

**The Knights Templar School
Sixth Form**

Syllabus Information

Applied Science

BTEC Level 3 Extended Certificate

(Pearson Specification)

BTEC Nationals have always required applied learning that brings together knowledge and understanding with practical and technical skills. This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.

We are increasingly being exposed to large amounts of information on a day to day basis, much of which is potentially fake news and designed to negatively influence our life choices. The study of Science develops our ability to analyse and question this information, enabling us to make better decisions.

The Applied Science course will enable you to study topic areas from across the three normal science disciplines of Biology, Chemistry and Physics in a very hands-on way.

BTEC Extended Certificate Assessment

Unit	Title	Weighting	What's assessed	How's it assessed
1 (mandatory)	Principles and Applications of Science	25%	<ul style="list-style-type: none"> • The Biology bit - Structure and functions of cells and tissues • The Chemistry bit - Periodicity and properties of elements • The Physics bit - Waves in communication 	External assessment <ul style="list-style-type: none"> • Written examination set and marked by Pearson. • 2 hours • 90 marks.
2 (mandatory)	Practical Scientific Procedures and Techniques	25%	In this unit you will: <ul style="list-style-type: none"> • A Undertake titration and colorimetry to determine the concentration of solutions • B Undertake calorimetry to study cooling curves • C Undertake chromatographic techniques to identify components in mixtures • D Review personal development of scientific skills for laboratory work. 	Internal assessment A combination of the following: <ul style="list-style-type: none"> • Results tables • Graphs • Calculations • Presentations • Practical Reports

3 (mandatory)	Science Investigation Skills	33%	Unit 3 requires learners to have experience and skills in planning, carrying out, collecting, processing, and evaluating data and experimental design across investigations in all three scientific disciplines. All the Unit 3 content needs to be delivered in preparation for assessment. It is recommended that learners are offered as much opportunity as possible to cover the content in a practical context. Learners must be encouraged to develop a hypothesis for an investigation(s) and design investigations even if they are not going to carry them out. Health and safety must be discussed, and risks and hazards understood and taken into consideration when investigations are planned.	<p>External assessment A task set and marked by Pearson and completed under supervised conditions.</p> <p>The scenario and practical investigation in Part A is given to learners 8 days before Part B is scheduled and is undertaken under supervision in a single session of 3 hours.</p> <p>Part B is a set task that is undertaken under supervision in a single session of 1.5 hours timetabled by Pearson on the ninth day. 60 marks.</p>
19 (optional)	One from the list	17%	<p>Optional Unit from:</p> <ol style="list-style-type: none"> 1. Physiology of Human Body Systems 2. Human Regulation and Reproduction 3. Biological Molecules and Metabolic Pathways 4. Genetics and Genetic Engineering 5. Diseases and Infection 6. Applications of Inorganic Chemistry 7. Applications of Organic Chemistry 8. Electrical Circuits and their Application 9. Astronomy and Space Science 	<p>Internal Assessment Combination of the following:</p> <ul style="list-style-type: none"> • Written reports • Research work • Evaluative case study • Observation records of practical work • Presentation • Information leaflets • Portfolio of evidence

Mr J Grove (Acting Head of Science)

Art & Design: Fine Art

(Edexcel A Level Specification)

The main purpose of the Fine Art course is to develop your ability to appreciate the visual world and to enable you to respond in a personal and creative way.

The art department staff devise and implement projects which encourage you to:

- Question all preconceived notions of art and personal ability.
- Trust your creative instincts.
- Express your ideas and feelings through the controlled use of a broad range of materials and techniques.
- Investigate and relate to all the evolutionary processes that are inherent in the development of good artwork.
- Articulate issues relating to the work of other artists from a variety of cultures, past and present.

This course offers students the unique experience of generating and creating meaningful and potent works of art. It is for those who really want to discover what kind of artists they are and who want/need to express themselves in a uniquely visual way.

The diversity of the course makes it ideally suited if you intend to go on to Foundation Course and Degree courses specialising in Fashion, Textiles, Film/Animation, Ceramics, Graphics, Furniture, Interiors & Jewellery design.

A Level

Unit	Title	Level	Assessment Mode	Assessment Duration
Component 1	Personal Investigation	60% of A level	Internally set and marked Externally Moderated	Year 12 July – Year 13 January
Component 2	Externally set assignment	40% of A Level	Internally marked Externally Moderated	Paper available in January Year 13 15 hours timed examination

Mr W Leonowicz (Head of Art)

Art & Design: Photography

(Edexcel A Level Specification)

The main purpose of the Photography course is to develop your ability to appreciate the visual world and to enable you to respond in a personal and creative way.

The art department staff devise and implement projects which encourage you to:

- Question all preconceived notions of art and personal ability.
- Trust your creative instincts.
- Express your ideas and feelings through the controlled use of a broad range of photographic materials and techniques.
- Investigate and relate to all the evolutionary processes that are inherent in the development of good artwork.
- Articulate issues relating to the work of other artists from a variety of cultures, past and present.

You will have access to high quality digital and film cameras and be required to work in a variety of photography areas, which may include: portrait, documentary, landscape, still life and experimental photography. At the heart of your programme will be your workbook which will document your ideas, trials and progress.

A Level

Unit	Title	Level	Assessment Mode	Assessment Duration
Component 1	Personal Investigation	60% of A level	Internally set and marked Externally Moderated	July '19 - Jan '20
Component 2	Externally set assignment	40% of A Level	Internally marked Externally Moderated	Paper available in January 2020 15 hours timed examination

Students may go on to Foundation Art & Design and Degree courses specialising in many aspects of Art Photography, including fashion, illustration, sports, news, magazine and advertising.

Mr W Leonowicz (Head of Art)

Biology

AQA (Specification: A Level 7402)

The Biology Department aims to provide students with the opportunity to explore life, in all its complexity and diversity. During the A Level course, students will be taken on an exciting journey through a broad range of topics including human biology, microbiology, ecology, genetics and many more. They will be actively encouraged to pursue their interests in studying the living world, and through classroom practicals, discussions, debates and extra-curricular opportunities, they will become equipped with the skills and understanding to thrive in their study of the subject, however far they wish to pursue it.

As well as being an important requirement for further biological courses such as Biochemistry, Biomedical Science, Botany, Ecology, Exercise Physiology, Genetics, Immunology, Medicine, Microbiology, Pharmacology, Veterinary Science & Zoology, Biology A Level will provide greater depth and understanding of many of the issues that are relevant in today's society and in the future.

Biologists are examined externally for all components of the A Level course. Although there is no coursework, students will have to also demonstrate practical competency within the subject (this aspect of the course appears on all examination papers in one form or another).

