The EPQ is internally assessed by supervisors and the centre co-ordinator, and externally moderated.

**Subject:** Forensic and Criminal Investigation

**Board:** Pearson BTEC Level 3 National Diploma

The Pearson BTEC Level 3 National Diploma in Forensic and Criminal Investigation is equivalent to two A levels and is typically the major qualification in a full two-year study programme. The forensic and criminology sector is diverse and wide-ranging, including, for example, forensic science, forensic and criminal psychology, and forensic criminology. There is a wide range of occupations for graduate entry including forensic laboratories, the police force and the probation service. It is best suited to students who want to progress to higher education in these sectors.

Everyone taking this qualification will study seven mandatory units, covering the following content areas:

- principles and applications of science
- practical scientific procedures and techniques
- science investigation skills
- forensic investigation procedures in practice
- applications of criminology
- criminal investigation procedures in practice
- applications of criminal and forensic psychology.

Students choose six option units from a group, which has been designed to support progression to the range of sector-related courses in higher education, and to link with relevant occupational areas. The option units cover content areas such as:

- physiology of human body systems
- forensic genetics
- environmental forensics
- forensic fire investigation
- practical chemical analysis
- forensic anthropology and archaeology.

This qualification enables students to acquire substantial cross-sector scientific knowledge and practical scientific skills, as well as forensic evidence collection and analysis skills, an appreciation of the application of psychology in forensic profiling and an understanding of the criminal justice system.

In addition to the applied science, forensic science, criminology and criminal and forensic psychology sector-specific content outlined above, the requirements of the qualification will mean the student develops the transferable and higher order skills, which are highly regarded by higher education and employers. For example, the study of applied and forensic science, criminology and criminal and forensic psychology particularly encourages development of skills such as evaluation, analysis and synthesis. These skills are developed through the variety of approaches to teaching and learning enabled by the specification. In particular, the synoptic unit: Applications of Forensic and Criminal Psychology allows students to demonstrate their ability to plan, research, address problems, assimilate data, and draw together and communicate their findings.

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The qualification carries UCAS points and is recognised by higher education providers as meeting the admission requirements to many relevant degree courses, including:

- BSc (Hons) Policing and Criminal Investigation
- BSc (Hons) Forensic Science and Criminal Investigation
- BSc (Hons) Forensic Science
- BSc (Hons) Forensic Psychology
- BSc (Hons) Psychology and Criminology
- BSc (Hons) Forensic Psychology and Criminal Investigation
- BA (Hons) Criminology
- BA (Hons) Criminology and Law. Students should always check the entry requirements for degree programmes at specific higher education providers.

This qualification is supported by the following organisations Higher Education:

Kingston University

Sheffield Hallam University

University of Central Lancashire

University of Chester

University of Huddersfield

University of Portsmouth

University of South Wales University of the West of England

**Subject:** Geography

**Board:** AQA

**Syllabus Code:** A-Level Geography (7037)

A Level geography offers a selection of new, interesting topics not covered at GCSE level, and allows you to go into greater depth in some key elements previously studied. It covers both the physical and human environments and the complex interaction of processes that shape our world. It will also, importantly, show the applied side of the subject - how human intervention affects the environment and how people adapt and mitigate the effects of processes on their environment. Geography gives students the change to apply their wider knowledge to actual issues that are happening in the world today, it provides some context as to why students have developed such complex skills across a range of subjects during their academic lives.

Geography is highly valued by universities as an A Level choice, and combines well with both arts and science subjects. It can be a facilitating subject - that is a subject most likely to be required or preferred for entry to degree courses. Choosing facilitating subjects will keep more options at the university-level; geography opens doors to other degrees such as business and administrative studies, law, engineering and technology, and the other social physical sciences.

### **Component 1: Physical Geography**

**40% of the full A-Level**

External examination at the end of Year 13

Summary of Content:

#### **Section A**

- Water and carbon cycles

#### **Section B**

- Glacial systems and landscapes

#### **Section C**

- Hazards

### **Style of Assessment**

2 hour 30 minute examination. Question types: multiple choice, short answers, extended prose.

### **Component 2: Human Geography**

**40% of the full A-Level**

External examination at the end of Year 13

Summary of Content:

#### **Section A**

- Global systems and global governance

#### **Section B**

- Changing places

#### **Section C**

- Contemporary urban environments

#### **Style of Assessment**

2 hour 30 minute examination. Question types: multiple choice, short answers, extended prose.

### **Component 3: Geographical Investigation**

**20% of the full A-Level**

#### **Style of Assessment**

An independent investigation of 3000 – 4000 words based on fieldwork.



**Subject:**           **Politics**

**Board:**           **Edexcel**

An A Level in Politics is highly prized by employers and universities. Knowledge of how the political system of a country operates and the philosophies that have shaped it are an indispensable part of the general education of anyone, not least since it enables people to properly fulfil their roles as citizens.

Politics exists because people disagree. They disagree about how they should live (moral questions), about who should get what (resource questions) and about who should make decisions (power questions). As an activity, politics is the process through which people with different ideas, values, opinions and interests attempt to find a way of living together within the same society. Politics therefore seeks to establish the general rules under which we live and it is those rules that make orderly existence possible. As such, politics is the most basic and necessary of social activities - without orderly existence, society will degenerate into a civil war of each against all.

