

QEII



Queen Elizabeth II
High School
6th Form Prospectus
2019

Queen Elizabeth II High School

Sixth Form Guide 2019 - 2021

An Introduction from the Head Teacher

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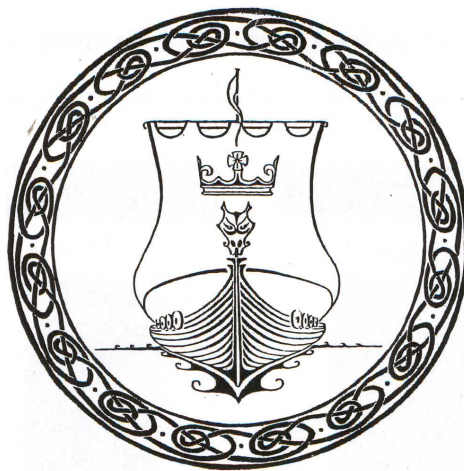
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"I think the school is great, the teachers are committed and passionate"



As an 11-19 School, we are proud of our Sixth Form and we value the contribution our Sixth Formers make to the community. We offer a wide range of Advanced Level Courses and the commitment of teachers, combined with excellent facilities, enables us to maintain very high standards and achieve excellent results. This booklet has been designed to give you the information you need to decide whether the Sixth Form at the Queen Elizabeth II High School is the place for you and if so, what course would be appropriate.

The curriculum is designed to encourage as many students as possible, who have achieved Level 2 qualifications, to continue their education at Level 3. Please note that A Levels are changing and the new specifications are more demanding, in many cases removing the AS Level so that the final grade is based entirely on the final examinations at the end of two years. This means we have changed the entry criteria for some subjects.

Our consortium links with Ramsey Grammar School (RGS) and Castle Rushen High School (CRHS) are now well established and we are building on the success of this collaboration. This protects minority subjects such as Music and French and widens choice. There may be some travel involved but it does not impact on the other A Level choices. Subjects which will be jointly offered are indicated in the subject specific information. There may also be the opportunity to study a subject at one of the other schools to resolve a clash if two subjects you want to study are in the same option column here. We are also extending links with the University College Isle of Man (UCM) so that students may study a Level 3 course there in conjunction with two or more A Levels here.

We realise that, as students reach the end of their compulsory education, important decisions about the future need to be made. Our links with other schools and the UCM can enable students to take the subject combination most suited to their needs. The actual option blocks for Year 12 will be determined to create a 'best fit' for student preferences within staff and resource constraints. If the School does not offer the required choice, then we will always assist students in finding an appropriate course for their needs elsewhere. Equally, we welcome students from other schools.

The Sixth Form has far more to offer than just academic qualifications. It provides an opportunity for students to take more responsibility for their own learning and lives than is possible or desirable lower down the School. They will have the opportunity to contribute to the community that, for many, has been their second home for the past five years. All Sixth Formers act as prefects and are expected to lead by example, setting the highest standards.

Many of the new specifications are still being finalised so further information will be available at the 14-19 Evening on Thursday 7th March and we invite you to attend the evening to speak to teachers and find out more. If you have any further queries about these courses or life in the Sixth Form, please do not hesitate to contact Mr Slack, the Director of Key Stage 5, at the School.

A handwritten signature in black ink, appearing to read 'S Moore'.

S Moore

Head Teacher

"...the quality of teachers and the set-up we have here is strong"

Admission to the Sixth Form at Queen Elizabeth II High School:

Entry to the Sixth Form at Queen Elizabeth II High School is based on a series of criteria (or thresholds) that students may achieve in Year 11. These thresholds are laid out in the following Admissions Policy. Students in Year 11 at Queen Elizabeth II High School will need to apply formally for a place in the Sixth Form once they have received their Level 2 results. All students seeking entry to the Sixth Form will be interviewed by a member of the Senior Leadership Team in order to assess their suitability for study at this level. Senior staff will discuss subject choices and offer guidance during the enrolment process.

The school welcomes students from outside Queen Elizabeth II High School into Year 12. Entry requirements for courses are the same as those for internal applicants.

All students entering Queen Elizabeth II High School Sixth Form will be expected to read and sign the Sixth Form Agreement, which outlines the commitment required to be successful in Post 16 study. In addition, Sixth Form students must recognise that they are part of a large community and have a responsibility to abide by our dress code and conduct themselves in a manner that supports the School ethos.

Entry requirements for Advanced Level Courses

The criteria laid out in this Admissions Policy are in place to ensure that students only start courses in which they are likely to be successful. Staff will always work with students to ensure that they have the best chance of reaching their potential; and their professional experience must guide the decisions made regarding the curriculum package for each individual. Individual subjects may have their own entry criteria, which students are required to make themselves aware of when considering the subjects that they wish to take.

Entry Requirements for Advanced Level Courses operate at two levels:

1. Thresholds based upon the number and type of Level 2 courses achieved
2. Subject specific criteria

Thresholds based upon the number and type of Level 2 course results:

Candidates' Level 2 results will be translated into an average point score (APS) as outlined below to provide guidance on the best pathway to success for our students.

Each of a student's top 8 Level 2 results will be given a score as follows:

A*	A	B	C	D	E
58	52	46	40	34	28

These scores are then added together and an average taken (divided by 8) to give the students APS. This APS will then be used at interview to make sure the best combination of courses are selected.

4 A-level pathway 45+

3 A-level pathway 40-45

A-level/Vocational Mixed pathway 35-40

Subject specific criteria are explained in the information for those subjects.

Students may be able to study an A Level subject which they did not take at Level 2, if they meet all other entry criteria and gain the approval of the Head of that subject.

Where students have studied a subject at Level 2, they will usually have achieved at least grade C at Level 2 in any subject they intend to study at A Level. For some subjects, the requirement is a grade B.

GCSE Re-Takes:

Students studying Advanced Level Courses who achieved GCSE grade D in Mathematics, English Language or Science will be expected to re-take these subjects during Year 12.

Special Consideration:

A student may be able to claim special consideration if a medical condition exists (supported by a doctor's note) that has significantly influenced Level 2 results in comparison to the predicted outcomes. Such cases will be considered on their individual merits by the Director of KS5 and Head Teacher.

General Criteria

- Students with 5 grades A*-C or above at Level 2 will be eligible to enrol to study in the Sixth Form
- Students with lower than 5 Grade C's will be judged on an individual basis and their average point scores (APS) could make them eligible for an offer
- Students may be able to study any subject they have not previously studied at Level 2 if they meet all specific criteria and gain subject head approval

Recommended Courses Make-up

4 A-levels	3 A-levels	Vocational
Average point score 45-50+	Average point score 40-45	Average point score 35-40

Subject specific criteria

Subject	Requirements
English Language	IGCSE English Language at grade B or above
English Literature	IGCSE English Literature at grade B and English Language at grade B or above
French/German	Grade B or above in higher speaking, listening, writing and reading papers at GCSE
Mathematics	Grade B or above on higher paper at GCSE
Biology, Chemistry, Physics	IGCSE grades BB in Coordinated Science or grade B in separates Biology, Chemistry or Physics respectively
Psychology	Grade B or above in IGCSE Science or Maths with Grade C or above in the other

Academic Enrichment options	Requirements
Further Maths	Students should have obtained A* at GCSE and be looking to pursue relevant further study
EPQ	Students must have good organisational, self motivational and time management skills and have an area of interest they wish to pursue further which may not be accounted for within their subject areas.



In the Sixth Form at Queen Elizabeth II High School academic learning is our priority. Our students have a strong record of excellent results. Below are some key facts that allow this to happen:

- Over 30 subjects offered at A Level
- Professional, experienced A Level specific teaching staff
- Regular tracking and monitoring of progress
- Dedicated, experienced and supportive Tutor Team
- Supervised Reading and Research lessons for Year 12 students
- Independent study time for Year 13 students
- Support and guidance on UCAS, UCM and employment applications
- In house support and guidance sessions from the careers service
- Dedicated Sixth Form centre with a lecture theatre, private study rooms, ICT facilities, kitchen and well equipped common room

All students wishing to enrol for Sixth Form are expected to attend an interview with a member of the Senior Leadership Team. Interviews will take place on the morning of Friday 23rd August 2019; please ensure you book an appointment and collect your enrolment pack when you collect your results on Thursday 22nd August 2019.

"I never would have thought about going anywhere else, I am glad I did my course here as it is a great community!"



The time you spend at Queen Elizabeth II High School will be exciting and full of opportunities that will allow you to involve yourself fully with the school community. This will help you to develop your personal profile for future career and undergraduate applications. You will be encouraged to engage with a wide range of extra curricular activities including:

- Sports Clubs and Teams
- Duke of Edinburgh Award Scheme
- Charity Challenge
- Junior Achievement
- Befriending
- Sixth Form Challenge
- Extended Project Qualification (EPQ)
- KS3/4 Mentoring
- Academic Volunteering
- Music Events
- Drama Productions
- Off-Island visits (including University trip and field trips)
- Prefect status
- Talks from visiting speakers and lecturers
- Other extra-curricular clubs and activities

” A wealth of great opportunities to be involved with helping the School to become a safer, happier and more fulfilling place”

One World Centre Isle of Man

...because no-one is an island.



Overview

The One World Charity Challenge gives Year 12 students the opportunity to speak out for people living in the developing world. Through researching the work of a charity working overseas and actively participating in fundraising and promotion, you will gain a greater understanding of the developing world and raise money for your charity at the same time.

What does it involve?

- Initially, working in teams of four to six, you are challenged to research a selection of Manx registered or endorsed charities
- You will then chose a charity to fully support and research in more detail as a team
- You will have to contact the charity and work along side them to fundraise and promote your chosen charity on a local level
- Finally, you will create a multi-media presentation about your charity and compete in your schools final
- School finals winners will then be invited to compete in the national final

This is a creative initiative, which is great fun and provides real benefit to people in the developing world. It is also a great opportunity to work as part of a team and develop your research, organisational, communication and presentation skills before leaving school. In addition to this all entrants will directly earn funds for their chosen charity from the H&S Davidson Trust, with over £100,000 being donated to date.



our
developing
world



"I appreciate being trusted and treated like an adult. The teachers offer one-on-one help and advice in their spare time."

Junior Achievement Company Programme



Overview

The 'Company Programme' enables participants to find out what it is like to set up and run a business. Young people form a student company comprising of a maximum of six team members. They make all the decisions about their business from deciding on the company name and product to creating a business plan.

What does it involve?

- Creativity workshop introduction day, including a team challenge in which students brand a product and develop a strapline for marketing
- Opportunity to attend 'Global Entrepreneur Day', providing students with the chance to learn from other successful young entrepreneurs
- Designated weekly mentor meetings with an expert volunteer from a local business and time set aside to work on your project
- Dragons' Den event presentation and pitch to members of the business community
- National Competition to decide the winner of the Company Programme. The winning team has the opportunity to participate in the European finals

This Global Award Winning initiative gives students the opportunity to build their confidence in working with members of the business community as well as intrinsically building communication, team working, resilience and initiative. It allows students to put some of their academic knowledge into a practical real world application and previous students have left with fond memories of the experience and a great platform from which to launch further studies and careers.