The course is linear: all examinations are sat at the end of the course. In the case of A Level Biology, this ultimately means that 3 examinations are taken at the end of the A Level course, after 2 years of study.

If choosing an A level Science, we strongly advise that it is studied in combination with another Science and/or Maths.

The A Level course consists of:

Topic 1: Biological Molecules

Topic 2: Cells

Topic 3: Organisms Exchange Substances With Their Environment

Topic 4: Genetic Information, Variation and Relationships With Other Organisms

Topic 5: Energy Transfers In & Between Organisms

Topic 6: Organisms Respond To Changes In Their Internal & External Environments

Topic 7: Genetics, Populations, Evolution & Ecosystems

Topic 8: The Control of Gene Expression

A level Examinations

Paper	Topics Covered?	Weighting of A Level?
1	1 – 4 (plus practical skills)	35%
2	5 – 8 (plus practical skills)	35%
3	1 – 8 (plus practical skills)	30%

Mr S Quinn (Head of Biology)

Business

(Edexcel A Level Specification)

This course will be of great value to those considering careers in commerce or industry but it is by no means designed exclusively for them. Its aim is to study the objectives of business organisations and to see how they are put into practice given the many difficulties and constraints that exist within firms and the pressures that affect firms from outside.

Our links with Industry also contribute to this course and this subject should be of great interest to most students and is a good complement to any subject combination. It includes study of such areas as Marketing, Finance, Human Resources, Operations Management, External Influences and Objectives and Strategy.

This would be a valuable qualification for those going on to study any of the wide variety of business related degrees, apprenticeships or HNDs that are available.

It is also an academic qualification in its own right, which will support applicants wishing to study in any subject area. Students may also find it a valuable addition to their CV if their career, at some stage, becomes involved with business of any kind – which could well be the case for most of them.

Year 1

<u>Theme 1: Marketing and People</u>	<u>Theme 2: Managing Business Activities</u>
Meeting customer needs	Raising finance
The market	Financial planning
Marketing mix and strategy	Managing finance
Managing people	Resource management
Entrepreneurs and leaders	External influences

Year 2

<u>Theme 3: Business decisions and strategy</u>	<u>Theme 4: Global Business</u>
Business objectives and strategy	Globalisation
Business growth	Global markets and business expansion
Decision-making techniques	global marketing
Influences on business decisions	Global industries and companies (multinational corporations)
Assessing competitiveness	
Managing change	

Assessment is through three 2 hour exams at the end of the course.

Miss N McGuigan (Head of Business and Careers)

Cambridge Technical Diploma in Business Double Award

(OCR Technical Diploma Specification)

Students taking Business Studies at Advanced Level may not have taken the subject at GCSE level, but we are happy for a Year 12 student with no previous knowledge of the subject to join the course but assume that they have a keen interest in the business environment and what is being reported in the media. There is also an opportunity to join in business competitions such as Young Enterprise, which will add to the enjoyment and achievement of students at this level.

The focus of the course is on marketing with other business topics covered that relate to the focus. The majority of the course is coursework based with some external exams that students need to pass to complete the course

It covers all aspects of business studies, as you can see from the list of units below. These 10 units are spread over 2 years, the majority being portfolio (i.e. coursework) assessed, and the others assessed externally through exams. We also ask students to set up and run their own small business as part of the Young Enterprise Scheme.

(Unit 1 and Unit 22 are worth double)

Unit	Title	Assessment Mode
Unit 1	The Business Environment	Examination
Unit 2	Working in Business	Examination
Unit 3	Business Decisions	Examination
Unit 4	Customers and Communications	Portfolio
Unit 5	Marketing and Market Research	Portfolio
Unit 6	Marketing Strategy	Portfolio
Unit 7	Marketing Campaign	Portfolio
Unit 15	Change Management	Examination
Unit 16	Principles of Project Management	Portfolio
Unit 22	Delivering a Business Project	Portfolio

Miss N McGuigan (Head of Business and Careers)

Cambridge Technical Introductory Diploma in IT

Level 3

(OCR Cambridge Technicals Level 3 in IT Specification)

The qualification aims to develop your knowledge, understanding and skills of the principles of IT and Global Information Systems. You will gain an insight into the IT sector as you investigate the pace of technological change, IT infrastructure, the flow of information on a global scale, and the importance of legal and security considerations. Designed in collaboration with experts spanning the breadth of the sector, the Level 3 Cambridge Technicals in IT focus on the requirements that today's universities and employers demand. You will also develop professional, personal and social skills through interaction with peers, stakeholders and clients, as well as theoretical knowledge and understanding to underpin these skills. These support the transferable skills required by universities and employers such as communication, problem solving, time management, research and analytical skills.

The chosen pathway, *Emerging Digital Technology Practitioner*, spans two years and include 5 units:

- Year 1: Unit 1 and unit 2
- Year 2: Unit 3, unit 5 and unit 17

You will practically apply your skills and knowledge in preparation for further study, apprenticeship or the workplace.

Course content

See below the table of Units you will study for the Emerging Digital Technologies Practitioner pathway.

Unit	Title	Assessment Mode
Unit 1	Fundamentals of IT	Examination
Unit 2	Global Information	Examination
Unit 3	Cyber Security	Examination
Unit 5	Virtual and Augmented Reality	Portfolio
Unit 17	Internet of Everything	Portfolio

Mr JJ Pieterse (Head of Computer Science)

Cambridge Technical Diploma in Sport and Physical Activity Level 3

(OCR Technical Diploma Specification)

We are very excited to offer this new course within the PE department as a vocational qualification designed for students who are looking for a high quality alternative to A Level subjects. Students are given the opportunity to study a broad range of academic concepts in sport, as well as a number of modules with direct links and application to the sport and leisure industry. There will be a mixture of practical work to facilitate the learning of theoretical concepts, although there is no assessment of practical performance or ability.

The modules covered within the course are:

- Body systems and effects of physical activity
- Performance analysis in sport
- Working safely in sport, exercise, health and leisure
- Health and fitness testing
- Sports coaching and leadership
- Sports organisation and development
- Organisation of sports events
- Sports injuries and rehabilitation
- Practical skills in sport and physical activity
- Sport and exercise psychology
- Physical activity for specific groups

The Level 3 Cambridge Technical Diploma is equivalent to 2 A Levels.

It is not essential to have taken GCSE Physical Education to follow this course. Overall, a genuine interest and enthusiasm for the world of sport is essential.

Mr M Bradley (Head of P.E.)

Chemistry

(AQA A level Specification)

Ever wondered how aspirin was discovered? Want to understand how the ozone hole can be repaired? How do modern analytical techniques detect drug cheats?