Who should study politics, and why? The short answer is that everyone should study politics - all members of society should have a better understanding of the general rules under which they live. For these rules to be effective, as many people as possible should actively participate in making them, upholding them and maybe, changing them. This is what is meant by 'active citizenship'. A healthy society is a society in which many people participate in political activity and do so with insight and understanding.

What makes politics different as an academic subject is its emphasis on debate, discussion and argument. If politics exists because people disagree studying politics must mean studying how, why and when people disagree and taking an interest in these disagreements.

Politics is therefore particularly likely to suit students who:

- have an interest in the world around them — ones who want to know more about the society they live in, how it works and how it could work
- enjoy debate, discussion and argument — ones who are comfortable with the fact that in politics there are no simple 'rights' or 'wrongs'
- like to think for themselves — ones who want to develop their own views, rather than accept the views of others.

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### Politics (Edexcel): 3 components

#### **Component 1: UK Politics**

*Written examination: 2 hours*  
*33½% of the qualification*  
*84 marks*

#### **Content overview**

- Political Participation, students will study:
  - democracy and participation, political parties, electoral systems, voting behaviour and the media.
- Core Political Ideas, students will study:
  - conservatism, liberalism, socialism.

#### **Assessment overview**

##### **Section A: Political Participation**

- One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these. All questions assess AO1, AO2 and AO3.

##### **Section B: Core Political Ideas**

- One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.

#### **Component 2: UK Government**

*Written examination: 2 hours*  
*33½% of the qualification*  
*84 marks*

#### **Content overview**

- UK Government, students will study:
  - the constitution, parliament, Prime Minister and executive, relationships between the branches.
- Non-core political ideas, students will study:
  - one idea from the following: anarchism, ecologism, feminism, multiculturalism, nationalism.

#### **Assessment overview**

##### **Section A: UK Government**

- One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus, one 30-mark question from a choice of two – students must complete one of these. All questions assess AO1, AO2 and AO3.

##### **Section B: Non-core Political Ideas**

- One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.

### **Component 3: Comparative Politics**

*Written examination: 2 hours*

*33½% of the qualification*

*84 marks*

*Students study USA (3A)*

### **Content overview**

For USA (3A), students will study:

- the US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation, comparative theories.

### **Assessment overview**

#### **Section A**

- One 12-mark question from a choice of two, which assess AO1, AO2.

#### **Section B**

- One compulsory 12-mark question focused on theories, which assesses AO1 and AO2.

#### **Section C**

- Two 30-mark questions from a choice of three, which assesses AO1, AO2 and AO3.

**Subject:** Health & Social Care

**Board:** OCR

This qualification provides students with the skills, knowledge and understanding to progress into employment in the Health and Social care sector either through Higher Education, an apprenticeship or directly into work.

Higher Education courses that this qualification might lead to include Nursing, Midwifery, Social Work or Early Childhood Studies. Apprenticeships include Advanced Level apprenticeships in Health and Social Care, Children and Young People's Workforce or Health. Job roles that students could go on to include Health Care Assistant, Care Worker, Nursery Assistant or Social Work Assistant.

The qualification is designed to be taken as part of a study programme alongside one A Level, such as Biology, Sociology, Psychology or Drama. It will provide students with the opportunity to develop the core knowledge, skills and understanding required by the Health and Social Care sector and to develop further skills by completing a wide range of units through a choice of specialist pathways.

It can be taken alongside, for example:

- an A Level in Biology, to enable students to go on to study a BSc (Hons) in Nursing or Midwifery.
- an A Level in Psychology, which could prepare students to study for a BSc (Hons) in Psychology.
- an A Level in Sociology, which could enable students to go on to study for a BA (Hons) in Social Work.

The qualification carries UCAS points and is recognised, and valued, by higher education institutions as contributing to meeting admission requirements to many relevant courses, but it is important to check whether the university offering the courses you want to apply to accept Level 3 Diplomas.

### **The programme**

Students take 12 units from a range of 24 units, made up of **mandatory** and optional units.

### The Units

1. Building positive relationships in health and social care.
2. Equality, diversity and rights in health and social care.
3. Health, safety and security in health and social care.
4. Anatomy and physiology for health and social care.
5. Infection control.
6. Personalisation and a person-centred approach to care.
7. Safeguarding.
8. Creativity and activity for children and young people.
9. Supporting people with learning disabilities.
10. Nutrition for health.
11. Career planning for health and social care.
12. Promote positive behaviour (or Unit 14).
13. Sexual health, reproduction and early development stages.
14. The impact of long-term physiological conditions (or Unit 12).
15. Promoting health and wellbeing.
16. Supporting people with dementia.
17. Supporting people with mental health conditions.
18. Caring for older people.
19. Creativity and activity for adults.
20. Principles of youth work practice.
21. Looked after children and young people.
22. Psychology for health and social care.
23. Sociology for health and social care.
24. Public health

These units provide an understanding of health, social care and childcare within the wider contexts of different environments and settings where care takes place. The units focus on the importance of effective communication in health and social care, the importance of legislation in health and social care and how to deliver a person-centred approach in the care they give. Students also develop communication skills as well as transferable skills such as research, planning and organisation.