"Junior Achievement has been a great experience it gives a true insight into how it would be to run your own business. It also allows you to work in a different environment with different people".
Dekks/Huo



"Sixth Form is my stepping stone to a University career. I know that my teachers will get me the grades I require."

Befriending community project



Overview

Befriending is an opportunity for a small group of students to get involved in the local community. It is run in association with the Western Live at Home Scheme, which offers a range of services all designed to foster independence and relieve loneliness and social isolation.

What does it involve?

- Initially you will research the charity and what it means to be a befriender
- You will gain training into how to deal with vulnerable people
- You will complete a police background check and relevant safeguarding training
- You will plan, organise and run a fundraising or information challenge for the charity
- Finally, as a volunteer you will visit an older person in their local community for a cup of tea and a chat, a listening ear, time and friendship and put all of your prior learning into practice

The community project aims to build bridges between generations whilst providing participants with valuable life skills and experiences. This would be most relevant to students considering a career in a caring profession, i.e. nursing and medicine. Applicants will be expected to provide evidence of why they deserve a place and what they would bring to this project.

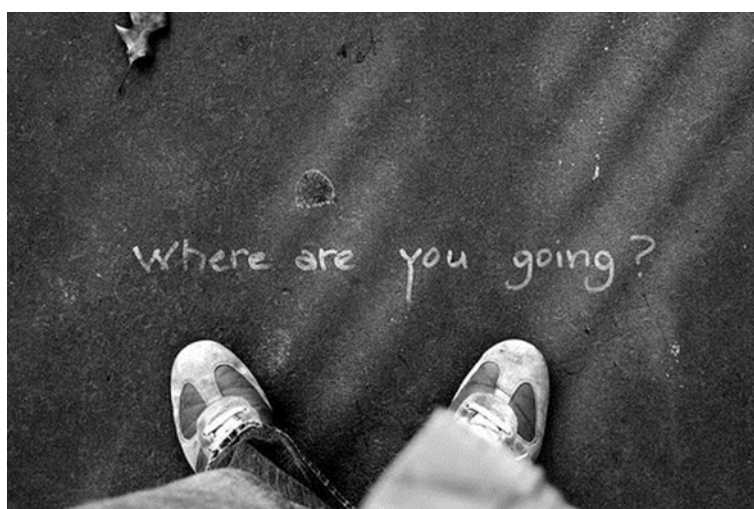


"The support given and community spirit is excellent."



For the majority of our students, a two-year A Level course is just the beginning. It will prepare you for undergraduate or professional course qualifications, expand your career opportunities and help you to realise your full potential. Students who have studied at Queen Elizabeth II High School have gone on to pursue a wide range of pathways including:

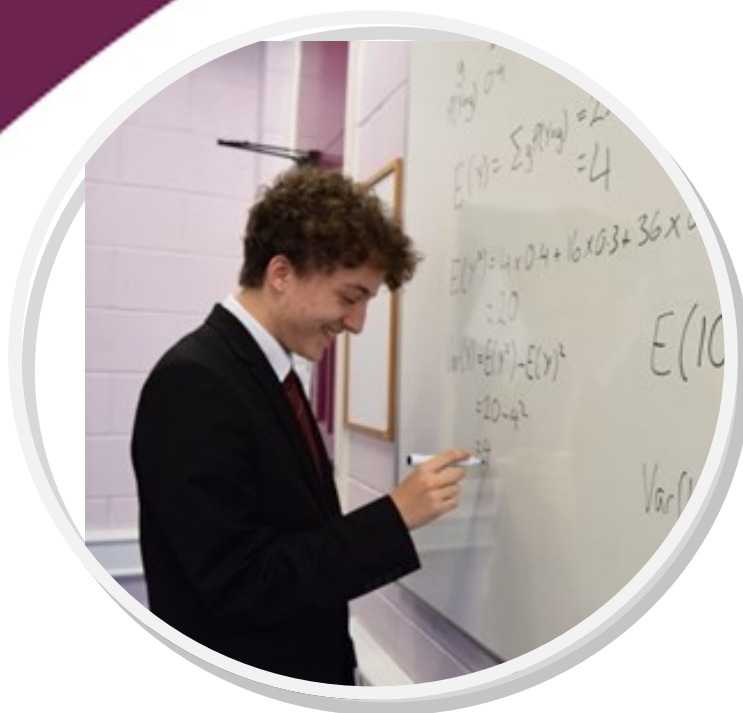
- University Undergraduate courses in the UK, America, Australia and Europe
- Undergraduate study at the UCM
- Art and Design Foundation Course study at the UCM
- Apprenticeships and vocational qualifications with local employers
- Training contracts within the Financial Sector
- Employment – both direct and school leavers schemes with various companies
- Gap Year Travel and voluntary work



"A friendly atmosphere great for studying and building experiences"

Subject Profiles

Agriculture
Applied Science
Art & Design
Art—Textiles Design
Biology
Chemistry
Computer Science
Design & Technology
Economics
Engineering (UCM)
English Language
English Literature
Enterprise
Extended Project Qualification (EPQ)
Food Science & Nutrition
French
Geography
German
Health & Social Care
History
Information Technology
Manx
Mathematics
Music
Performing Arts (Dance)
Performing Arts (Drama)
Physical Education
Physics
Psychology
Religious Studies
Sociology



“The best thing about Sixth Form at QEII is the time teachers have for you. They are always willing to answer questions, discuss ideas with you and challenge your thought processes to help you get the best grades possible”

What do I need to know or be able to do before taking this course?

The BTEC National Award for Agriculture is equivalent to one GCE A Level. It has been developed to provide entry and progression into and within the animal and plant production and land management industries that fall within the environmental and land-based sector. Students studying Agriculture will focus on the theory, as well as gaining practical experience with crops production, livestock and habitat management. You do not necessarily need to have any agricultural experience however you should have a GCSE in Science, be enthusiastic, committed to completing both the theory and practical tasks, and be able to work with other students as well as various people within the industry.

What will I learn on this BTEC course?

Students studying Agriculture will focus on the theory as well as gaining practical experience with crops, livestock and habitat management. You will develop various practical skills ranging from preparing soil and cultivating crops, to helping with lambing and farrowing, building and maintaining fencing, building wildlife boxes and maintaining habitats.

You will also develop your organisational skills as these are essential to ensuring you submit high quality assignments that have not been rushed.

What kind of student is this course suitable for?

This course is definitely suited to anybody who has or is seeking agricultural experience, while still combining it with other studies. BTEC Agriculture is also particularly suited to students who enjoy a challenge and aren't afraid to try something new. Students who wish to go on to a horticultural or animal care career would also benefit this course.

What examinations will I have to take to get my qualification?

The BTEC is a coursework only subject; there are no exams involved. This does, however, mean that you will need to spend a vast amount of time completing work to a high standard. You will be continually assessed throughout the course. Assignments set are written and practical in nature.

Subsidiary Diploma (One A Level equivalent)

This course requires a student to complete 8 units over a 2-year period. This is made up from a variety of 5 and 10 credit units which will total 30 credits in each year.

The course is designed to be adaptable to your interests, abilities and aspirations: it consists of two compulsory core units, plus three units from a range of specialist units in Year 12, then one compulsory unit and two other units in Year 13 (These provide a total of 360-guided learning hours). Using pass, merit and distinction criteria, each of which carries a points weighting, assesses the course. At the end of the two-year course the points are added up. For those going to university, the points are then converted into UCAS points. You can also convert the points into A Level equivalent grades.

Skills developed:

- Independence
- Desire to try new things
- Not be afraid of some muck/"farm" smells
- Administrative/organisational skills
- Teamwork

Likely next step opportunities:

- Higher Education for degree courses in Agriculture, Horticulture, Livestock Husbandry or using the points for other subjects
- Specialist vocational courses

Assessment summary:

Internal assessment throughout duration of the course.
Portfolio work for each Unit.

What do I need to know or be able to do before taking this course?

Recommended prior level of attainment in Science.
A GCSE Science qualification at grade C or above.

Subject title: Extended Certificate Applied Science

The Pearson BTEC Level 3 Extended Certificate Applied Science is intended as an Applied General qualification for Post-16 students who want to continue their education through applied learning and who aim to progress to higher education and/or employment. The qualification is equivalent in points to an A Level and aims to give a basic introduction to the study of Applied Science.

Students who wish to take this qualification will have successfully completed a Level 2 study programme with GCSEs or BTEC. It is normally taken alongside other Level 3 qualifications (A Levels or Level 3 BTEC).



What will I learn on this course?

- Unit 1. Principles and Applications of Science I. (Exam)
- Unit 2. Practical Scientific Procedures and Techniques (Internally assessed)
- Unit 3. Science Investigation Skills (Externally assessed task)
- Unit 4. Optional unit (Internally assessed)

What kind of student is this course suitable for?

The BTEC Level 3 Extended Certificate in Applied Science at Castle Rushen High School is ideal for students who wish to continue studying Science but do not wish to specialise in a single A Level subject. Or for students who have passed Level 2 BTEC and wish to continue their Science education that may lead to further study or a career in a Science related field. BTEC Nationals offer students modern, work-related qualifications which open the door to higher education and a career because they:



- develop independent research
- are each designed with a clear purpose to support defined progression routes into higher education or employment
- build high-level skills such as teamwork, creative thinking and presentation skills



Additional Learning

It is possible with the addition of 2 other internally assessed units that this qualification can be converted to a Foundation Diploma which is equivalent to 1.5 A Levels. Work for these units will need to be completed in the students own time e.g. in private study lessons or at home.

For further information, please see Mrs Holmes at Castle Rushen High School.

What do I need to know or be able to do before taking this course?

Students will have a good level of ability within the subject and a strong GCSE in Art & Design. A key part of the course is the ability to record observations in a variety of media. To assist with the development of observational drawing skills, the UCM runs a series of Life-drawing classes specifically aimed at A Level Art students. The impact these sessions have on the standard of students' drawing ability and final A Level grade is significant, therefore these sessions will be compulsory for any student who wishes to take A Level Art & Design at Queen Elizabeth II High School.

What will I learn on this A Level course?

Students will follow the unendorsed course, which will build on knowledge, skills and understanding developed at GCSE.

- In year one students will be introduced to a variety of experiences employing a range of media, processes and techniques appropriate to the chosen area of study
- In year two students are required to build upon the knowledge, understanding and skills gained in year one with greater depth of study

What kind of student is this course suitable for?

A Level Art & Design is a demanding yet exciting and rewarding course. Successful students need to be highly motivated and capable of working independently, to tight deadlines.

What examinations will I have to take to get my qualification?

A Level	A Level
<p>Unit 1: Drawing and Exploration Portfolio</p> <ul style="list-style-type: none"> • Portfolio of materials which exemplify work explored and experiments undertaken • Best practice examples to be submitted for marking as part of the Coursework module in year 2 • Marked as a whole • Internally marked 	<p>Unit 3: Personal Investigation - Coursework</p> <ul style="list-style-type: none"> • 60% of overall mark • Personal investigation based on ideas, issue, concept or theme • Supported by 1000-3000 words • Marked as a whole • Internally marked and moderated by AQA
<p>Unit 2: Development and skills based portfolio</p> <ul style="list-style-type: none"> • Best practice examples to be submitted for marking as part of the Coursework module in year 2 • Marked as a whole • Internally marked 	<p>Unit 4: Externally-Set Assignment</p> <ul style="list-style-type: none"> • 40% of overall mark • Assignment issued to students on 1st February • Supervised time fifteen hours • Marked as a whole • Internally marked and moderated by AQA

Why choose Art & Design?