A Level Chemistry can give you the skills and understanding to answer these questions and more. Chemistry has hugely impacted how we live, and chemical ideas affect your everyday life and dictate decisions about the way we live. This course explores how Chemistry impacts us by investigating contemporary areas of Chemistry such as, climate change, green chemistry, pharmaceuticals and chemical research, whilst still exploring the 'traditional' aspects of physical, inorganic and organic Chemistry.

A level Chemistry also allows you to develop a range of key skills requested by both employers and universities. For instance, a successful A level Chemist will be a highly effective problem-solver and be able to communicate efficiently both orally and with the written word.

Handling data will be a key part of your work, allowing you to demonstrate information retrieval skills as well as use of numeracy and ICT. You will build up a range of practical skills that require creativity and accuracy as well as developing a firm understanding of health and safety issues. Chemistry is a subject in which much learning stems from experimental work, you will be required to work effectively as part of a group and individually, allowing you to develop resourcefulness, team participation and leadership skills. As you become more skilled in the lab you will take responsibility for selecting appropriate methods, accurately and precisely, recording observations throughout. You will further develop your problem solving skills through critically analysing and evaluating methods. The results you generate through experimentation will give you the confidence to relate Chemistry to the wider world, and provide insight into exciting new areas of research.

If choosing an A level Science, we strongly advise that it is studied in combination with another Science and/or Maths.

The A Level course consists of:

Year 1:

Atomic structure; Amount of substance; Bonding, Energetics; Kinetics; Chemical equilibria; Oxidation reduction and redox equations; Periodicity, Group 2; Group 7; Alkanes; Halogenalkanes; Alkenes; Alcohol; Organic Analysis.

Year 2:

Thermodynamics; Rate equations; Equilibrium Constant; Electrode potentials and electrochemical cells; Acids and Bases; Period 3 elements; Transition metals; Reactions of ions; Optical isomerism; Aldehydes and ketones; Carboxylic acids; Aromatic chemistry; Amines; Polymers; Amino acids; Organic synthesis; NMR.

A level Examinations

Paper 1	Paper 2	Paper 3
Content <ul style="list-style-type: none">Inorganic chemistry, with relevant physical chemistry Relevant practical skills	Content <ul style="list-style-type: none">Organic chemistry, with relevant physical chemistry Relevant practical skills	Content <ul style="list-style-type: none">All practical skillsAll content
Assessment: <ul style="list-style-type: none">Written exam: 2 hours105 marks	Assessment: <ul style="list-style-type: none">Written exam: 2 hours105 marks	Assessment: <ul style="list-style-type: none">Written exam: 2 hours90 marks
Questions <ul style="list-style-type: none">105 marks: a mixture of short and long answer questions	Questions <ul style="list-style-type: none">105 marks: a mixture of short and long answer questions	Questions <ul style="list-style-type: none">40 marks: questions on practical techniques and data analysis20 marks: testing across the specification30 marks: multiple choice questions

Practical assessment is now decoupled from the theoretical aspects of the course.

Mrs J Wallace (Head of Chemistry)

Computer Science

(OCR H446 A Level Specification)

“At its heart lies the notion of computational thinking: a mode of thought that goes well beyond software and hardware, and that provides a framework within which to reason about systems and problems.” (CAS-Computer Science a Curriculum for Schools).

OCR Computer Science is, above all else, relevant to the modern and changing world of computing. This qualification is aimed at meeting the needs of the learners and has an open source ethos allowing any programming language that meets the needs of the topic to be used.

This A level is an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism and values computational thinking. Helping learners to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. Students will develop an ability to analyse, critically evaluate and make decisions. Each learner is able to tailor the project part of this qualification to fit their needs, choices and aspirations.

A Level

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> • The characteristics of contemporary processors, input, output and storage devices • Software and software development • Exchanging data • Data types, data structures and algorithms • Legal, moral, cultural and ethical issues • Elements of computational thinking • Problem solving and programming • Algorithms to solve problems and standard algorithms • Analysis of the problem • Design of the solution • Developing the solution • Evaluation 	Computer systems (01)	140 marks 2 hours and 30 minutes written paper. 40% of total A level
	Algorithms and programming (02)	140 marks 2 hours and 30 minutes written paper. 40% of total A level
	Programming project (03)	70 marks Non-exam assessment. 20% of total A level

Mr. JJ Pieterse (Head of Computing)

Dance

(AQA –A Level 7237 Syllabus)

This course is designed to extend students' knowledge and understanding of a variety of Dance genres using the medium of both practical and theoretical work. It is suitable for students who have a genuine interest and passion for Dance. Dance will enhance the opportunities available for those who wish to pursue a career or undertake further study in Dance or the Performing Arts. It is a subject that will develop skills to support further studies in a variety of subjects.

Aside from improving dance technique, the course provides the opportunity for students to explore a range of skills to prepare students for work or university. Students will learn how to be independent learners, develop leadership skills, work collaboratively with peers, as well as gaining confidence in front of an audience.

Course Components: 50 % theory 50% practical

<p><u>Component 1:</u></p> <p>Performance and choreography (Practical examination)</p> <ul style="list-style-type: none">• Solo performance• Performance in a quartet• Group choreography <p>2-4 minutes for each practical piece</p>	<p><u>Component 2:</u></p> <p>Critical engagement (Theory examination)</p> <ul style="list-style-type: none">• Written examination split into two sections, section A: short answer questions and one essay, section B: two essay questions <p>2 hours 30 minutes</p>
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Mrs Gamester (Lead teacher of Dance)

Design & Technology: Fashion and Textiles

(AQA A Level Specification)

Studying this challenging Fashion and Textiles course will give students the opportunity to develop creative skills and to design and make new products. They will be taught to appreciate the complex relationship between designing ideas, choosing appropriate materials and looking at different scales of manufacture. They also consider how products are marketed to satisfy consumer demand on a global scale.

Students will be guided to independently design and make products, extending knowledge and skills from the GCSE course through practical development work including: CAD and CAM within the design and production of products, printing their own fabric designs and using complex pattern assembling to make a high quality finished product.

Key areas covered include: knowledge of textile products and materials, sustainability and environmental issues, sources of fibres and new smart fabrics, extending practical sewing skills, developing research and analysis skills, exploring creatively in designing new products, improving confidence and knowledge of materials. It also teaches the students the benefits of working both independently and as part of a team.