### Assessment

The Level 3 Diploma Course is equivalent to two A levels in terms of size. 40% of the course is externally examined and 60% of the course is internally assessed by assignment and moderated by OCR. The assignments provide evidence of achievement of the assessment criteria and evidence can be presented in written, poster, verbal or video format or by the demonstration of a skill in practice supported by a witness statement.

### Externally assessed (examined) units

- Unit 2** Equality, diversity and rights in health and social care  
1 hour 30 minutes written paper 60 marks OCR set and marked
- Unit 3** Health, safety and security in health and social care  
1 hour 30 minutes written paper 60 marks OCR set and marked
- Unit 4** Anatomy and physiology for health and social care  
2 hour written paper 100 marks OCR set and marked
- Unit 6** Personalisation and a person-centred approach to care  
1 hour 30 minutes written paper 60 marks OCR set and marked
- Unit 7** Safeguarding  
1 hour 30 minutes written paper 60 marks OCR set and marked

### Internally assessed units

Written assignments will be used to assess students for the internally assessed units. An assignment has a set of related tasks with a common purpose or work-relevant reason for the student to apply the knowledge, understanding and skills to achieve a unit. It acts as a stimulus to give students the opportunity to generate evidence that meets the grading criteria. Evidence can be provided in a variety of formats – in writing, presentations, role-play and videos of activities and tasks supported by witness statements from an assessor.

### Entry requirements

Students need to be able to show a good standard of written communication skills. Whilst there are no specific entry requirements, we would recommend GCSEs in Science, English and Maths. You also need to be self-motivated and keen to become an independent learner. Working in the health and care sector also requires resilience, compassion, enthusiasm, approachability and trust. For applications to childcare and health and social care related degrees, the student will require a Grade 4 or above in GCSE English and Maths.

### Work experience

It is beneficial for students to undertake work experience in a health, care or childcare setting in order to consolidate their learning and further develop their skills, knowledge and understanding. It is anticipated that some external visits and speakers will be also planned to assist students in their understanding of the application of the theory in to practice situations.

**Subject: History**

**Board: AQA**

**Syllabus Code: 7042**

### **Paper 1; 1C The Tudors: England, 1485-1603**

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

### **Part one: Consolidation of the Tudor Dynasty: England, 1485-1547**

#### **Henry VII, 1485-1509**

- Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty
- Government: councils, parliament, justice, royal finance, domestic policies
- Relationships with Scotland and other foreign powers; securing the succession; marriage alliances
- Society: churchmen, nobles and commoners; regional division; social discontent and rebellions
- Economic development: trade, exploration, prosperity and depression
- Religion; humanism; arts and learning

#### **Henry VIII, 1509-1547**

- Henry VIII: character and aims; addressing Henry VII's legacy
- Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy
- Relationships with Scotland and other foreign powers; securing the succession
- Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion
- Economic development: trade, exploration, prosperity and depression
- Religion: renaissance ideas; reform of the Church; continuity and change by 1547

### **Part two: England: turmoil and triumph, 1547-1603 (A-Level only)**

#### **Instability and consolidation: 'the Mid-Tudor Crisis', 1547-1563 (A-Level only)**

- Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers
- The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought
- Mary I and her ministers; royal authority; problems of succession; relations with foreign powers
- The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought
- Elizabeth I: character and aims; consolidation of power, including the Elizabeth Settlement and relation with foreign powers
- The impact of economic, social and religious developments in the early years of Elizabeth's rule

#### **The triumph of Elizabeth, 1563-1603 (A-Level only)**

- Elizabethan government: court, ministers and parliament; factional rivalries
- Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain
- Society: continuity and change; problems in the regions; social discontent and rebellions
- Economic development: trade, exploration and colonisation; prosperity and depression
- Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music
- The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603

### **Paper 2; 2Q The American Dream: reality and illusion, 1945-1980**

This option provides for a study in depth of the challenges by the USA at home and abroad as it emerged from the Second World War as a Superpower. For many Americans, post-war prosperity realised the 'American dream' but the prosperity was not shared by all and significant problems at home and abroad changed the extent to which the 'American dream' was a reality. It explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states' rights. It also encourages students to reflect on the nature of democracy in a pluralist society, political protest and the power of the media.