The course lays an appropriate foundation for further study of Art & Design or related subjects in Higher Education. In addition it is suitable for the diverse range of students who wish to develop their interest in and enjoyment of Art & Design, fostering its value for lifelong learning.

What can I do after I have completed the course?

The world we now live in is dominated by visual images: TV, newspapers, magazines, internet and video games are all around us. New technologies are constantly evolving and the demand in all areas of industry for individuals with a high level of creativity is vast and growing rapidly. Many students who finish the A Level in Art & Design choose to take the subject further. Many attend the UCM to complete the Art & Design Foundation Course before going on to University to study a wide range of Art related courses. Others go straight to University to study subjects such as Architecture, Media or Product Design. Those students who decide not to take the subject any further are still able to apply the skills and knowledge they have developed throughout the course to a wide range of careers.

Art fosters many skills beyond the purely visual. Students who study it are more likely to be dynamic in their approach to problem solving and finding solutions to a whole range of issues. They are used to organising their time, working independently and taking the initiative. They learn to spot and exploit the potential in many situations. All of which are highly prized attributes by Universities and employers.

Other Information

Resources for a course of this nature are extensive and whilst the Art Department expects to meet the majority of students' material needs, there is a £15 charge at the beginning of Year 12 and again at Year 13 to contribute to the wide range of materials that students will use. There may still be occasions when students need to supply materials the department does not stock.

Next Steps!

If you have any questions regarding the course, please feel free to speak to any of the Art Department staff. They will be able to offer help and guidance on any issues or concerns you may have.

Further information regarding the course can be found in the Art Department A Level handbook. Please ask for a copy.

What do I need to know or be able to do before taking this course?

Design and Technology provides opportunities for students to develop their capability, combining their designing and making skills with knowledge and understanding. It inspires students to be creative and innovative problem solvers.

What will I learn on this A Level course?

This exciting and creative course is a must for anyone who is interested in creative and dynamic design and fashion industries. In Year 12 you have plenty of opportunity to develop a range of design and practical techniques that include; textile construction, printing, fashion, illustration, fabric manipulation and fine art textiles. In Year 13 students choose their own area of textiles to study and explore this through a practical and contextual project. Students are expected to work independently and present a personal investigation. The second component is an externally set assignment over 16 weeks to research and present a final constructed outcome.

What kind of student is this course suitable for?

The course is suitable for anyone with a keen interest in fashion and design or you might want to add a creative and practical element to your Sixth Form studies.

What examinations will I have to take to get my qualification?

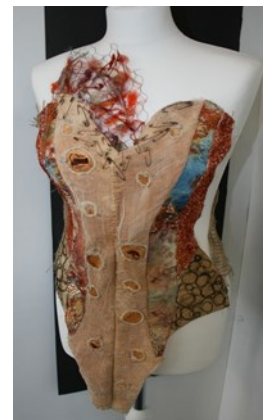
This is an A Level course. There is a coursework unit and an exam in Year 13. You are expected to take the full course.

What can I do after I complete the course?

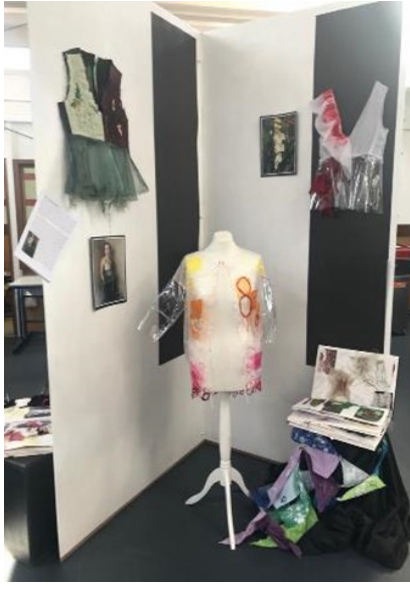
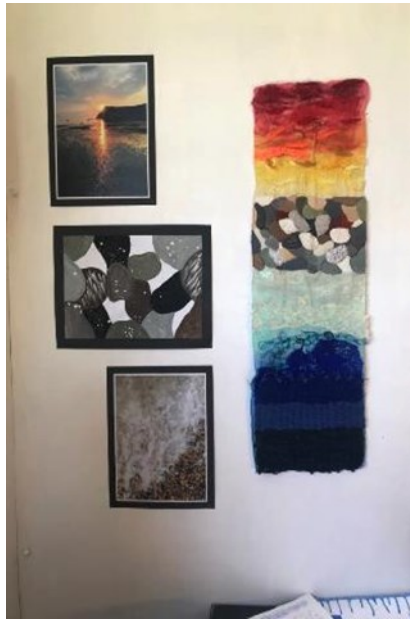
Students are well equipped for undergraduate studies in textiles, fashion or design. The course is also suitable for many career pathways including: fashion, illustration, interior design and journalism. You will also develop a range of transferable skills that you can apply to further study in any area or employment.

“Fashion is very important. It is life-enhancing and, like everything else that gives pleasure, it is worth doing well”(Vivienne Westwood, Fashion Designer)

“The joy of dressing is an art” (John Galliano, Fashion Designer and Creative Director)



Continued



What do I need to know or be able to do before taking this course?

Most students will have studied Co-ordinated Science IGCSE before taking this course but having studied a separate IGCSE in Biology will be an additional benefit when studying Biology to Advanced Level. It is recommended that you have achieved at least a grade B in IGCSE Biology or Co-ordinated Science. The course is intensive and requires extensive outside study to gain the top grades regardless of ability level, as do all A Levels.

What will I learn on this A Level course?

The course builds on concepts and skills that have been developed in the IGCSE science specifications. See below for the title of the modules.

Students will also develop their investigative and practical skills and be able to apply their understanding of how science works.

What kind of student is this course suitable for?

Students wishing to follow degrees and careers in Medicine, Veterinary Science, Dentistry, Genetics, Environmental Biology, Cell Biology, Biochemistry, Zoology, Nursing, Biomedical Sciences, Forensic Science, Oceanography, Marine Biology, Physiotherapy, Botany, Conservation, Agricultural Studies, teaching and also other managerial based professions. Strong language skills are more important than mathematical ability though both will be needed to succeed in the course.

What subjects go well with Biology?

Chemistry, Maths, Geography, Psychology, PE.

What examinations will I have to take to get my qualification?

The three exams for A Level Biology are taken at the end of Year 13 and are as follows:

A Level Biology A					
ASSESSMENT OVERVIEW					
Paper			Marks	Duration	Weighting
Paper 1	Biological processes		100	2 hr 15 min	37%
	Section A	Multiple choice	15		
	Section B	Structured questions and extended response questions covering theory and practical skills	85		
Paper 2	Biological diversity		100	2 hr 15 min	37%
	Section A	Multiple choice	15		
	Section B	Structured questions and extended response questions covering theory and practical skills	85		
Paper 3	Unified biology		70	1 hr 30 min	26%
	Structured questions and extended response questions covering theory and practical skills		70		



Module 1: Practical skills

Module 2: Foundations in Biology (cells and biological molecules)

Module 3: Exchange and transport

Module 4: Biodiversity, evolution and disease

Module 5: Communication, homeostasis and energy

Module 6: Genetics, evolution and ecosystems

A 'Practical Endorsement' (pass or fail) is reported separately from the final grade.

Students leaving the course after completing Units 1-4 in Year 12 may take two exam papers and gain an AS Level in Biology.

What do I need to know or be able to do before taking this course?

It is recommended that you have achieved at least a grade B in IGCSE Chemistry or Co-ordinated Science.

What will I learn on this A Level course?

- Better explanations of the bonding and reactivity of different elements
- How to produce a wide variety of different types of chemicals including pharmaceutical drugs such as aspirin
- How and why Chemical reactions take place
- How to identify an unknown chemical by using different analytical techniques
- The impact of Chemical reactions on the environment

What kind of student is this course suitable for?

This course will appeal to students who:

- Wish to pursue a career in Medicine, Dentistry, Pharmacy and many related fields
- Are interested in what materials are and how they are made, including innovative new materials being developed to improve technology and treat medical conditions
- Enjoy a practical subject
- Want to keep their options open; Chemistry can be combined with a wide range of subjects and is highly valued for the skills you will acquire

What subjects go well with Chemistry?

Physics, Biology, Maths or Geography

What examinations will I have to take to get my qualification?

ASSESSMENT OVERVIEW					
Paper			Marks	Duration	Weighting
Paper 1	Periodic table, elements and physical chemistry		100	2 hr 15 mins	37%
	Section A	Multiple choice	15		
	Section B	Structured questions and extended response questions covering theory and practical skills	85		
Paper 2	Synthesis and analytical techniques		100	2 hr 15 mins	37%
	Section A	Multiple choice	15		
	Section B	Structured questions and extended response questions covering theory and practical skills	85		
Paper 3	Unified chemistry		70	1 hr 30 mins	26%
	Structured questions and extended response questions covering theory and practical skills		70		

A 'Practical Endorsement' (pass or fail) is reported separately from the final grade.

Students who may wish to leave the course after completing Units 1-5 in Year 12 may take two exam papers and gain an AS Level in Chemistry.

What do I need to know or be able to do before taking this course?

You do not need to have studied Computer Science to do A Level Computer Science however you should have **at least** a grade C in GCSE Mathematics (preferably higher).

This course will include learning to program using the language C# which will require much practice beyond the set homework tasks, so students should have a keen interest and be prepared to commit themselves to their studies.

What will I learn on this A Level course?

The A Level in Computer Science should encourage students:

- To develop the capacity for thinking analytically, logically and critically
- To build an understanding of computer systems including software, hardware, data and communications
- To develop the ability to apply skills, knowledge and understanding of computing, including programming, in a range of contexts to solve problems
- To show project and time management skills
- To understand the consequences of the use of computers including social, legal, ethical and other issues
- To be aware of emerging technologies and appreciate their impact on society

What kind of student is this course suitable for?

A Level Computer Science is suitable for students who want to work in the IT/Computing industry, to go on to University to take a computer related course or just know more about how the computer works and how to program it.

Scientists, architects and animators are all careers that benefit from having a grounding in Computer Science.

What examinations will I have to take to get my qualification?

Scheme of Assessment

Paper	Unit	A Level %	Assessment
1	The fundamentals programming, data structures and algorithms along with the theory of computation.	40%	2 1/2 Hour On-Screen Examination
2	The fundamentals of data representations; computer systems; the computer's organisation and its architecture; communication and networking; databases and Big Data; functional programming and the consequences of computing	40%	2 1/2 Hour Written Examination
3	Using a systematic approach to problem solving students will have to complete a practical project.	20%	Coursework 75 Marks

Where can I find out more?