A Level - 7562

Unit title	What's assessed	How it's assessed	Type of assessment
Paper 1	Technical principles	<ul style="list-style-type: none">• Written exam: 2.5 hours• 120 marks• 30% of A level	Mixture of short answer and extended response
Paper 2	Designing and making principles	<ul style="list-style-type: none">• Written exam: 1.5 hours• 80• 20% of A level	Mixture of short answer and extended response questions
NEA ('coursework')	Practical application of core technical principles, designing and making principles, and additional specialist knowledge	<ul style="list-style-type: none">• Substantial design and make project• 100 marks• 50% of A level	Written or digital design portfolio and photographic evidence of final prototype

Mrs C Ellis (Head of Design and Technology)

Design & Technology: Product Design

(AQA A Level Specification)

Product Design offers students the opportunity to develop both academic and practical skills in well-equipped design studios and manufacturing workshops.

During the Product Design course students are given topics or areas to investigate which will develop their design and practical skills. Current Year 12 project themes include topics such as: 'Pewter Cast Jewellery', '3D Printed Design', 'Cast Concrete in Interior Design' and 'Contemporary Lighting'. As they progress to the second year, students will choose a project theme that interests them. Previous projects have included furniture such as tables and chairs, musical instruments, architectural models, sports equipment, children's play furniture and objects involving mechanical engineering. There will also be theory lessons on topics such as materials and manufacturing, use of computer system in industry, famous designers and their products, and environmental design.

Key areas developed include research and analytical skills, creativity, time management, graphic design skills, technical knowledge - including CAD/CAM, practical skills and problem solving. It also teaches students the benefits of working both independently and as part of a team.

A Level - 7552

Unit title	What's assessed	How it's assessed	Type of assessment
Paper 1	Technical principles	<ul style="list-style-type: none">• Written exam: 2.5 hours• 120 marks• 30% of A level	Mixture of short answer and extended response
Paper 2	Designing and making principles	<ul style="list-style-type: none">• Written exam: 1.5 hours• 80• 20% of A level	Mixture of short answer and extended response questions
NEA ('coursework')	Practical application of technical principles, designing and making principles	<ul style="list-style-type: none">• Substantial design and make project• 100 marks• 50% of A level	Written or digital design portfolio and photographic evidence of final prototype

Mrs C Ellis (Head of Design and Technology)

Drama & Theatre Studies

(AQA Specification)

The Drama Department is a thriving and creative community and we welcome you to consider the Drama and Theatre Studies A Level. This exciting course aims to widen your experience of plays with a performance focus. You will study texts, interpret character as an actor and director. You can also choose to follow a designer route. You will work together on group projects and apply the theory you have learned to your practical work. Please visit the Drama pages on the school website for further information.

You will be taken on at least five theatre trips during the year, which directly link to your assessment in the form of evaluating live theatre. These trips are always greatly rewarding experiences for our students.

Former students have successfully gained places in prestigious Drama Schools, such as GSA and Guildhall, as well as pursuing academic theatre studies and a full range of other subjects at university. Drama and Theatre Studies appeals to a wide range of students because they will develop vital skills in research, analysis and communication that fully prepares them for employment and further study.

A Level Assessment Structure

Unit	Title	Weighting	What's assessed	How's it assessed
1	Drama and Theatre	40%	<ul style="list-style-type: none"> • Knowledge and understanding of drama and theatre • Study of two set plays • Analysis and evaluation of live theatre 	A 3hr written exam (3 extended response questions) Externally assessed
2	Creating Original Drama (practical)	30%	<ul style="list-style-type: none"> • Process of creating devised drama • Performance of devised drama (students may contribute as performer, designer or director) • Study of one practitioner 	Working notebook (40 marks) Devised performance (20 marks) Internally assessed, externally moderated
3	Making Theatre (Practical)	30%	<ul style="list-style-type: none"> • Practical exploration and interpretation of three extracts • Study of a further practitioner • Students may contribute as performer, designer or director 	Performance of Extract 3 (40 marks) Reflective report (20 marks) Externally assessed

Miss J Spurling (Head of Drama)

Economics

(AQA 7136 Specification)

Economics deals with how the World earns and spends its wealth, and anybody who wants to understand how modern societies work, or, indeed, sometimes fail, should find the subject of great interest. Those who have studied History, Geography or Business Studies at GCSE will already have a good idea of how much Economics can affect us all.

Here are a few of the topic areas covered:

In Microeconomics (Paper 1), how supply and demand operate in free markets, why free markets may not always operate well, theories about what drives the economic behaviour of individuals and firms, what determines wages and the problem of poverty;

and in Macroeconomics, (Paper 2) things like: inflation and how the Bank of England tries to control it through interest rates and other ways; the causes of booms and slumps and what governments can try to do to limit the damage they can cause; how banks and building societies work or fail; international trade and why it can be controversial enough to cause demonstrations and riots; the changes in the international economy including how poorer countries can raise their living standards and the rise of China as an economic force; the environment and how best to protect it; the ideas behind the EU and the single currency, and many more.

(Paper 3 at A Level is 'synoptic', and covers everything! See the specification on aqa.org.uk for the full list of topics.)

The focus is on seeing how economic theory applies to the real world and can affect the lives of us all and it is important for all students of this subject to have a real interest in the news, politics and in current affairs so that they can see how the sometimes rather abstract theories of Economics work out in practice.

This would be a valuable qualification for those going on to any of the wide variety of Business or Economics related degrees or HNDs that are available. It is also an academic qualification in its own right which will support applicants wishing to study in any subject area. Students may also find it a valuable addition to their CV if their career, at some stage, becomes involved with business of any kind – which could well be the case for most of them.

A Level (7136)

Paper 1	Markets and Market Failure <i>(microeconomics)</i>	A	Written Examination with calculations, data response and essay questions	2 hr
Paper 2	The National and International Economy <i>(macroeconomics)</i>	A	Written Examination with calculations, data response and essay questions	2 hr
Paper 3	Economic Principles and Issues <i>(covering all the subject content, micro and macro)</i>	A	Multiple choice questions and written questions based on a case study.	2 hr

Ms A Lawther (Lead teacher of Economics)

English: Literature

(AQA)

English Literature is highly regarded by Universities and employers as it teaches students to communicate effectively, analyse in depth and express ideas clearly – all highly transferable skills in today's world.

Studying literature makes students more aware of the world around them and the complex issues people face; it encourages empathy, it enables students to analyse and evaluate the ways in which writers use language to create meaning and it helps young people to understand the power of the written word so that they can use it to better effect in their own lives.

English Literature is not just a subject; a love of reading is enriching and can impact on all areas of a student's life; it is, quite simply, a necessary part of a young adult's education.

English Literature is useful in a number of careers and is an obvious starting point for students considering a career in newspaper or magazine journalism and the media in general. Other careers include Primary and Secondary School teaching, any occupation which involves report writing and communication skills such as Social Work, the Probationary Service, the Police Force and the Legal Profession.