#### **Part one: prosperity, inequality and Superpower status, 1945-1963**

##### **Truman and Post-war America, 1945-1952**

- The United States in 1945 and the legacies of the world war: the powers of the presidency; the main political parties; post-war prosperity; religion, ethnic and social division



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- The USA as a Superpower; Truman's character and policies; post-war peace making; the Cold War and 'containment' in Europe and Asia; the response to the rise of Communism in Asia
- Truman and post-war reconstruction: the economy; political divisions and domestic problems; the rise of McCarthyism
- African-Americans in North and South: the impact of the Second World War; campaigns for Civil Rights; the responses of the federal and state authorities

### **Eisenhower: tranquility and crisis, 1952-1960**

- The presidency: Eisenhower's personality and the policies of 'dynamic conservatism'; Nixon as Vice-President; the Republican Party; the end of McCarthyism
- The growth of the American economy in the 1950's and the impact of the 'consumer society'
- The USA and the Cold War: Superpower rivalry and conflict with the USSR; responses to developments in Western and Eastern Europe; reactions to the rise of Communism in Asia; responses to crises in the Middle East
- African-Americans in North and South: the emergence of the Civil Rights Movement; the policies and attitudes to the main political parties; the responses of the state and federal authorities

### **John F Kennedy and the 'New Frontier', 1960-1963**

- The presidential election of 1960 and reasons for Kennedy's victory; the policies and personalities of the Kennedy administration; the ideas behind the 'New Frontier'
- Challenges to American power; the legacy of crises over Berlin and relations with Khrushchev; the challenge of Castro's Cuba; deepening involvement in Vietnam
- African-Americans in North and South: the rise of the Civil
- Rights Movement; the opponents of Civil Rights, including within the Democratic Party; Kennedy's policies in response to the pressures for change
- The United States by 1963: its position as a world power; economic prosperity; the growing pressures for social change from women and youth

### **Part two: Challenges to the American Dream, 1963-1980 (A-Level only)**

#### **The Johnson Presidency, 1963-1968 (A-Level only)**

- Johnson as President: personality and policies; his pursuit of the 'Great Society'; the impact of the Kennedy legacy; economic developments
- Maintaining American world power: escalation of the war in Vietnam; relations between the USA and its Western allies
- African-Americans in North and South: developments in the Civil Rights Movement; Johnson's role in passing Civil Rights legislation; the impact of change including urban riots

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- Social divisions and protest movements: education and youth; feminism; radicalisation of African-Americans; anti-war movements; the role of the media

### **Republican reaction: the Nixon Presidency, 1968-1974 (A-Level only)**

- The Presidential election of 1968 and the reasons for Nixon's victory: divisions within the Democratic Party; the personalities and policies of the Nixon administration
- The restoration of conservative social policies; the reaction to protest movements and forces of social change; economic change and the end of the post-war boom
- The limits of American world power: peace negotiations and the continuation of the war in Vietnam and Cambodia; the influence of Kissinger on US policies towards the USSR, Latin American and China
- The Watergate Affair and its aftermath: the role of Congress; the resignation of the President; Nixon's political legacy

### **The USA after Nixon, 1974-1980 (A-Level only)**

- Ford and Carter as presidents: responses to social divisions; political corruption and the loss of national self-confidence
- The position of the USA as a world power: the final withdrawal from Vietnam; relations with the USSR and China; the response to crises in the Middle East; Iran and Afghanistan
- African-Americans in North and South: the impact of civil rights legislation; change and continuity in the 'New South'
- The USA by 1980: its position as a Superpower; the extent of social and economic change; the reasons for Reagan's victory in the presidential election.

## **Assessment**

### **Breadth Study:**

- Written exam: 2 hours 30 minutes
- Three questions (one compulsory)
- 80 marks
- 40% of A-Level
- Section A Question: Compulsory question linked to historical interpretations (30 marks)
- Section B Question: Two from three essays (2 x 25 marks)

### **Depth Study:**

- Written exam: 2 hours 30 minutes
- Three questions (one compulsory)
- 80 marks
- 40% of A-Level
- Section A Question: Compulsory question linked to primary sources or sources contemporary to the period (30 marks)
- Section B Question: Two from three essays (2 x 25 marks)

### **Historical investigation:**

This is a personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of the Breadth or Depth Study.

- 4500 word limit
- 40 marks
- 20% of A-Level

**Subject:**                **Advanced GCE in Mathematics**

**Board:**                **Edexcel**

**Syllabus Code:**    **9MA0**

### **Aims and objectives**

The aims and objectives of this qualification are to enable students to:

- understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study
- extend their range of mathematical skills and techniques
- understand coherence and progression in mathematics and how different areas of mathematics are connected
- apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematics rationale for these decisions clearly
- reason logically and recognise incorrect reasoning
- generalise mathematically
- construct mathematical proofs
- use their mathematical skills and techniques to solve challenging problems that require them to decide on the solution strategy
- recognise when mathematics can be used to analyse and solve a problem in context
- represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions
- make deductions and inferences and draw conclusions by using mathematical reasoning
- interpret solutions and communicate their interpretation effectively in the context of the problem
- read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding
- read and comprehend articles concerning applications of mathematics and communicate their understanding
- use technology such as calculators and computers effectively and recognise when their use may be inappropriate
- take increasing responsibility for their own learning and the evaluation of their own mathematical development

### Course Content

#### Pure Mathematics

Proof  
Algebra and functions  
Coordinate geometry in the  $(x,y)$  plane  
Sequences and series  
Trigonometry  
Exponentials and logarithms  
Differentiation  
Integration  
Numerical methods  
Vectors

#### Statistics

Statistical sampling  
Data presentation and interpretation  
Probability  
Statistical distributions  
Statistical hypothesis testing

#### Mechanics

Quantities and units in mechanics  
Kinematics  
Forces and Newton's laws  
Moments

#### **Assessment**

A level in Mathematics is taught over two years and assessed by three papers:

- Paper 1: Pure Mathematics 1
- Paper 2: Pure Mathematics 2
- Paper 3: Statistics and Mechanics

Students must complete all assessment in May/June in any single year.