Full details of the specification can be found on AQA's web site: www.aqa.org.uk

What do I need to know or be able to do before taking this course?

You should have studied a Design and Technology subject to GCSE level. Have an interest in design and modern day product developments. To have an ability to work with materials.

What will I learn on this A Level course?

- Knowledge and understanding of the world of designing and making
- Technological capability by the making of quality products
- An awareness of industrial processes and manufacturing techniques that underpin the manufacture of products
- An awareness of the responsibilities of designers and technologists to mankind through an increasing knowledge of the potentials and hazards inherent in technological advance, change and decision making

What kind of student is this course suitable for?

- One who wishes to pursue a career in Design and Manufacture including Manufacturing and Design Engineering, Civil Engineering, Structural Engineering, Architecture, Product Design and many more
- One who wishes to further their GCSE course
- One who enjoys the subject
- One who wants to widen their options

What examinations will I have to take to get my qualification?AS 2603

Unit 1: Written Paper	2hrs	80 marks 50% (20% of A Level)
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- Technical principles
- Designing and making principles
- Ability to analyse and evaluate design decisions and wider issues in design and technology

Unit 2: Design and Make Task	40hrs	80 marks 50% (20% of A Level)
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- Identify, investigate and outline design possibilities
- Design and make prototypes
- Analyse and evaluate design decisions and wider issues in design and technology

The design and make task will be based within the same endorsed area as the written examination.

A Level 1603

Unit 3: Written Paper	2hrs	100 marks (30%)
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- Technical principles
- Designing and making principles
- Ability to analyse and evaluate design decisions and wider issues in design and technology

Unit 4: Design and Make project	60hrs approx.	100 marks (30%)
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- Identify, investigate and outline design possibilities
- Design and make prototypes
- Analyse and evaluate design decisions and wider issues in design and technology

The design and make task will be based within the same endorsed area as the written examination.

Coursework / Specific arrangements / Other requirements

This is best viewed as a two year course, the first year (AS) is based on developing students' skills and knowledge obtained at GCSE. Students are expected to have a good understanding of basic materials, construction techniques, communication skills and design awareness.

What can I do after I have completed the course?

University based courses which are practical or design based – such as Engineering, Product Design, etc. Work in design based industries. This course provides a wide base foundation of knowledge from which students can progress onto many other careers.

What do I need to know or be able to do before taking this course?

Students do not need to have studied Business, Enterprise or Economics previously. Students will normally have attained at least a B grade in English and Mathematics OR Business Enterprise prior to the start of the course. Economics concerns the allocation of a society's scarce resources amongst the many alternative uses to which they could be put. In Economics students learn about the forces which affect the economy, such as employment, prices and international trade.



What kind of student is this course suitable for?

It is important that students have an interest in economic affairs and a desire to explore how this contributes to the modern world.

What will I learn on this A Level course?

Key Topics: Price Determination, Labour Market, Distribution of Income & Wealth, Market Failure, Financial Markets, Globalisation, Trade, Exchange Rates.

What examinations will I have to take to get my qualification?

Paper 1: Markets and market failure	+	Paper 2: National and international economy	+	Paper 3: Economic principles and issues
What's assessed		What's assessed		What's assessed
Content 1 – 8 above		Content 9 – 14 above		All content 1 – 14 above
Assessed		Assessed		Assessed
<ul style="list-style-type: none"> written exam: 2 hours 80 marks 33.3% of A-level 		<ul style="list-style-type: none"> written exam 2 hours 80 marks 33.3% of A-level 		<ul style="list-style-type: none"> written exam: 2 hours 80 marks 33.3% of A-level
Questions		Questions		Questions
<ul style="list-style-type: none"> Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks Section B: essay questions requiring written answers, choice of one from three worth 40 marks 		<ul style="list-style-type: none"> Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks Section B: essay questions requiring written answers, choice of one from three worth 40 marks 		<ul style="list-style-type: none"> Section A: multiple choice questions worth 30 marks Section B: case study questions requiring written answers, worth 50 marks

What can I do after I have completed the course?

Students learn transferable skills throughout the course, which are highly valued by employers and universities. Economics leads to careers such as Law, Business, Accounting and Politics.

Where can I find out more?

For further information visit: <http://www.aqa.org.uk/subjects/economics/as-and-a-level/economics-7135-7136>



Level 3 Cambridge Technical in Manufacturing Engineering (360 glh) [Equivalent to 1 A Level]**Entry Qualifications**

4 GCSE's at Grade C or above which must include Maths, English and a Science. Students are most likely to succeed if they have this or a better grade profile.

Cambridge Technicals at Level 3 have been designed with refreshing content, that's up to date, engaging, fit for purpose and suitable for your future needs. OCR have consulted with universities, employers and industry specialists to make sure that you will gain the right combination of knowledge, understanding and skills required for the 21st Century. You will be able to gain English, Maths and workplace skills through contextualised learning opportunities.

Course Overview

The course has 4 mandatory units at its core which cover the scientific and mathematical requirements for engineering. The 2 optional units will cover the area of manufacturing engineering; these units involve theory and practical activities

1 Mathematics for Engineering**External Examination**

Mathematics is one of the fundamental tools of the engineer. It underpins every branch of engineering and the calculations involved are needed to apply almost every engineering skill.

This unit will develop students' knowledge and understanding of the mathematical techniques commonly used to solve a range of engineering problems.

2 Science for Engineering**External Examination**

Different branches of science underpin the teaching and learning of a number of engineering disciplines. In this unit we focus on the science which supports mechanical engineering, electrical and electronic engineering, fluid dynamics, thermal physics and material science for engineering.

3 Principles of Mechanical Engineering**External Examination**

All machines and structures are constructed using the principles of mechanical engineering. Machines are made up of components and mechanisms working in combination. Engineers need to understand the principles that govern the behaviour of these components and mechanisms. This unit explores these principles and how they are applied.

4 Principles of Electronic and Electrical Engineering**External Examination**

Electrical systems and electronic devices are present in almost every aspect of modern life - and it is electrical and electronic engineers who design, test and produce these systems and devices.

This unit will develop students' knowledge and understanding of the fundamental principles that underpin electrical and electronic engineering.

10 Computer Aided Design**Internal Assessment**

Computer Aided Design (CAD) has been used across the world for many years in many diverse industries to design products, including both mechanical and electrical component and product design. A variety of software packages are used to perform this commercially.

The aim of this unit is for students to develop the ability to be able to create 3D models using CAD, and to go on to create 3D assemblies of components within a CAD system.

17 Computer Aided Manufacture**Internal Assessment**

Many companies which make products are reliant on computer systems to run the manufacturing processes involved. This is known as Computer Aided Manufacturing (CAM).

The aim of this unit is for students to understand how CAM systems are used within manufacturing and be able to program and use Computer Numerical Control (CNC) machines to produce components.

Further Information

This can be obtained from the Engineering Secretary on 648205.

What do I need to know or be able to do before taking this course?

Requirements: IGCSE Language B grade and above.

Basic understanding of the theory of English Grammar.

What will I learn on this A Level course?

You will learn how to closely analyse language, using precise terminology and to understand how language varies according to context and how language choices can create personal identities. You will explore how language has changed and varied over time and the reasons for that change. In addition you will learn to analyse and evaluate how language develops in children, examining speech, reading and writing. You will learn to apply theories of language acquisition to data. You will learn the skills necessary to investigate language issues. You will then apply your knowledge to the process of creating your own texts. This will provide an introduction to the basic analytical skills needed to study linguistics at university.

What kind of student is this course suitable for?

Particularly suitable for those with an interest in English but do not wish to study Literature. It helps to have an enquiring mind, willing to think openly about issues such as gender and power and a willingness to examine own language use. It is suitable as preparation for a wide range of university courses as well as specifically for linguistics.

What examinations will I have to take to get my qualification?**The full A Level is a two year course**

Component 1: Language Variation: individual variation; variation over time (35%)

Component 2: Child Language: study of child language acquisition (20%)

Component 3: Investigation Language: developing investigation techniques based on pre-release material (25%)

Coursework: Crafting Language: producing 2 pieces of original writing + commentaries (20%)

A one year AS course may also be available (to be confirmed)

Component 1: Language Context and Identity (50%)

Component 2: Child Language Acquisition (50%)

Coursework / Specific arrangements / Other requirements

There is only one coursework component for the full A Level.

There is no coursework component for the AS Level.

What do I need to know or be able to do before taking this course?

Requirements: - IGCSE English Language B Grade and GCSE English Literature C grade and above.
Basic understanding and enjoyment of Reading and Literature (prose, poetry and drama).
Good written communication skills and an understanding of essay writing skills.

What will I learn on this A Level course?

In A Level English Literature, you will learn how to analyse and evaluate how writers use literary techniques to create meaning in prose, poetry and drama. You will learn to explore the effects more fully of writers' use of language and will be encouraged to explore alternative interpretations as well as the impact of the contexts in which literary texts are written and received. You will also learn about the nature of the Tragedy genre through the study of two plays (one of which will be by Shakespeare). You will also learn about aspects of critical theory and apply them to texts, as well as using what you have learned to carry out further and independent reading. You will thus develop the range of analytical skills required to study English Literature at University.

What kind of student is this course suitable for?

Particularly suitable for those who enjoy reading, are willing to think independently about texts and enjoy the challenge of developing and extending their viewpoints through discussion. The skills learned will help prepare students for a wide range of university courses.

What examinations will I have to take to get my qualification?**For the Full A Level (studied over 2 years)**

Component 1: Drama: Tragedy – study of one play by Shakespeare and one other play from the tragic genre (30%)
Component 2: Prose: study of 2 prose texts, one of which must be pre-1900, on a similar theme (20%)
Component 3: Poetry: study of anthology of modern poetry + unseen and study of a specified literary period (30%)
Coursework: study of two texts based on students' wider reading (20%)

A one year AS course may be available separately (to be confirmed)

Component 1: Poetry and Drama: study of anthology of modern poetry; study of play from the tragic genre (not Shakespeare) 60%
Component 2: Prose: study of 2 prose texts, one of which must be pre-1900, on a similar theme (40%)

Coursework / Special arrangements / Other requirements

Only one coursework component for the full A-Level. No coursework requirement for AS.
All exams are open book – clean copies of the texts may be taken into the exam.

What do I need to know or be able to do before taking this course?

You do not need to have studied Enterprise or Business Studies at GCSE/IGCSE level in order to take a Level 3 course in the subject. It is more important that you have a strong interest in the subject matter and want to learn about enterprise, entrepreneurship and business operation.

What will I learn on this A Level course?

Students will have the opportunity to develop employability skills:

- Cognitive and problem solving skills** such as critical thinking
- Interpersonal skills** such as negotiating or working collaboratively
- Intrapersonal skills** such as self-management and adaptability

Students will also develop transferable knowledge and skills for higher education:

- The ability to learn independently**
- The ability to research actively and methodically**
- Being able to give presentations and being active group members**

What kind of student is this course suitable for?

This course is for students who are interested in learning about enterprise and entrepreneurship alongside other courses of study, with a view to progressing to a wide range of higher education courses, not necessarily in enterprise related subjects.

Course outline:

Students complete **four** units – **three** of which are mandatory and **one** optional unit.