AQA A Level English Literature A

Unit	Title	Components	Assessment
1	Love Through the Ages	Section A: Shakespeare Section B: Unseen Poetry Section C: Comparing Texts	examination
2	Texts in Shared Contexts	Option 2A: WW1 and its Aftermath Option 2B: Modern Times – Literature from 1945 to the Present Day	examination
3	Independent Critical Study	Comparative critical study of two texts One extended essay (2500 words) and a bibliography	coursework

Mrs K Weston (Head of English)

Ethics & Philosophy

Edexcel A Level Specification

“Does religion have all the answers or none of them?”

“True insight comes from within”

If you are reading these and wondering what the answers could be then this is the course for you. You will enjoy Ethics and Philosophy if you enjoy thinking about challenging questions, reading and expressing your ideas both orally and in writing.

Ethics and Philosophy offers a stimulating opportunity to discuss social, political, moral, philosophical and religious questions, including “Does God really exist?” “How can anyone believe in God and still accept the presence of evil and suffering?” “Why does God command acts of evil?”

Ethics and Philosophy is a highly valued subject and shows students have grasped the skills of analysing, evaluating and presenting information in a variety of ways. It fits well with all other subject choices and covers a broad range of topic areas. This A level is highly recommended for anyone considering a career in (amongst others) social work, community relations, teaching or the police.

Full A level

Unit	Title	Level	Assessment Mode	Assessment Duration
1	Philosophy of Religion	A Level	Examination	2 hours (A Level)
2	Religion and Ethics	A Level	Examination	2 hours (A Level)
3	A Study of Religion	A Level	Examination	2 hours (A Level)

Mrs L Wells (Head of Philosophy and Ethics)

Film Studies

(WJEC Eduqas A Level Specification)

This course is valuable preparation for University courses in Film, Media, English and English Literature, Politics, Communication, Social Sciences, as well as courses requiring strong analytical skills.

Film Studies is a subject that develops knowledge and understanding about the Film Industry, both historically and current, and will appeal to those with a passion for the industry, or students wanting to widen their understanding of film.

A Level

<p>Component 1</p>	<p>Varieties of film and filmmaking Written examination: 2½ hours 35% of qualification. This component assesses knowledge and understanding of six feature-length films. Section A: Hollywood 1930-1990 (comparative study) One question from a choice of two, requiring reference to two Hollywood films, one from the Classical Hollywood period (1930-1960) and the other from the New Hollywood period (1961-1990). Section B: American film since 2005 (two-film study) One question from a choice of two, requiring reference to two American films, one mainstream film and one contemporary independent film. Section C: British film since 1995 (two-film study) One question from a choice of two, requiring reference to two British films.</p>
<p>Component 2</p>	<p>Global filmmaking perspectives Written examination: 2½ hours 35% of qualification. This component assesses knowledge and understanding of five feature-length films (or their equivalent). Section A: Global film (two-film study) One question from a choice of two, requiring reference to two global films: one European and one produced outside Europe. Section B: Documentary film One question from a choice of two, requiring reference to one documentary film. Section C: Film movements – Silent cinema One question from a choice of two, requiring reference to one silent film or group of films. Section D: Film movements – Experimental film (1960-2000) One question from a choice of two, requiring reference to one film option.</p>
<p>Component 3</p>	<p>Production Non-exam assessment 30% of qualification This component assesses one production and its evaluative analysis. Learners produce: Either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words) plus a digitally photographed storyboard of a key section from the screenplay supported with an evaluative analysis (1600 - 1800 words).</p>

Mrs R Pedder (Head of Media)

Geography

Do you want to know more about ...

...the complex interaction of processes that shape our world?

...how human intervention affects the environment?

...how people adapt and mitigate the effects of processes on their environment?

... then read on...!

The key questions above are complex and dynamic; answers vary from place to place depending on people's resources, technology and culture. There is plenty of room for discussion and extended research which will help you become an independent thinker and learner. By the time you get to your exams, you will be able to show your understanding of a range of opinions and be able to illustrate your answers with case studies from local, national and international examples.

How is the Geography A level course structured?

Your A level Geography course will cover both the physical and human environments. You will have the opportunity to specialise in your preferred area through your coursework. The table below presents the choice of titles you could be learning about and how you will be examined.

Physical Geography	Human Geography
You will have a choice of the following topics: <ul style="list-style-type: none">• Water and carbon cycles• Hot desert systems and landscapes• Coastal systems and landscapes• Glacial systems and landscapes• Hazards• Ecosystems under stress	You will have a choice of the following topics: <ul style="list-style-type: none">• Global systems and global governance• Changing places• Contemporary urban environments• Population and the environment• Resource security
How will I be examined?	How much does it account for?
Physical Geography exam – 2.5 hours, 120 marks.	40%
Human Geography exam – 2.5 hours, 120 marks.	40%
NEA (Non-examined assessment) – 3000-4000 words	20%

How will I learn?

You will have different Geography teachers for the Human and Physical elements of the course. Both teachers will have specialised in this aspect to at least degree level. You will learn in a wide variety of ways such as by using maps, GIS skills, data analysis, photos, videos, podcasts, as well as attending lectures and study days. You will be encouraged to frame your own questions using higher level thinking skills and showing your grasp of complex issues through report and essay writing.

What fieldwork opportunities are there?

All students will go on a compulsory trip to the **Flatford Mill Field Studies Centre** on the Suffolk coast for 4 days. The Field Studies Centre at Flatford Mill



offers tuition by staff who have a wide range of experience in data collection, research and exam techniques. Students will spend these 4 days completing their NEA. We also offer the opportunity to visit **Italy** during the summer term where students will stay in Sorrento and visit geographical attractions such as Mt Vesuvius and Pompeii – an



outstanding opportunity to see the effects of tectonic activity first hand!

How does Geography link to my other options and my future?

Geography combines well with both arts and science subjects. You may already be thinking ahead to potential university and career choices so it is worth bearing in mind that geography is a broad based subject that really fits well for your future progression. For example, for careers in sustainability and green issues, urban regeneration, energy supply, retail location, managing the effects of hazards and climate change, geography is an obvious choice.

Mrs S Beckingham (Head of Geography)

History

(AQA)

Students choose History because it is a varied subject, fascinating in its own right and central to an understanding of current affairs. At the Knights Templar School, we aim to enhance students' interest and enthusiasm for the past.

We provide opportunities to explore significant events, people and issues, and encourage students to acquire a deep knowledge and understanding of History.

We enable students to foster and develop a wide range of skills which are transferable to a range of careers. These include the ability to communicate their knowledge and opinions effectively, and the ability to debate; presenting clear, concise, logical ideas and arguments which they are able to confidently support.