Each paper is:

- 2 hour written examination
- 33.33 % of the qualification
- 100 marks

Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content.

Paper 3 will be in two parts: Part A is Statistics and Part B is Mechanics.

Students must answer all questions. Calculators may be used in all papers.

It is recommended that students have a Casio fx-991EX calculator

**Subject:** Advanced GCSE Further Mathematics

**Board:** Edexcel

**Syllabus Code:** 9FM0

**Aims:**

- To stretch and challenge able mathematicians and prepare them for university courses in mathematics and related quantitative and scientific subjects.

Further Mathematics is an additional A level qualification taken **alongside** A level Mathematics (please see details on the previous pages). It cannot be taken in isolation. A level Further Mathematics comprises two core Pure Maths papers and at least two additional papers, where you choose to specialise in Mechanics, Statistics, Further Pure Mathematics, Decision Mathematics or a combination of these.

The course is suitable for very able mathematicians considering reading Mathematics, Engineering, Physics, Economics or Computer Studies at university, or indeed, anyone who relishes an intellectual challenge.

### Course Content

#### Core Pure Mathematics (Papers 1 and 2)

Proof  
Complex numbers  
Matrices  
Further algebra and functions  
Further calculus  
Further vectors  
Polar coordinates  
Hyperbolic functions  
Differential equations

#### **Additional units**

#### Further Pure Mathematics 1

Further Trigonometry, Further calculus, Further differential equations, Coordinate systems, Further vectors, Further numerical methods, Inequalities.

#### Further Pure Mathematics 2

Groups, Further calculus, Further matrix algebra, Further complex numbers, Number theory, Further sequences and series.

### **Further Statistics 1**

Discrete probability distributions, Poisson and binomial distributions, Geometric and negative binomial distributions, Hypothesis testing, Central Limit Theorem, Chi-Squared Tests, Probability generating functions, Quality of tests.

### **Further Statistics 2**

Linear regression, Continuous probability distributions, Correlation, Combinations of random variables, Estimation, Confidence intervals and tests using a normal distribution, Other Hypothesis Tests and confidence intervals, Confidence intervals and tests using the t-distribution.

### **Further Mechanics 1**

Momentum and impulse, Work energy and power, Elastic strings and elastic energy, Elastic collisions in one-dimension, Elastic collisions in two-dimensions.

### **Further Mechanics 2**

Motion in a circle, Centres of mass of plane figures, Further centres of mass, Further dynamics.

### **Decision Mathematics 1**

Algorithms and graph theory, Algorithms on graphs, Critical path analysis, Linear programming.

### **Decision Mathematics 2**

Transportation problems, Allocation problems, Flows in networks, Dynamic programming, Game theory, Recurrence relations, Decision analysis.

### **Assessment**

The A level in Further Mathematics consists of at least four externally-examined papers. Students may opt to do more than two optional units, in which case their two highest scoring options are taken into consideration. Students must complete all assessments in May/June in any single year.

- Paper 1: Core Pure Mathematics 1
- Paper 2: Core Pure Mathematics 2
- Paper 3: Further Mathematics Option 1
- Paper 4: Further Mathematics Option 2

Each paper is:

- A written examination of 1 hour and 30 minutes
- 25% of the qualification
- 75 marks

Students must answer all questions

Calculators may be used.

## Modern Languages

**Subject:** French

**Board:** AQA

In the A level 2 year qualification, you will be tested on the two topic areas you studied in Year 12, in addition to two more in Year 13, also divided into 3 sub-topic areas each. There is also an independent research project for the oral in Year 13.

### **Year 12 topics:**

Aspects of Target Language society and artistic culture in the target language country.

### **Year 13 topics:**

Multiculturalism in the target language country and aspects of political life in the target language world.

#### **Year 12 Topic 1 : Aspects of French-speaking society**

- The changing nature of family
- The 'cyber-society'
- The place of voluntary work

#### **Year 12 Topic 2 : Artistic culture in the French-speaking world**

- A culture proud of its heritage
- Contemporary francophone music
- Cinema: the 7th art form film or book chosen from prescribed list

#### **Year 13 Topic 1 : Aspects of French-speaking society – current issues**

- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated

#### **Year 13 Topic 2 : Aspects of political life in the French-speaking world**

- Teenagers, the right to vote and political commitment
- Demonstrations, strikes – who holds the power?
- Politics and immigration film or book chosen from prescribed list (If a film in Yr 12, then a book in Yr 13)



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### Assessment A Level

Paper 1: 2½ hours. Listening, Reading and Writing on the 4 topic areas. Translation into English + French. 40% of A Level.

Paper 2: 2 hours. 2 essays on book/film. 30% of A Level.

Paper 3: 21-23 minutes. (5 minute preparation time). Discussion of a sub-topic from one of the 4 areas lasting 5-6 minutes. 2 minute presentation and 8-10 minute discussion of topic of your own choice. 30% of A level.