Mandatory units comprise: **Enterprise and entrepreneurs**
Developing a marketing campaign
Personal and business finance

Assessment:

Two units are externally assessed through a combination of examinations and set tasks. The external assessment makes up 58% of the course.

Two units are internally assessed, and externally verified, using a variety of coursework tasks. The internal assessment makes up 42% of the course.

What do I know or be able to do before starting this project?

The Extended Project Qualification (EPQ) is free standing qualification offered by AQA that students can undertake alongside their regular A Level studies. It is a project and process based qualification that involves choosing a topic and carrying out in depth academic research into that particular area, then creating EITHER a 5,000 word report OR a 'product' + a 1,000 word report.

What skills will I develop?

The project gives students an opportunity to specialise in a particular area of interest and create a dissertation-style write-up whilst developing a number of independent and academic skills. Three big reasons for undertaking an EPQ are:

- It gives students academic confidence across the board and provides skills preparation for further education. Students will be able to build skills such as organisation, research methods, academic writing, independence and communication.
- It helps students stand out and satisfy their own academic curiosities. No two EPQ projects are the same. This enables students to become an expert in their own niche area and really stand out at job and university interviews alike.
- It is worth UCAS points and many universities will now include adjusted offers for students completing EPQs. They are worth half an A-Level, which is more than a new AS level (e.g. A grade at AS = 16 points, A grade in EPQ = 24 points). It will also be useful in interviews to give you something interesting, different and current to talk about.



What do I need to know or be able to do before taking this course?

You do not need to have studied Food and Nutrition at GCSE Level in order to take a Level 3 Diploma course in this subject. It is more important that you have a strong interest in the subject matter and want to learn about the relationship between the human body and food.

What will I learn on this A Level course?

- Skills required for independent learning and development
- Skills to ensure your own dietary health and well being
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project based research, development and presentation
- The ability to apply mathematical and ICT skills
- The ability to apply learning in vocational contexts

What kind of student is this course suitable for?

Students should have an interest in current food issues and be prepared to use a variety of different study methods including practical work, to produce portfolios of information.

An understanding of Food Science and Nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates.

What examinations will I have to take to get my qualification?

The course involves a 90 minute exam and controlled assessment projects on the following modules:

- Meeting nutritional needs of specific groups
- Ensuring food is safe to eat
- Current issues in Food Science and Nutrition

The next step:

Students will gain the required knowledge to be able to use the qualification to support entry to higher education courses such as:

- BSc Food and Nutrition
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology



What do I need to know or be able to do before taking this course?

In order to study A Level French, students will normally have acquired the knowledge, understanding and skills equivalent to those specified for GCSE at Higher Tier.

What equipment is needed?

App: Larousse French Dictionary
Headphones

**What kind of student is this course suitable for?**

The independent, future European citizen who may wish to combine the study of French with a degree in Law, Theatre Studies, Psychology, European Studies, Medicine, Italian, Spanish, Arabic, German, Accountancy, Mathematics etc.

AS/A Level Year 1 (AS certification 7651)

Paper 1: Listening, Reading and Writing: Written exam, 1 hour 45 minutes, 80 marks, 45% of AS

Paper 2: Writing: Written exam, 1 hour 15 minutes, 60 marks, 25% of AS

Paper 3: Speaking: Oral exam, 12-14 minutes, 90 marks, 30% of AS

Subject Content**Social Issues and Trends**

The changing nature of the family (La famille en voie de changement)

The 'cyber-society' (La cyber-société)

The place of voluntary work (Le rôle du bénévolat)

Artistic Culture

A culture proud of its heritage (Une culture fière de son patrimoine)

Contemporary francophone music (La musique francophone contemporaine)

Cinema: the 7th art form (Cinéma: le septième art)

Grammar**Literary Texts and Films**

Students must study either one text or one film from a given list

A Level (A Level certification 7652)

Paper 1: Listening, Reading and Writing: Written exam, 2 hours 30 minutes, 160 marks, 50% of A Level

Paper 2: Writing: Written exam, 2 hours, 60 marks, 20% of A-Level

Paper 3: Speaking: Oral exam, 21-23 minutes (including 5 minutes preparation time), 60 marks, 30% of A Level

Subject Content - AS content plus:**Social Issues and Trends**

Positive features of a diverse society (Les aspects positifs d'une société diverse)

Life for the marginalised (Quelle vie pour les marginalisés?)

How criminals are treated (Comment on traite les criminels)

Political and Artistic Culture

Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)

Demonstrations, strikes, - who holds the power? (Manifestations, grèves - à qui le pouvoir?)

Politics and immigration (La politique et l'immigration)

Grammar**Literary Texts and Films**

Students study one literacy text and one film.

What do I need to know or be able to do before taking this course?

A grade C or above at IGCSE Geography is essential. The A Level course requires students to have a solid understanding of the key processes covered at IGCSE in order to develop these in far greater depth.

What will I learn on this A Level course?

The Geography A Level course is split into four main topics, with the core topics being taught at AS and the advanced at A2.

Core Physical Geography

Hydrology and fluvial geomorphology (Rivers)
Atmosphere and weather
Rocks and weathering

Core Human Geography

Population
Migration
Settlement dynamics

Advanced Physical Geography

Coastal environments
Hazardous environments

Advanced Human Geography

Environmental management
Global interdependence

What examinations will I take to get my qualification?

There will be four exams over the course, two at the end of Year 12 and two at the end of Year 13. Each of these is worth 25% of the overall A Level grade.

AS (Year 12)

Paper 1—Core Physical Geography (1hr 30mins)
Paper 2—Core Human Geography (1hr 30mins)

A2 (Year 13)

Paper 3—Advanced Physical Geography (1hr 30mins)
Paper 4—Advanced Human Geography (1 hr 30mins)

Field Work – This is a requirement of the course enabling students to develop their practical skills by carrying out geographical investigations within the core and advanced options. Field work will be undertaken in both Physical and Human Geography and will be directly linked to the units of study.

What kind of student is this course suitable for?

Students will need an enquiring mind that is interested in current affairs, environmental issues and an eagerness to understand the processes at work in the world around them. They will need to be prepared to work hard and read around the current topics in their free time in order to consolidate and develop their understanding.

What do I need to know or be able to do before taking this course?

In order to study A Level German, students will normally have acquired the knowledge, understanding and skills equivalent to those specified for GCSE at Higher Tier.

What equipment is needed?

App: Collins or Langenscheidt German Dictionary.

Internet access for the comprehensive online kerboodle resources.

What kind of student is this course suitable for?

The independent, future European citizen who may wish to combine the study of German with a degree in Engineering, Law, French, Psychology, European Studies, Medicine, Italian, Spanish, Arabic, Accountancy, Mathematics etc.

AS (AS certification 7661)

Paper 1: Listening, Reading and Writing: Written exam, 1 hour 45 minutes, 90 marks, 45% of AS

Paper 2: Writing: Written exam, 1 hour 15 minutes, 50 marks, 25% of AS

Paper 3: Speaking: Oral exam, 12-14 minutes, 90 marks, 30% of AS

Subject Content**1. Social issues and trends**

- The changing state of the family (Familie im Wandel)
- The digital world (Die digitale Welt)
- Youth culture (Jugendkultur: Mode, Musik und Fernsehen)

2. Artistic culture

- Festivals and traditions (Feste und Traditionen)
- Art and architecture (Kunst und Architektur)
- Cultural life in Berlin, past and present (Das Berliner Kulturleben damals und heute)

3. Grammar**4. Literary texts and films**

- Students must study either one text or one film from a given list (This year, we have studied 'Good Bye Lenin')

A Level (A Level certification 7662)

Paper 1: Listening, Reading and Writing: Written exam, 2 hours 30 minutes, 100 marks, 50% of A level

Paper 2: Writing: Written exam, 2 hours, 80 marks, 20% of A level

Paper 3: Speaking: Oral exam, 21-23 minutes (including 5 minutes preparation time), 60 marks, 30% of A level

Subject Content**1. Social issues and trends**

- The changing state of the family (Familie im Wandel)
- The digital world (Die digitale Welt)
- Youth culture (Jugendkultur: Mode, Musik und Fernsehen)
- Immigration (Einwanderung)
- Integration (Integration)
- Racism (Rassismus)

2. Political and artistic culture

- Festivals and traditions (Feste und Traditionen)
- Art and architecture (Kunst und Architektur)
- Cultural life in Berlin, past and present (Das Berliner Kulturleben damals und heute)
- Germany and the European Union (Deutschland und die Europäische Union)
- Politics and youth (Die Politik und die Jugend)
- German re-unification and its consequences (Die Wiedervereinigung und ihre Folgen)

3. Grammar**4. Literary texts and films**

- Students must study either one text and one film, or two texts from a given list (This year, we have studied 'Good Bye Lenin' and 'Russendisko')

5. Individual Research Project The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

What do I need to know or be able to do before taking this course?

No prior study of the sector is needed, but you should normally have a range of achievement at Level 2, in GCSEs or equivalent qualifications.

What will I learn on this A Level course?

This is a vocational course that prepares students for the world of work and for a career in the Health and Social Care sector. Students will become familiar with different roles in the field and will have to show their understanding through internal assessment and external assessment. The main focus will be to demonstrate understanding of how service users should be treated by the professionals. You will also have an opportunity to demonstrate your understanding through practical activities, such as group presentations, and group tasks, such as role plays. Another key emphasis of this course is how effective you are as an independent learner with the ability to stick to deadlines. It will also give you a good feel for what it is like to be an employee in any sector as the course will help you develop skills in IT, time management, team work, and communication and research skills.

What kind of student is this course suitable for?

Particularly suitable for those with an interest in progression to employment via higher education. It also supports students choosing to progress directly to employment as the transferable knowledge, understanding and skills will give successful students an advantage in applying for a range of entry level roles, industry training programmes and Higher Apprenticeships.

What examinations will I have to take to get my qualification?

The full Level 3 Award is a two year course and is equivalent to one A level.

Year 1			
Unit Title	Assessment method	Number of guided learn-	Date to be completed
Unit 1 – Human Lifespan Develop-	External Exam	90 approx	Exam January 2020
Unit 5 – Meeting Individual Care	Internal Coursework	90 approx	April 2020
Year 2			
Unit 2 – Working in Health and	External Exam	120 approx	Exam January 2021
Unit 14 Physiological Disorders	Internal coursework	60 approx	April 2021



Health and Social Care

What do I need to know or be able to do before taking this course?

The History courses at A Level are designed to make you think, argue and debate. Some of the topics offered will be new; some will be building on content covered at IGCSE. What is important is that you should really enjoy studying History, have an enquiring mind, a real interest in the past and its relevance to current affairs and an ability to communicate your ideas effectively. Cambridge International AS and A-Level History is recognised around the world by schools, universities and employers.

What will I learn on this A Level course?

- To explore the significance of events, individuals, issues and societies in History
- To develop your understanding of how the past has been interpreted and represented
- To analyse, evaluate and use historical evidence to make judgements and to support and present your argument, case or account
- To develop your understanding of the nature of historical study; for example, that history is concerned with judgements based on available evidence and those historical judgements may change.