Students will also further develop their skills of interpretation as well as the ability to evaluate usefulness and reliability when working with evidence.

History as a very well established and respected A Level which is held in high esteem by all universities who all appreciate the challenge, range of skills and academic rigour which it requires from, and develops in students. Similarly, employers have a strong respect for History as a qualification because they appreciate the demands of the subject and they are confident students will have acquired valuable transferable skills as well as knowledge and understanding of the past. These include:

- Understanding of history and development as it applies to nations and groups of people.
- Efficiency in oral and written presentation skills.
- Detailed research skills.
- Proficient interview skills and techniques.
- Proper and accurate record keeping skills.
- Critical thinking skills.
- Strong interpersonal communications skills.
- 'Report writing' skills.

The A Level consists of 3 units, a British unit, an international unit and a coursework unit, all of which are examined at the end of Year 13:

Component	Title	How is it assessed
1F	Britain: Industrialisation and the People, c. 1783-1885	Exam – worth 40% of A Level
2R	The Cold War c 1945-1991	Exam – worth 40% of A Level
NEA	Indian Independence 1857-1947	Coursework – worth 20% of A Level

Mrs C Robertson (Head of History)

Mathematics

(Edexcel Syllabus 9MA0)

Mathematics is a fascinating and challenging subject. It is a very worthwhile course as an end in itself but is also a useful support to many other subjects. As an A level it is highly regarded by universities and employers as it demonstrates ability for analysis and logical thinking.

Pure Mathematics as its name implies, comprises the core topics which underpin Mathematics. Topics such as algebra, trigonometry and co-ordinate geometry are extended from GCSE. New topics such as calculus will also be studied, which provide powerful tools for analysing problems in Science, Economics and many areas. It is essential to any mathematically-related study in Higher Education.

Mechanics looks at the application of Mathematics to real world situations. Physical problems, such as a car cornering, throwing or firing an object or population expansion, are modelled mathematically, analysed and then interpreted. Mechanics is a very useful support to Physics A level but students not taking Physics should still find Mechanics a stimulating and highly useful area of Mathematics to study.

Statistics largely concerns the analysis of data and the course covers a range of techniques widely used in commerce and industry. The course builds upon many topics already encountered at GCSE such as averages, cumulative frequency and probability. There is a good deal of computational and graphical work and much of the course involves using statistical techniques such as 'correlation' to analyse data. Correlation for instance is used to ascertain whether there might be a relationship between two sets of figures - for example given data about maintenance costs and the age of machines, we could use correlation techniques to investigate whether maintenance costs increase with the age of the machine.

The A level course is split into three sections for examination. The first two sections cover the Pure Mathematics elements of the course. The third section covers the applied elements of the course, with Section A looking at the Statistics and Section B looking at Mechanics. All elements are compulsory.

There will be no coursework element. Staff are always available outside of lessons for extra help.

A Level

	Assessment Mode	Assessment Duration
Pure 1	Examination	2 hours
Pure 2	Examination	2 hours
Applied	Examination	2 hours

Mrs K Dixon (Head of Mathematics)

Mathematics: Further Mathematics

(Edexcel Syllabus 9FM0)

If you study Further Mathematics you will study Mathematics A level and Further Mathematics A level together. Students cover the subject in greater depth than in 'single' Mathematics so this is a course for those with a strong interest in Mathematics. Many students take this course simply because they enjoy Mathematics for its own sake, whilst others who might want to study Mathematics, Physics or Engineering at degree level find a stronger mathematical background helpful. Many other areas of study (e.g. Economics, Computing, etc.) also have a more mathematical side.

Although some of the ideas in the course are more challenging than those in single Mathematics, it is the somewhat faster pace of the double Mathematics course which makes it more demanding. However it can be extremely rewarding for the student who enjoys Mathematics.

Students taking Further Mathematics will sit the 3 examinations covering the A level Mathematics content and will then sit 4 further exams. The first 2 of these exams cover further compulsory Pure content. For the remaining two examinations students will study further Pure or Applied modules.

A Level

	Assessment Mode	Assessment Duration
Pure 1	Examination	1 hour 30 mins
Pure 2	Examination	1 hour 30 mins
Pure/Applied	Examination	1 hour 30 mins
Pure/Applied	Examination	1 hour 30 mins

Mrs K Dixon (Head of Mathematics)

Media Studies

OCR A Level

This course is valuable preparation for University courses in Media, English and English Literature, Politics, Communication, Social Sciences, as well as courses requiring strong analytical skills.

It is a subject which develops knowledge and understanding about the wider world, modern society and allows creativity and analysis.

A Level Non- Exam Assessment (03/04) Coursework:

60 Marks. 30% of the entire A level.

Learners will practically explore the creation of three linked media products in a cross-media production. The production comprises three linked products. Learners will be given a brief set by OCR that explore a wide range of media forms. This NEA (non-exam assessment) component allows learners to demonstrate their creativity as they apply their practical understanding of the theoretical framework.

A Level External Exam:

Media Products (01) 60 Marks. 30% of the total A level.

Written paper. 1 hour 45 minutes (including 10 minutes viewing time)

Learners will explore how media products are used by institutions to construct different representations and how media audiences interpret these products. Learners will use aspects of the theoretical framework to analyse and evaluate their own cross-media productions.

Media in the digital age (02) 80 Marks. 40% of the total A level.

Written paper. Two hours

Learners will explore and analyse the ideas and arguments from debates about the media. These debates will be drawn from:

- a historical perspective
- the digital age
- global media.

Miss R Baker (Head of Media)

Modern Foreign Languages:

French, & German



(AQA A level Specification)

The ability to speak a foreign language is becoming increasingly important in all areas of life – work, leisure and general culture. It is a highly regarded qualification by employers and Higher Education institutions alike. A modern language complements all other subjects.

At A level, you will continue to practise the four key skills of listening, speaking, reading and writing and increasingly this will be within the context of the cultures of the language you are studying. Topics covered will include social issues, such as discrimination and homelessness, political and artistic culture. You will also have the opportunity to study a film and a work of literature.

In lessons, you will develop the skills to offer your ideas and opinions on a range of engaging and topical themes. You will also learn more about how the language works and speak and write with increasing accuracy. Hopefully, you will have the opportunity to visit a country where your chosen language is spoken during the course of your A Level studies.