**Subject:** Music

**Board:** Eduqas

A level music is an exciting exploration of music providing both breadth and depth of study. The three fundamental areas of performance, composition and appraising are developed through critical and creative study.

You will consider A Level Music if you are passionate about listening to and performing music. The course encourages students to consider the historical, social and cultural context of the music that they study. With a range of areas of study from the beginnings of the Symphony, to Berlioz and Liszt's interpretations of the form, the development of Pop and Rock over the 60s, 70s, 80s and 90s, Musical Theatre and 21st Century Music of Sally Beamish and Thomas Ades there is a wealth of musical styles to choose from.

This course is available to all students who have a keen interest in music of all genres and who are able to perform as vocalist or instrumentalist at a high standard. Students who have completed a GCSE course will find this a good foundation for the work covered at A Level, but it is not a pre-requisite. Knowledge of music theory to Grade V standard or equivalent is essential as well as performance skills as a vocalist or instrumentalist of a minimum Grade 6 standard at the beginning of the course.

### Course Content

#### Component 1 Performing Music

Candidates choose either Option A or Option B according to their strength in performance.

Option A is worth 35% of the overall grade awarded.

Perform a solo recital that includes at least 3 different pieces in contrasting styles.

Option B is worth 25% of the overall grade awarded.

Perform a solo recital that includes at least 2 different pieces in contrasting styles.

Assessment: Final recital is examined by a visiting examiner from Eduqas.

#### Component 2 Composing Music

If Candidates have chosen option A for performing, they must also choose Option A for composing.

Option A is worth 25% of the overall grade awarded.

2 compositions between 4-6 minutes mins total

Option B is worth 35% of the overall grade awarded.

3 compositions between 8-10 mins total

Assessment: Coursework externally marked.

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### **Component 3 Appraising Music 40% of overall grade awarded.**

Assessment: Exam 2 hours 15 minutes

Questions will include:

1. Set work analysis with a score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score
4. Comparison questions

AoS A The Development of the Symphony

Set Work: Haydn Symphony No 104

AoS B Rock and Pop

AoS F Into the 21<sup>st</sup> Century

Set Works: Asyla, Movement 3, Ecstasio: Thomas Adès ☞ String Quartet No. 2 (Opus California)

Movements 1 (Boardwalk) and 4 (Natural Bridges): Sally Beamish

**Subject:**           **Physics**

**Board:**           **AQA**

Physics at A-level offers the opportunity to study how things work, from the smallest subatomic particle to the whole universe. It suits those who have enjoyed the study of Physics at GCSE and can be a good choice with subjects such as Mathematics, Chemistry, and Biology. It develops an interest in, and understanding of, the way things work and the ability to analyse problems in a logical and quantitative manner. It is valuable for those thinking of degrees and careers in sciences, engineering, medicine, architecture, management, and law.

### **Suggested Entry**

We suggest at least a 6 in Physics GCSE and a 6 in Maths, or a 6 in Maths and a 6:5 in Combined Science. It is highly recommended that you take Maths A-level if you wish to study Physics A-level.

### **Curriculum**

Content is split into six teaching modules:

- Module 1 – Development of practical skills in physics
- Module 2 – Foundations of physics
- Module 3 – Forces and motion
- Module 4 – Electrons, waves and photons
- Module 5 – Newtonian world and astrophysics
- Module 6 – Particles and medical physics

### **Assessment**

There are three terminal examinations:

Component 01 assesses content from modules 1, 2, 3 and 5. This examination is 2 hours .

Component 02 assesses content from modules 1, 2, 4 and 6. This examination is 2 hours .

Component 03 assesses content from all modules (1 to 6). This examination is 1 hour 30 minutes.

### **Coursework**

There is no formally assessed practical exam. The board has designated a number of experiments that students have to have access to during the course. These practical skills are assessed as part of the written exam papers. You will also be expected to solve numerical problems and to also write up practical work in preparation for theory lessons.

**Subject:** Psychology

**Board:** AQA

**Syllabus code:** 7182

Most people when they hear the word 'psychology' think of mental disorders and crazy abnormal behaviour. BUT – psychologists are not just interested in such behavioural extremes; many are interested in investigating very ordinary, everyday behaviour such as memory, aggression, thinking, obeying others and sleeping, to name just a few research areas.

*So, psychology is 'the scientific study of human behaviour and experience'.*

It aims to describe and explain behaviour which, in turn, allows us to predict and modify behaviour. It is a FANTASTIC subject, because it is about you, me and everyone around us and it tries to explain why we do the things we do!

### Course information

**Paper 1: 2 hours – 96 marks – 33.3% of A Level**

This paper is comprised of four topic areas, equally weighted.

- **Social Influence**

In this topic, students will discover explanations for group behaviour, focusing on aspects such as situational and dispositional factors affecting conformity and obedience, why some people resist social influence, explanations of prosocial behaviour, and how minority influence contributes to social change.

- **Memory (Cognitive Psychology)**

This topic is focused on how memory works, including understanding theoretical models of memory, explanations of forgetting involving state and context, factors affecting accuracy of eyewitness testimony including misleading information and anxiety, and the use of the Cognitive Interview by police officers.