What kind of student is this course suitable for?

AS/Advanced History provides an excellent foundation for a variety of careers including Law, Management, Media and Journalism as well as History-related employment. The course we offer is designed to provide a well-rounded education, which prepares students for the modern world.

Our teaching sessions often take the form of seminars; occasionally lectures, and we expect our students to be prepared to take part in discussions, which are sometimes informal and sometimes prepared in advance. To be successful in these courses, you must have a genuine love of reading; textbooks do provide a basic understanding, but to get to grips with the unfamiliar world of the past, you must be prepared to read widely and to make your own notes outside formal lessons.

History is not a “black and white” subject - it requires skills in analysis and interpretation as well as the ability to form and present arguments either in debate or, of course, in a well-constructed essay.

What examinations will I have to take to get my qualification?

Our course consists of four units of assessment. The themes in Year 12 are ‘Revolution’ and the search for peace in the post war period. The second year considers why historical interpretations differ; with the final unit investigating the Rise of the Dictators in the Twentieth Century.

Year 12**Unit 1 – The Search for International Peace and Security 1919-1945 – 1 hour examination (20%)**

This builds on the student’s knowledge from their iGCSE course and allows them to consider in depth the difficulties facing Europe after World War One.

Unit 2 – Modern Europe 1789 -1917 – 1 hour 30 mins examination – (30%)

This is an opportunity to investigate two major revolutions in History.

- The causes of the French Revolution and the Rise of Napoleon 1789-1804
- The Russian Revolution 1905-1917

Year 13**Unit 3 – The Origins and Development of the Cold War, 1941–1950 – 1 hour examination (20%)**

This unit allows students to study a historical issue in detail and evaluate why historians have different views. This will enable students to develop and understand the nature of the discipline of History, and the ways in which History is produced.

Unit 4 – Europe of the Dictators (1918-1941) – 1 hour 30 mins examination (30%)

This allows students to investigate to dictatorships of the Twentieth Century.

- Stalin’s Russia 1924 - 1941
- Hitler’s Germany 1929 - 1941

What do I need to know or be able to do before taking this course?

Having a background of ICT skills and knowledge is essential to this course. It is recommended students have a Level 2 qualification in ICT or Computing.

What will I learn on this post-16 course?

The A Level IT course aims to encourage students to develop broad skills, knowledge and understanding of the IT sector. Topics to be covered include:

AS Level	Additional A Level Content
1. Data, information, knowledge and processing	11. Emerging technologies
2. Hardware and software	12. Role and impact of IT in society
3. Monitoring and control	13. Networks
4. E-safety and health and safety	14. Project management
5. The digital divide	15. System life cycle
6. Using networks	16. Graphics creation
7. Expert systems	17. Animation
8. Spreadsheets	18. Mail merge
9. Database and file concepts	19. Programming for the web

Students who take IT often also take Business Studies, Design & Technology or Arts courses. The exam board does not permit students who take Computer Science as an A Level to take this course.

How is it assessed?

AS Level exams will be taken in the summer of Year 12. Additional A Level exams will be taken in the summer of Year 13.

Exam	AS-Level	A-Level
Paper 1 – Theory (1hr 45mins)	50%	25%
Paper 2 – Practical (2hrs 30mins)	50%	25%
Paper 3 – Theory (1hr 45mins)		25%
Paper 4 – Practical (2hrs 30mins)		25%

What kind of student is this course suitable for?

The course is suitable for students who are already competent in the use of various applications and wish to apply them practically, as well as develop their understanding of their application in a wide range of organisations and how technology affects the workplace.

Information Technology provides a suitable foundation for the study of IT or related courses in higher education. Equally it is suitable for students intending to pursue careers or further study in IT, or as part of a course of general education.

Where can I find out more?



What do I need to know or be able to do before taking this course?

Students will have studied Manx at Key Stage 3 and have a strong commitment to furthering their knowledge of the language.

What will I learn on this A Level course?**Subject Content**

Year 1:

Relationships
Health and Lifestyle
Young People in Society

Assessment Year 1:

Students prepare a presentation in Manx for assessment of composition, speaking and conversation. Listening, Reading, Writing and Translation (Manx to English) skills will be assessed by end of year exam.

Year 2:

Local and Global Citizenship
Democracy and Conflict
Environmental Awareness

Students prepare a media document for presentation and discussion. Listening, Reading, Writing and Translation (English to Manx) skills will be assessed by end of year exam.

What examinations will I have to take to get my qualification?

All tests and coursework should be completed by the end of term six.

There are two substantial elements of controlled assessment to be completed during the course. Students must submit coursework by the deadlines given (end of Term 2 for the first controlled assessment, end of Term 5 for the second controlled assessment).

Advanced Certificate in Manx – Ard Teisht Ghaelgagh

This qualification is equivalent to an A Level award. It is written and marked in consultation with CCEA.

A stand-alone AS Level equivalent certificate is also offered, for study over either one year or two.

Coursework / Specific arrangements / Other requirements

The course organiser will provide all books, sound files and learning materials.

Four lessons per week. Flexible timetabling. Extra curricular lessons may be available.

For additional information please contact Robert Teare

e-mail: Robert.Teare@sch.im

What do I need to know or be able to do before taking this course?

The A level Mathematics course is a rigorous qualification that requires high level of mathematical ability. AS/A Level courses build on the highest knowledge, understanding and skills established at GCSE Mathematics. Students need to be very proficient with algebra to cope with the pure core sections of the course.

What will I learn on this A Level course?

To develop an understanding of mathematics and mathematical processes and to use these to solve problems.

What kind of student is this course suitable for?

- Students who wish to study the subject purely because of interest or enjoyment
- Students who wish to study mathematics for a subject in a related field such as Physics or Engineering
- Students who need mathematics as a service subject taken with subjects such as Geography or Economics

ALL students studying this course will need to be prepared to do between 7 and 10 hours of independent study outside of lessons each week.

What examinations will I have to take to get my qualification?A Level Mathematics

Modules will include:

Paper 1 (P1)	Pure Mathematics 1 (taken in Year 12)
Paper 3 (P3)	Pure Mathematics 3 (taken in Year 13)
Paper 4 (M1)	Mechanics 1 (taken in Year 12)
Paper 6 (S1)	Probability and Statistics 1 (taken in Year 13)

A Level Further Mathematics

Modules will include:

Compulsory Paper	Pure Mathematics (taken in Year 13)
Optional Paper	Mechanics and Statistics (taken in Year 13)

Coursework / Specific arrangements / Other requirements

There is no coursework element in any of the modules.

It is expected that students will have a calculator with standard 'scientific' functions available for use for all papers.

Please be aware that in light of Ofqual accreditation of other exam syllabuses, this qualification may be subject to change.

Mathematics Module Content**Paper 1- Pure Mathematics (P1)**

Quadratics	Functions
Coordinate Geometry	Circular Measure
Trigonometry	Vectors
Series	Differentiation
Integration	

Paper 3- Pure Mathematics (P3)

Algebra
Logs and Exponential Functions
Trigonometry
Differentiation
Equation solutions
Vectors
Differential Equations
Complex Numbers

Paper 4- Mechanics (M1)

Forces and Equilibrium
Kinematics of Motion in a straight line
Newton's Laws of Motion
Energy, Work and Power

Paper 6- Probability and Statistics 1 (S1)

Representation of Data
Permutations and Combinations
Probability
Discrete Random Variables
The Normal Distribution

Further Mathematics Module Content**Paper 1 is based on Pure Mathematics**

Polynomials and Rational Functions

Polar Coordinates

Summation of Series

Mathematical Induction

Differentiation and Integration

Differential Equations

Complex Numbers

Vectors

Matrices and Linear Spaces

Paper 2 is based on Mechanics and Statistics

Mechanics Momentum and Impulse

 Circular Motion

 Equilibrium of a rigid body under Coplanar Forces

 Rotation of a rigid body

 Simple Harmonic Motion

Statistics Further work on Distributions

 Inference using Normal and t-Distributions

 Chi-squared tests

 Bivariate Data

All students will take both papers.

Students should have a calculator with standard 'scientific' functions for use in the examination. Graphic calculators will be permitted but candidates obtaining results solely from graphic calculators without supporting work or reasoning will not receive credit.

A Level Music has three main components; performing, composing and appraising music. This A level has 6 units taught over the course of the 2 year period. Students will have examinations in both Year 12 and Year 13. This follows the same format as iGCSE in both Year 12 and 13 with a live examined performance on their chosen instrument as both a soloist and ensemble player, a composition of their choice and technical exercise set by the exam board and a listening exam based around an analysed score and set topic.

It is still very highly valued by Employers and University tutors alike because of the diverse nature of skills that Musicians display especially on completion of the course. These include; communication, teamwork, self-management, performing under pressure, planning, technical skills and critical reflection.

Students are expected to be creative, yet academic in their approach to work, and they must maintain their performance skills in and outside of school. They must take practical instrumental lessons and have a solid foundation of Grade 5+ music theory to succeed on the course. Although not essential in some cases, it is advisable that the student has taken IGCSE Music as a firm foundation for this course. Please do contact us to discuss if you do not currently study IGCSE music. They must be taking part in music ensembles in and outside of school for their practical musicianship.

Unit Breakdown

Unit 1 (12% of the qualification)

Performance length is 6-8 minutes - this is assessed by a visiting examiner and achieved in one take and recorded for moderation purposes. Students are required to give a performance consisting of a minimum of 2 contrasting pieces either as a soloist or part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. (Western Classical Tradition, Rock and Pop, Musical Theatre or Jazz).

Unit 2 (12% of the qualification)

Students needs to prepare a portfolio of 2 compositions. First composition needs to be chosen from a brief set by the WJEC exam board. This must use certain techniques associated with the brief and the minimum duration is 1 minute. Second composition is a free composition where the student is to compose in any style they so wish. It is assessed through a recording, score and a composition log. This unit is sent off to an external marker and must be a minimum of 2 minutes in duration.

Unit 3 (16% of the qualification)

This is a written listening exam (1 hour 30 min) comprised of both prepared and unprepared questions. Students will have studied a module on The Symphony (1760 – 1830) with a set work currently two movements of Haydn's 'Drum Roll' symphony and an Area of Study, currently studying Musical Theatre focussing on Porter, Rodgers, Lloyd-Webber, and Schonberg. There are both short answers and essay questions within this paper.

Unit 4 (22% of the qualification)

Performance length is 10-12 minutes - this is assessed by a visiting examiner and achieved in one take and recorded for moderation purposes. Students are required to give a performance consisting of a minimum of 3 contrasting pieces as a soloist and can be part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. (Western Classical Tradition, Rock and Pop, Musical Theatre or Jazz).

Unit 5 (14% of the qualification)

Students needs to prepare a portfolio of 2 compositions. First composition needs to be chosen from a brief set by the WJEC exam board. This must use certain techniques associated with the brief and the minimum duration is 1 minute. Second composition is a free composition where the student is to compose in any style they so wish. It is assessed through a recording, score and a composition log. This unit is sent off to an external marker and must be a minimum of 2 minutes in duration.