A Level MFL – Assessment

Unit	Title	Percentage of whole qualification	Assessment Mode	Assessment Duration
1	Listening, Reading and Writing	50%	Comprehension questions in TL* Translations: TL to English and English to TL	2 hours 30
2	Writing	20%	One essay on a literary text and one essay on a film OR two essays on two literary texts Essays written in TL	2 hours
3	Speaking	30%	Discussion of a stimulus card Presentation and discussion of a topic you have chosen and researched.	20 minutes + 5 minutes of preparation

* TL =Target language (French or German)

Mrs K Bonail (Head of Languages)

Music

(Edexcel Specification)

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

Music A level is an academic subject, centred upon developing creative skills through listening, performing and composing. It is useful to have studied Music at GCSE and/or passed Grade 5 Music Theory, but this is not always essential. Candidates must already play a musical instrument/sing and be able to read music with some confidence.

What will I learn on this Advanced GCE course?

A Level Music promotes both academic rigour and creative expression. As a discipline, music demands the thoughtful study and acquisition of knowledge. As an art, music allows freedom to experiment and imagine. It is this unique combination which universities recognise and value and which students so enjoy.

The course covers a very wide range of music, including Pop & Jazz, World Fusion, Film Music, Vocal Music, Classical and Modern styles. Linked with these different topic areas is listening and analysis work, essay writing and studying musical scores.

Composition work begins with developing techniques for composing in different styles, such as creating music for film. This extends into two compositions for submission in the final A2 year.

We aim to support and encourage each student to develop confidence and proficiency in performance. We hope candidates will enjoy the many performance opportunities at KTS, both as soloists and in ensembles.

What kind of student is this course suitable for?

The course is perfect for any student who is already enjoying performing and making music. If you are looking for an opportunity to work alongside other musicians and study a variety of music in greater depth then this is a great course. A willingness to engage in all aspects of the course is the key to success; from performance, to essay writing, to developing your own musical ideas.

1.	Performing 30%	- Solo, ensemble, improvisation or realisation using music technology - Recital of minimum 8 minutes of music	Externally Assessed
2.	Composing 30%	- Two compositions; one set to a compositional techniques brief set by Edexcel - Minimum of 6 minutes of music (combined)	Externally Assessed
3.	Appraising 40%	- One written paper of 2 hours - Questions/essays relating to set works, unfamiliar listening and melodic/rhythmic dictation	Externally Assessed

Mr J Dolby (Heads of Music)

Music Technology

BTEC Level 3 Extended Certificate

This BTEC Level 3 National Certificate in Music Technology is suitable for anyone who has an interest in Music Production or has studied the BTEC level 2 First in Music. It is not necessary to have instrumental lessons or play an instrument. This course is open to all musicians.

The content of this qualification has been developed in consultation with employers and professional bodies to confirm that the content is appropriate for those interested in working in the sector. In each unit, learners will also develop a range of transferable skills, for example communication, independent learning, teamwork, analysis and evaluation.

Students will study two mandatory units, which include Digital Audio Workstation (DAW) production; music and sound for media.

Learners choose three optional units, designed to support progression to relevant occupational areas, and to a range of sector-related courses in higher education. They cover content areas such as:

- creative synthesis and sampling.
- commercial music production.
- mixing and mastering techniques.
- remixing and reworking.

The main purpose of this qualification is to prepare learners for working in the music technology sector, particularly as musicians, arts officers, producers and directors, photographers and audio-visual and broadcasting equipment operators. This qualification enables learners to develop a core of knowledge around the music technology industry and the use of recording and technical equipment. It provides the breadth and practical application of music technology learning which will prepare learners for a number of job roles in the sector, either in its own right or when taken alongside an additional complementary qualification.

Learners with this qualification could progress to the following job roles:

- studio assistant.
- assistant sound designer.
- trainee sound engineer.
- further education.

How is the course structured?

Core Units	Optional Units
Music and Sound For Media DAW Production	Creative Synthesis and Sampling Remixing and Reworking Mixing and Mastering Techniques Commercial Music Production

Assessment takes place throughout the course. This qualification has 360 guided learning hours.

Mr J Dolby (Head of Music)

Performance (Acting)

BTEC Level 3 National Extended Certificate(TechLevel)

(Pearson Specification)

The Performing Arts (Acting) course aims to strengthen your acting and performing experience through developing improvisation skills and your ability to interpret scripts. The Drama Department is proud to offer this inspiring and exciting course. The BTEC level 3 National Extended Certificate is taught over two years and this qualification is the equivalent to one A level.

During the course you will work as a theatre company on long term projects that will encourage you to become more confident performers through the rehearsal of key acting skills. You will complete two mandatory units (as stated below) and three further units.

You will be asked to go to the theatre in order to expand your understanding of theatre. The Drama Department organises several live theatre experiences for students - performances and workshops in school as well as theatre trips.

Competent performance skills are essential for this course; a minimum of a grade 4 at GCSE Drama is useful, however, live performance experience is considered as an alternative. It is very important that students are committed to working in a group and enjoy working with others. The assessment is mainly practical, with coursework-based extended writing for reflection and research. There are no written exams in this course.

The BTEC Performance (Acting) is principally aimed at students who wish to focus on performing skills rather than theatre theory in performance. Those students who are looking to go to Drama School and acting as a career would benefit from this course. However, there are many transferable skills in this course which may help you to succeed in business, law, teaching and a full variety of university courses.

BTEC Extended Certificate Assessment

Unit	Title	Weighting	What's assessed	How's it assessed
3 (mandatory)	Group Performance Workshop	32%	<ul style="list-style-type: none"> • Understand how to interpret stimuli for a devised performance • Develop and realise creative ideas • Apply personal management and collaborative skills • Apply performance skills to communicate creative intentions • Review and reflect on 	<p>Devised group performance based on a stimulus and digital process log.</p> <p>Set and marked externally</p>

			<ul style="list-style-type: none"> • Effectiveness a workshop • Performance 	
34 (mandatory)	Developing Skills and Techniques for Live Performance	17%	<ul style="list-style-type: none"> • Understand and develop skills of a performer • Apply and review performance skills and techniques used in selected styles 	Presentation, participation in rehearsal, performance and logbook. Set and marked internally
Unit	Title	Weighting	What's assessed	How's it assessed
18 (optional)	Interpreting Classical Text for Performance	17%	<ul style="list-style-type: none"> • Understand acting skills and techniques for a range of classical texts. • Develop acting skills and techniques for classical performance • Apply acting skills and techniques in rehearsal and performance of classical text. • Review personal development and own performance. 	Presentation, participation in rehearsal, performance and logbook. Set and marked internally
19 (optional)	Acting Styles	17%	<ul style="list-style-type: none"> • Understand acting styles and techniques for performance • Develop acting styles, skills and techniques for performance • Apply acting styles, skills and techniques in rehearsal and performance • Review personal development and own performance. 	Presentation, participation in rehearsal, performance and logbook. Set and marked internally
20 (optional)	Developing the Voice for Performance	17%	<ul style="list-style-type: none"> • Understand the production of voice • Create exercises and techniques to develop vocal control and ability • Apply techniques to perform with careful control of voice • Review personal development and own performance 	Presentation, participation in rehearsal, performance and logbook. Set and marked internally

Mrs J Spurling (Head of Drama)

Physical Education: A Level P.E.