- **Attachment (Developmental Psychology)**

Developmental psychology focuses on relationships between young children and their carers, and the impact of these on social, emotional and intellectual development. This includes cultural variations in attachment, the role of the father, and the impact of maternal deprivation and institutionalisation on attachment.

- **Psychopathology**

Students will learn about the definitions of abnormal behaviour, and the characteristics of three specific disorders: phobias, depression and OCD. Students will discover the biological and psychological explanations for these, and will develop an understanding of therapies such as medication, CBT and systematic desensitisation.

## Curriculum Information for Parents: Sixth Form 2023/2024

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### **Paper 2: 2 hours – 96 marks – 33.3% of A Level**

This paper is comprised of three topic areas, two equally weighted and Research Methods is worth 50% of the paper.

- **Approaches in Psychology**

This topic focuses on the roots of Psychology and its development as a science, focusing on how each approach has furthered our understanding of behaviour (including behaviourism, social learning, cognitive approach, biological approach, psychodynamic theory and humanistic theory), and evaluate the relative contribution of each to our understanding of human behaviour.

- **Biopsychology**

Students will develop an understanding of how the central and peripheral nervous system and the endocrine system influences behaviour, the structure and function of neurons and the process of synaptic transmission, localisation of function and hemispheric lateralisation in the brain including research into the split brain, plasticity and functional recovery of the brain after trauma, ways of studying the brain, and the impact of biological rhythms on behaviour.

- **Research Methods**

This integral topic provides students with an understanding of all aspects of the research process: from design, to understanding and evaluating the different methods used by psychologists. Students will also focus on data handling and analysis, including the use of descriptive statistics, displaying quantitative data, analysis of distributions, and inferential statistical testing.

### **Paper 3: 2 hours – 96 marks – 33.3% of A Level**

This paper is comprised of four topic areas, equally weighted.

- **Issues and Debates**

This topic introduces students to the variety of issues to consider when looking at psychological research including gender and culture bias. Students will also consider the relative contribution of debates such as nature-nurture, reductionism-holism, and determinism-free will in explaining human behaviour.

- **Gender**

Students will learn about the concepts of sex and gender, androgyny, the role of chromosomes and hormones in gender development, atypical sex chromosome patterns, and the impact of social and cultural factors development, including media influences. Students will also develop an understanding of gender dysphoria.

- **Schizophrenia**

This topic focuses on the classification and diagnosis of Schizophrenia, and biological explanations including genetics and neurochemistry. Students will develop an understanding of psychological explanations for Schizophrenia and focus on efficacy of a range of treatments.

- **Aggression**

Students will develop an understanding of neural and hormonal factors involved in aggression, genetic, ethological and evolutionary explanations, and social psychological explanations. The topic also focuses on institutional aggression in the context of prisons, and media influences on aggression.

### **Assessment information**

In May and June of Year 2 students will sit three papers, each 2 hours in length, 96 marks and worth 33.3% of the final A level grade.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
- AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:
  - in a theoretical context
  - in a practical context
  - when handling qualitative data
  - when handling quantitative data.
- AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
  - make judgements and reach conclusions
  - develop and refine practical design and procedures.

### **Important information**

Psychology is a science, and includes significant biological and mathematical elements. This means that it counts as a second A Level science subject if a student wishes to apply to study courses such as Psychology, Neuroscience, or Biomedical Sciences at undergraduate level.



**Subject:**           **Sociology**

**Board:**            **AQA**

### **Overview**

A Level Sociology aims to develop a critical understanding of society by examining the most important institutions within the social structure. Sociology is a stimulating and relevant subject, offering you the opportunity to develop a range of transferable skills. This A level studies how human society develops and changes and how people interact with one another.

The central aim of the A Level in sociology is to examine relationships and inequalities between people and the effects of the social, economic and political influences may have on them.

There are four topics: **Education, Families and Households, Beliefs in Society and Crime and Deviance**

### **Topics:**

#### **Education**

Students are expected to be familiar with sociological explanations of the following content:

- the role and functions of the education system,
- differential educational achievement of social groups
- relationships and processes within schools
- the significance of educational policies

Students must examine methods of research, sources of data, statistics, study the relationship between Sociology and social policy and debate subjectivity, objectivity and value freedom.

#### **Families and Households**

This topic includes the relationship of the family to the social structure and social change, changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, gender roles, domestic labour and power relationships within the family in contemporary society, the nature of childhood, and changes in the status of children in the family and society.

You will also study demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.

### **Beliefs in Society**

Students are expected to be familiar with sociological explanations of ideology, science and religion, including both Christian and non-Christian religious traditions, the relationship between social change and social stability, religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice, the relationship between different social groups and religious/spiritual organisations and the significance of religion and religiosity in the contemporary world.

### **Crime and Deviance**

This topic studies crime, deviance, social order and social control. You will study the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime. You will also look at crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

Within this topic you will cover quantitative and qualitative methods of research; research design, sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics. You will learn about the distinction between primary and secondary data, and between quantitative and qualitative data. We also cover the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts', the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research. This section also covers consensus, conflict, structural and social action theories, the concepts of modernity and post-modernity in relation to sociological theory. We also look at the nature of science and the extent to which Sociology can be regarded as scientific the relationship between theory and methods.