Unit 6 (24% of the qualification)

This is a written listening exam comprised of both prepared and unprepared questions. Students will have studied a module on The Symphony (1830 - 1910) with a set work currently two movements of Brahms Symphony No. 1 in C minor, plus a strand of Impressionism with related set works. Then an Area of Study which is currently American Musical Theatre focussing on Schwartz and Sondheim. There are both short answers and essay questions within this paper.

What do I need to know or be able to do before taking this course?

The BTEC Extended Certificate in Performing Arts Dance is equivalent to one A Level. The course will provide insight into the Performing Arts sector. It will give you an understanding of the Performing Arts with a specific focus on the essential skills, techniques and disciplines needed for a variety of careers in Dance. The qualification provides you with an insight into the employment opportunities available, helping you to choose a career or move on to further study. Whatever skills and experience you bring they will be developed and improved through practical workshops, research, set tasks and public performances. The main requirements are some experience of performing (in or outside school), plus enthusiasm, energy, commitment and the ability to work hard as part of a team.

What will I learn on this BTEC course?

During the course you will be able to develop a variety of skills, both practical and personal in Dance. Organisational skills are essential to balance and manage your time between the different Units. You will have the opportunity to undertake, prepare and perform as part of a Dance company presenting work to an audience. The Units focus on practical skills and techniques in a range of Dance styles as well as critical analysis skills and contextual understanding of professional Dance practitioners work.

What kind of student is this course suitable for?

This is definitely the course for you if you have already taken BTEC Level 2 Dance or are involved with performing in or outside of school and you have a real passion for dancing and combining your dancing skills with the opportunity to extend your skills in other areas. You will need to realise the importance of rehearsals after school to ensure you meet the course requirements. You will also be expected to see and research a wide variety of performance work.

What examinations will I have to take to get my qualification?

The Extended Certificate will involve a combination of mandatory internally set and marked assignments with working lesson logs, as well as two mandatory externally Exam Board set tasks. Assignments will be set and marked by school and related to a work-related scenario. This may take the shape of a practical project, performance and research within a team or individually. Tasks are set and marked by the Exam Board. This qualification also involves one written exam to be completed in controlled conditions, which draws on pre-released information.

BTEC Extended Certificate (One A Level equivalent)

This course requires a student to complete 4 Units over a 2-year period. The course is designed to be adaptable to your interests, abilities and aspirations: it consists of three mandatory Units, plus one Unit from a range of specialist Units (These provide a total of 360-guided learning hours). Using pass, merit and distinction criteria, each of which carries a points weighting, assesses the course. At the end of the two-year course the points are added up. For those going to University, the points are then converted into UCAS points. You can also convert the points into A level equivalent grades.

Skills developed:

- individual performance skills
- creative thinking and expression
- technical and physical dance skills
- administrative/organisational skills/Intrapersonal skills
- teamwork/working collaboratively/self-management
- cognitive and problem-solving skills

Likely next step opportunities:

- Higher Education for degree courses in Dance
- specialist vocational courses

Assessment summary:

Internal and external assessment throughout duration of the course, one written exam.
Working lesson logs and practical footage.
Performances.



What do I need to know or be able to do before taking this course?

The BTEC Extended Certificate in Performing Arts is equivalent to one GCE A Level. The course will provide insight into the Performing Arts sector and works. It will give you an understanding of the Performing Arts with a specific focus on the essential skills, techniques and disciplines needed for a variety of careers in Performing Arts. The qualification provides you with an insight into the employment opportunities available, helping you to choose a career or move on to further study. You may have a GCSE in Drama or Music, but it is not a requirement. Whatever skills and experience you bring will be developed and improved through practical workshops, research, set tasks and public performances. The main requirements are some experience of performing (in or outside school), plus enthusiasm, energy, commitment and the ability to work hard as part of a team.

What will I learn on this A Level course?

During the course you will be able to develop a variety of skills, both practical and personal. Organisational skills are essential to balance and manage your time between the different Units. You will have the opportunity to undertake, prepare and perform a role as part of a performing arts company presenting work to an audience. You may also focus on your individual strengths in a performance role within the context of a full-scale theatrical performance. You will gain realistic experience of carrying out a defined performance role or roles, transferring and applying relevant performance skills and application of these to a work-related scenario. The course can help with all the basic essential skills (use of body, voice, physical expressions, communication with an audience) about performing on stage and also develops your key skills such as working within a team, concentration and organisation.

What kind of student is this course suitable for?

This is definitely the course for you if you have already taken GCSE Drama or are involved with performing in or outside of school and you have a real passion for acting and combining your acting skills with the opportunity to extend your skills in movement and other areas. You will need to realise the importance of rehearsals after school to ensure you meet the course requirements. You will also be expected to see and research a wide variety of performance work.

What examinations will I have to take to get my qualification?

The Extended Certificate will involve a combination of mandatory internally set and marked assignments with portfolio work, as well as two mandatory externally Exam Board set tasks. The whole course consists of four Units, of which 3 are mandatory, one is optional and two of these are externally marked.

Assignments will be set and marked by school and related to a work-related scenario. This may take the shape of a practical project and research within a team or individually. Tasks are set and marked by the Exam Board and involve challenges that are completed in controlled conditions, which may draw on pre-released information.

BTEC Extended Certificate (One A Level equivalent)

This course requires a student to complete 4 Units over a 2-year period.

The course is designed to be adaptable to your interests, abilities and aspirations: it consists of three mandatory Units, plus one Unit from a range of specialist Units. (These provide a total of 360-guided learning hours). Using pass, merit and distinction criteria, each of which carries a points weighting, assesses the course. At the end of the two-year course the points are added up. For those going to University, the points are then converted into UCAS points. You can also convert the points into A Level equivalent grades.

Skills developed:

- individual performing skills
- creative thinking and expression
- technical skills
- administrative/organisational skills
- teamwork

Likely next step opportunities:

- Higher Education for degree courses in Performing Arts
- specialist vocational courses

Assessment summary:

Internal and external assessment throughout duration of the course.
Portfolio work / evidence and performance work for each Unit.

Do you have a passion for Sport? Do you want to learn more about fitness, coaching, the human body and how it performs effectively? Then maybe BTEC Sport is a good option for you! We have different options to be able to offer our students and it is now possible to do a 1 A Level or 2 A Level equivalent course while studying at QEII High School. This is a great route to take if you have an interest in sport, especially if you see it as a future option for higher education or even as a career. This course prepares students for both and is a great way to get an insight into the world of sport and the employment opportunities that it can provide. This will set out a pathway that could lead to jobs such as a Personal Trainer, Sports Coach, Sports Psychologist, Sports Development Officer and many other interesting positions within sport.

What do I need to know or be able to do before taking this Course?

The Pearson BTEC Level 3 National Extended Certificate in Sport is equivalent to 1 A Level, whereas the Diploma qualification is the equivalent to 2 A Levels. The Diploma includes all Extended Certificate modules as well as a further 5 modules.

IGCSE PE is an advantage but is in no way essential. The course is open to anybody, and as your practical ability does not contribute towards your qualification as it does in IGCSE PE, it is accessible to all and everyone can achieve in the course.

Students need to understand the importance of deadlines for coursework and schemes of assessment. They will need to be able to work independently, carry out research, give presentations and work as part of a group.

What will I learn on this BTEC Course?

For the Extended Certificate students will study 3 mandatory Units; Anatomy and Physiology, Fitness Training and Programming for Health, Sport and Well-being, Professional Development in the Sports Industry.

The last module may change at the discretion of the teacher as it is an 'option' module that we will select as a class. The Diploma has a further 5 modules of Skill Acquisition, Business in the Sports Industry, Sports Leadership, Coaching for Performance and Sports Event Organisation.

You will learn an array of skills and knowledge about the world of sport and the employment opportunities within it. You will gain insight into fitness, coaching and human performance, all through a sporting domain.

What kind of student is this Course suitable for?

Any student that has a passion for sport and are prepared to dedicate themselves to succeeding in the subject. Students are expected to play for a school sports team, whether that is an A, B or C team, and should be involved in sport as a player or volunteer on a regular basis outside of school.

As we develop the course there will be lots of opportunities to volunteer within the community and many students will be able to coach at our local feeder Primary Schools in their own free time.

What examinations will I have to take to get my qualification?

Extended Certificate (1 A Level equivalent)

Unit 1: Anatomy and Physiology – 33% of the course, assessed with a one and a half hour external examination.

Unit 2: Fitness, Training and Programming for Health, Sport and Wellbeing – 33% of the course. A two hour written assessment in controlled conditions. Prior research will be allowed and notes taken into the assessment.

Unit 3: Professional Development in the Sports Industry – 17% of the course with two assignments looking at rules and laws of games, skills, techniques and tactics and how to analyse sports in order to improve performance.

Plus **one** from: Sports Leadership, Application of Fitness Testing, Sports Psychology, Practical Sport Performance (All Internally assessed).

Coursework / Specific arrangements / Other requirements

Students should be prepared for coursework continuously throughout the course, and keep a portfolio of assignments. They will need to work collaboratively with the PE Department and potentially local employers.

Diploma (2 A Level Equivalent)

Unit 22: **Business** – 25% of the course, assessed with a one and a half hour external examination.

Unit 23: **Skill Acquisition** – 25% of the Diploma assessment in internally assessed assignments.

The Diploma also develops skills in Sports Leadership, Coaching for performance and Sports Event Organisation. These will all entail working practically within each topic and reflecting back within assignments that will be graded and contribute towards your qualification.

This is an exciting and interesting new course from BTEC and is being really well received by the current cohort studying it. For those interested in sport there is a genuine opportunity to gain an extremely good qualification and I hope to see lots taking it in the coming years. For more information on the subject please speak to Mr Winrow.

What do I need to know or be able to do before taking this course?

It is recommended that you have achieved at least a grade B in IGCSE Physics or Co-ordinated Science as well as a grade B in Mathematics.

What will I learn on this A Level course?

- Essential knowledge and understanding of Physics and its applications
- Skills needed to use your knowledge in new and changing situations
- How Physics has developed and is used in present day society
- The importance of Physics as a human endeavour which interacts with social, philosophical, economic and industrial matters

What kind of student is this course suitable for?

This course will appeal to students who:

- Wish to pursue a career in a Science related profession
- Have completed IGCSE Physics or Dual Award Science and wish to further their study
- Enjoy studying a subject that affects their own everyday lives
- Want to keep their options open. Physics can be combined with a wide range of science and humanities subjects
- Enjoy applying Science and Mathematics to real world problems

What subjects go well with Physics?

Maths, Further Maths, Chemistry, Biology, Geography, Music

What examinations will I have to take to get my qualification?

The three exams for A Level are taken at the end of Year 13 and are as follows:

Paper		Marks	Duration	Weighting
Paper 1	Modelling physics Content – Modules 1, 2, 3, 5	100	2 hr 15 mins	37%
	Section A – Multiple choice	15		
	Section B – Structured questions, covering theory and practical skills	85		
Paper 2	Exploring physics Content – Modules 1, 2, 4, 6	100	2 hr 15 mins	37%
	Section A – Multiple choice	15		
	Section B – Structured questions, covering theory and practical skills	85		
Paper 3	Unified physics Content – all modules	70	1 hr 30 mins	26%
	Structured questions and extended response questions covering theory and practical skills	70		

Module 1: Practical skills

Module 2: Foundations of Physics (quantities, units and data)

Module 3: Forces and Motion

Module 4: Electrons, waves and photons

Module 5: Newtonian World and Astrophysics

Module 6: Fields, Particles and Medical Physics

A 'Practical Endorsement' (pass or fail) is reported separately from the final grade.