### **Subject: Year 12 and 13 Core RE**

The purpose of Sixth Form General RE is to provide a framework for students to consider how they will use their gifts, talents and education as they move forward into the world. Through the consideration of events like the holocaust and the American Civil Rights movement it invites students to explore the place of religion in the modern world, to confront ethical issues and encounter philosophical concepts.

The following are the General Objectives it is hoped will be achieved through this course and these are in line with our objectives for the teaching of RE throughout the school:

- To promote a knowledge and understanding of Christianity and its relevance to life in the twenty first century.
- To encourage the students to question, reflect, wonder and think deeply about the mystery of life, using their own experiences as well as those of others.
- To assist in the students' spiritual and moral development and so encourage a growth in faith and commitment.
- To help the students develop a meaningful, satisfactory relationship with others of any religion or race, based on love and respect.
- To support the students in their personal search for meaning and to help them develop the skill of articulating their own beliefs.
- To help the students determine their own place in the community and understand the responsibilities this entails.
- To ensure that the students, regardless of ability level, develop, knowing that they are respected and valued as people and knowing that what they say or do matters to other people.
- To help the students develop a positive attitude of enquiry towards religion by experiencing its many facets such as language, worship and festivals.
- To help the students gain knowledge about various aspects of religion, thus preparing them for life in today's multi-cultural society and leading them to a greater understanding of the diversity of the global community.
- To make the schemes of work relevant and interesting to the students, so enabling all students to gain from the course and to recognise their own personal progress.

**Subject: A-Level Religious Studies – Philosophy, Ethics and Development in Christian Thought**

**Board: OCR**

The aims and objectives of this qualification are to enable students to:

- Develop their interest in a rigorous study of religion, belief, thought and the human search for truth.
- Develop knowledge and understanding of the specific disciplines of philosophical, ethical and religious thought.
- Develop knowledge and understanding of the impact of philosophical, ethical and religious thought upon human action and human history.

The course of study involves the study of 3 equally weighted disciplines:

- Philosophy
- Ethics (Moral Philosophy)
- Developments in Christian Thought (Christian Theology)

The course is structured as follows:

- The exam for each of the 3 components will be worth 120 marks and represents 33.3% of the total marks for A Level (1 Philosophy, 1 Ethics & 1 Christian Thought).
- These exams will take the form of externally assessed written papers lasting 2 hours each and testing both knowledge (A01) and evaluation/analytical skills (A02).
- Each paper will contain four essay questions, with the learner choosing three out of the four to answer.
- Questions can target material from any area of the specification. (A link to the specification is included at the end of this document.)

The study of Philosophy involves:

- Developing a knowledge and understanding of the philosophical contributions of the great thinkers of antiquity such as Plato and Aristotle.
- Identifying how the ideas of the great philosophers underpin the legal system, scientific method, reasoning and our understanding of knowledge, as well as how these ideas have shaped human history.
- The consideration of 3000 years of wisdom and discussion that has focused on the big questions such as:
  - Why are we here?
  - Why do people do good if there is no source of goodness?
  - Why is there evil in the world if God is supposed to be good?

The study of Ethics involves:

- Developing knowledge and understanding of normative decision-making systems that are based on logic, reason, instinct and experience.
- How these systems can be used to guide the moral decision making of societies and individuals.
- The study of ethics seeks to establish answers to the following questions:
  - Is right and wrong fixed or is it changeable and essentially made up by people?
  - Is it ok to do something harmful to justify a good outcome?
  - Do humans have any moral responsibility for others?

The study of Christian Theology involves:

- Building a knowledge and understanding of the development of Christian Thinking about how humans come to know God, the nature of human beings, how people are saved from sin (Soteriology) and what happens at the end of life and time (Eschatology).
- We also consider Feminist Theology, Liberation Theology and the nature of Christ (Christology).
- The study of Theology seeks to establish answers to the following questions:
  - Did God create some people to go to hell and others to go to heaven?
  - Are humans capable of doing good without God's help?
  - Is Jesus just a good moral teacher or is he unique in human history because he is God?

Next Steps:

- To gain a better understanding of the sorts of ideas encountered through a study of the subject search for "Kant's Axe Radio 4 Open University" and "the trolley problem Radio 4 Open University on YouTube. A collection of 50 such clips can be accessed by following this link:  
[https://www.youtube.com/watch?v=x\\_uUEaeqFog&list=RDx\\_uUEaeqFog&start\\_radio=1#t=9](https://www.youtube.com/watch?v=x_uUEaeqFog&list=RDx_uUEaeqFog&start_radio=1#t=9)
- The study of A-level RS is great value to those who seek to attend a Russell Group University and to those who wish to pursue a career in Law, Medicine, Accounting, Politics, Management, Journalism and many other fields.
- For an in-depth course overview it is best to visit the webpage of the examination board which may be accessed by performing a "google search" for "OCR A Level Religious Studies - H173, H573 (from 2016)" or by following this link: <http://www.ocr.org.uk/qualifications/as-a-level-gce-religious-studies-h173-h573-from-2016/>