Students leaving the course after completing Units 1-4 in Year 12 may take two exam papers and gain an AS Level in Physics.

What do I need to know or be able to do before taking this course?

- Psychology is the study of human behaviour. We will look at explaining a wide range of behaviours from different perspectives. For example, we will consider whether behaviour is determined at the genetic level or whether it is learned
- To be successful in Psychology you must be willing to adopt the skills of an independent learner. The course requires a heavy investment in wider reading and research. You will be expected to extend your in class learning at home and provide evidence of this.
- 10% of the overall assessment of Psychology will contain maths skills equivalent to Level 2 or above. Therefore you must have a secure knowledge of basic mathematics.
- 25-35% of the overall assessment of Psychology will examine knowledge, skills and understanding in relation to research methods. There is now a sharp focus on experimental research and investigation. You must have a basic understanding of scientific research methods
- Psychology is assessed purely through written examinations. These are made up of a range of question styles, including multiple choice, short answer, stimulus material questions and essays. To be successful you must be secure in your written communication skills

Psychology is a challenging but very rewarding A Level. You will work incredibly hard, but you will learn exciting and personally relevant information and gain a greater understanding of human behaviour.

What will I learn on this A Level course

UNIT	CONTENT	ASSESSMENT
1: Introductory Topics in Psychology.	Social Influence Memory Attachment Psychopathology	Written paper with 4 compulsory sections 2 hours 96 marks 33.3% of the A Level
2: Psychology in Context	Approaches in Psychology Biopsychology Research Methods	Written paper with 3 compulsory sections 2 hours 96 marks 33.3% of the A Level
3: Issues and Options in Psychology	Issues and Debates in Psychology Relationships Schizophrenia Forensic Psychology	Written paper with 4 compulsory sections 2 hours 96 marks 33.3% of the A Level

Is this subject right for me?

- **Yes.** If you are prepared to work hard and not give up
- **Yes.** If you are organised and plan your revision
- **Yes.** if you like to be challenged in your thinking
- **Yes.** If you like to learn in a variety of ways, including practical research
- **No.** If you choose this because there is nothing else you fancy doing
- **No.** If you are not willing to invest time and effort on your studies at home

What can I do after I have completed this course?

Interest in studying Psychology has grown enormously in recent years. Not only is Psychology a fascinating subject to study, but it also prepares students for a very wide range of careers. Some of these have obvious connections with Psychology, such as clinical, forensic and educational Psychology; but Psychology also provides a useful training for a much wider range of career options. These include market research, social work, teaching, nursing, advertising, sales, media and broadcasting, personnel management and even the police and the Armed Forces.

Next Steps

If you would like to study Psychology, you may find out more from:

The British Psychological Society
AQA
BBC

www.bps.org.uk
www.aqa.org.uk
www.bbc.co.uk

Psychology Review
New Scientist
The Sixth Form

School Library
The Forster Building



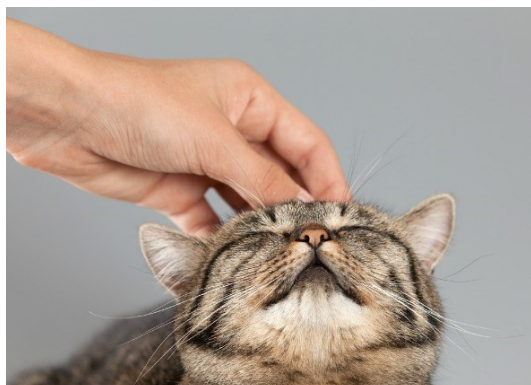
What do I need to know or be able to do before taking this course?

Can we believe scripture? Is the Bible authentic? Who wrote it? Did Jesus exist? Would he be shocked by what his followers believe about him today?

Do we have a moral duty to love our neighbour? Who is our neighbour anyway?

Does God exist? Are we just robots? Is life lived in front of CCTV? Is there such a thing as evil? Do words mean what they say?

The syllabus encourages an academic approach to the study of Philosophy of Religion and Ethics with an Introduction to the Study of Religion. You do not need to be religious to study it, nor is it a means of making you religious. No specific qualification is necessary - you do not need to have the GCSE in RS - but an aptitude in English and/or Humanities is essential. You will need a desire to read and analyse sources.



What will I learn on this A Level course?

The Advanced G.C.E. Exam is in three parts:

A Level

- Component One: **A Study of a Religion:** Religious Figures and sacred texts, religious concepts and religious life, significant social and historical developments in religious thought; religious practices and religious identity
- Component Two: **Philosophy of Religion:** There are four themes within this component:
Arguments for the existence of God
Challenges to religious belief
Religious Experience
Religious Language
- Component Three: **Religion and Ethics:** There are four themes within this component:
Ethical Language and Thought
Deontological Ethics
Teleological Ethics
Determinism and Free Will

Is this subject right for me?

Religious Studies is both a highly academic study and a personally fulfilling course. You will develop your skills of critical analysis by a deep and broad study of philosophical and ethical approaches to religious belief.

Critical reading skills and willingness to write at length are essential.

How will I be assessed?

All Units are assessed by written examination.

What can I do after I complete the course?

By studying this course you will not only learn about important features of the modern world, but you will also develop academic skills and personal understanding that will put you in good stead for a wide variety of further education courses and career options.

Religious Studies is a highly regarded academic study, which provides a good basis for further study and a wide range of career choice. Obviously there is no specific job that demands RS (no, not even the clergy!), but the skills that you develop in the course are wide ranging in their application, including journalism, law, teaching and social work.



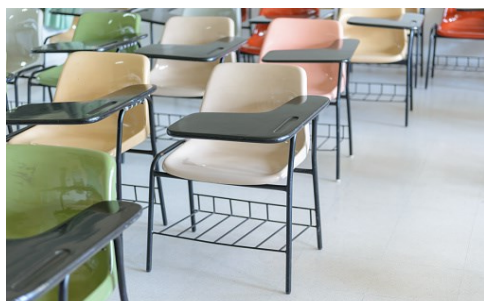
What do I need to know or be able to do before taking this course?

AS Entry Requirements: 5 grade Cs or above; A Level Entry Requirements – 5 grade Bs or above
The subject involves dedicated reading and time must be set aside to do so outside class.

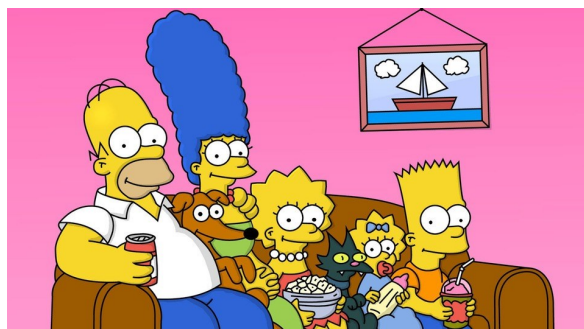
What will I learn on this A Level course?

Sociology is the study of society and of people and their behaviour. Sociologists explore such topics as Education, Families and Households, the power of the Media, and Crime and Deviance.
Sociologists create theories to explain the patterns we find in the workings of society and human behaviour. Sociology is evidence based. Opinions and theories must be backed up with facts about society. Sociologists carry out research to establish the validity of their theories.

In **Education** we will examine why some students achieve more than others? Sociologists have examined the role of education in society and who benefits from it. How do government policies affect schools? What is the experience of education for individual students?



In **Family and Households** we will explore: Are husbands and wives equal today? How far has the position of children and our attitudes towards childhood changed? What are the changes in family size, marriage, cohabitation, divorce and parenthood, and the increasing diversity of family types today? How do Government policies and laws impact on families?



In **Media** Sociologists are interested in the relationship between ownership and control. What is the importance of popular culture? How do the Media present age, social class, ethnicity, gender, sexuality and disability?



In **Crime and Deviance**, what are the different theories connected to social order and control? How do we explore and measure the experiences of victims? What is the role of the criminal justice system and other government agencies? What is green crime? Is there a link between state crime and human rights?

**What kind of student is this course suitable for?**

- An interest in contemporary social issues and debates about society in the UK and further afield
- Able to read a large amount of information critically
- An enquiring mind happy to research deeply into literature and media based resources
- Methodical
- Well-organised
- Independent and reflective learner

What examinations will I have to take to get my qualification?

AS Paper 1: Education with Methods in Context
Paper 2: Research Methods in Sociology with Family and Households

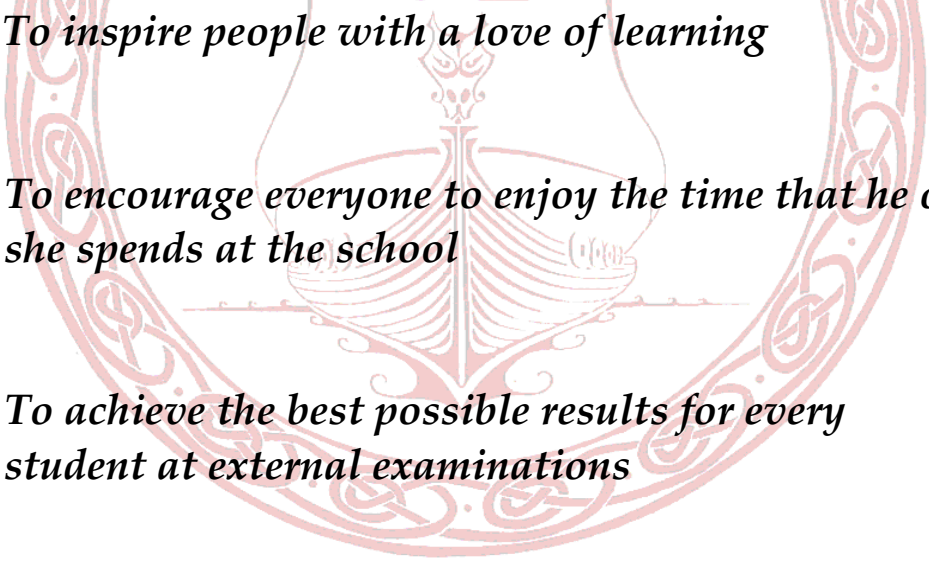
A Level

Paper 1: Education with Methods in Context
Paper 2: Topics in Sociology (a) Family and Households and (b) Mass Media
Paper 3: Crime and Deviance with Theory and Methods

Coursework / Specific arrangements / Other requirements

No coursework. Good level of literacy and willingness to read deeply in relevant material is essential.

Gleck dty share dy kinjagh

- 
- L** *To inspire people with a love of learning*
 - E** *To encourage everyone to enjoy the time that he or she spends at the school*
 - A** *To achieve the best possible results for every student at external examinations*
 - R** *To recognise and develop the contribution of each person and to encourage an ethos of mutual respect*
 - N** *To nurture and develop the talents of every person as fully as possible*