(AQA A Level Specification)

The specification in Sport and Physical Education stipulates a course of study that expands on many of the concepts already encountered at Key Stage 4. It provides a natural progression for candidates who have studied GCSE Physical Education, as well as a transition for those intending to study related courses at a Higher Education level. It also provides a balanced and broad based course, worthwhile in its own right.

The topic areas are as follows:

Paper 1 – Written exam – 2 hours – 105 marks – 35% of A level

Factors affecting participation in physical activity and sport

- Section A – Applied anatomy and physiology
- Section B – Skill acquisition
- Section C – Sport and society

Paper 2 – Written exam – 2 hours – 105 marks – 35% of A level

Factors affecting optimal performance in physical activity and sport

- Section A – Exercise physiology and biomechanics
- Section B – Sport psychology
- Section C – Sport and society and technology in sport

Non-exam assessment – internal assessment and external moderation – 90 marks – 30% of A level

Practical performance in physical activity and sport

- Students assessed as a performer or coach in the full sided version of **one** activity
- Written/verbal analysis of performance

Overall, a genuine interest and enthusiasm for the world of sport both in practice and theory would be an essential requirement

Mr M Bradley (Head of P.E.)

Physics

(AQA A Level Specification)

We follow the new AQA Physics specification to give our students the best possible opportunity to succeed with engaging physics that is relevant to their real world experiences. This course will develop the skills universities and employers want to see in their applicants, while also nurturing a passion for Physics. The course provides numerous opportunities to use practical experiences to link theory to reality, equipping our students with the practical skills they will need in further scientific education.

A rich diet of practical work will be essential to develop students' manipulative skills and understanding of the processes of scientific investigation. It will also contribute to the teaching and learning of the scientific concepts within this specification.

If choosing an A level Science, we strongly advise that it is studied in combination with another Science and/or Maths.

Topics taught in Year 1	Topics taught in Year 2
1. Measurements and their errors	All of those taught in Year 1 and ...
2. Particles and radiation	6. Further mechanics and thermal physics
3. Waves	7. Fields and their consequences
4. Mechanics and materials	8. Nuclear Physics
5. Electricity	Option Topic 9 - 13

A level Examinations

Paper	What's Assessed	Assessment Mode	Questions
1	Sections 1-5 and 6.1 (Periodic Motion)	<ul style="list-style-type: none">Written exam: 2 hours85 marks	60 marks of short and long answer questions and 25 multiple choice questions on content
2	Sections 6.2 (Thermal Physics, 7 and 8)	<ul style="list-style-type: none">Written exam: 2 hours85 marks	60 marks of short and long answer questions and 25 multiple choice questions on content
3	Section A: Compulsory section: practical skills and data analysis Section B: Students enter for one of sections 9, 10, 11, 12 or 13	<ul style="list-style-type: none">Written exam: 2 hours80 marks	45 marks of short and long answer questions on practical experiments and data analysis 35 marks of short and long answer questions on optional topic

Mrs S Walton & Mr J Grove (Heads of Physics)

Politics

(Edexcel)

Politics is an exciting subject, giving students the opportunity to learn about and analyse how people gain power and influence. To enhance their understanding, students will be offered a range of extra-curricular opportunities, including potential visits to political institutions, political parties and pressure groups and talks from external speakers.

We are all affected by politics. Thousands of decisions made by voters and politicians have determined issues from the cost of a bus ticket, to whether our school can be rebuilt, to the cost of university tuition fees. It is therefore essential that we not only engage in our politics, but understand how we can do so effectively.

Recent events, such as the Scottish independence referendum, EU referendum and the election of Donald Trump as President of the USA, show how fast political priorities can change. If you have an interest in current affairs and an interest in debating contemporary issues, then A level Politics is the right choice for you.

With an A level Politics you could move on to study political science or international relations at university, or alternatively study degrees in related subjects such as Economics, History, Law or Modern Foreign Languages.

This course is particularly recommended to students hoping to work for campaigning organisations and charities, or in the civil service, journalism, law, local government or politics itself.

Advanced Level

Title	Content	How Assessed
UK Politics	<ol style="list-style-type: none">1. Political participation – democracy, participating parties, electoral systems, voting behaviour, the media,2. Core political ideas - conservatism, liberalism, socialism	All assessment is by external written examination at the end of Year 13 – each component is 33.3% of the A level
UK Government	<ol style="list-style-type: none">1. The constitution, parliament, Prime Minister and executive, relationships between the branches2. One non-core political idea from the following: anarchism, ecologism, feminism, multiculturalism, nationalism (in recent years we have taught nationalism)	
Comparative Politics: USA	The US constitution and federalism, US Congress, US Presidency, US Supreme Court and civil rights, democracy and participation, comparative theories	

Mr J Sherry and Ms E Thompson
(Lead teachers of Politics)

Psychology

AQA A level

Psychology is one of the most popular subjects to study because it has a big impact on all areas of life, from education and health, to the economy and crime.

Psychologists apply scientific methodology to explain human behaviour. They formulate theories, test hypotheses through observation and experiment, and analyse their reports with statistical techniques that help them identify important findings.

If you are interested in finding out why people behave the way they do or how the brain works then Psychology could be for you!

The A level course covers a broad range of topics including which are taught across the two years:

Year 1	Year 2
Approaches Social Influence Memory Attachment Psychopathology Biopsychology	Schizophrenia Aggression Cognition and Development Issues and Debates
Research Methods delivered throughout both years	

Skills and attributes that are developed through study of Psychology include:

- Oral and written communication
- Problem solving
- Numeracy and statistics
- Critical and creative thinking
- Decision making
- Moral and ethical awareness
- Organisational skills
- Team working
- IT and data analysis skills

Miss F Oetgen (Head of Psychology)

Sociology

“The fascination of Sociology lies in the fact that its perspective makes us see in a new light the very world in which we have lived all our lives” Peter Berger.

What is Sociology?

Sociology is the science that challenges preconceptions. It encourages students to question and evaluate aspects of our social environment that are usually taken for granted. Sociology offers students the opportunity to gain a deeper understanding of society, and of how sociologists study and explain people's lives. Studying sociology will enable students to discuss social issues in a more informed and systematic way and it will help them to make sense of their own and other people's experiences.

The core aim of the course is to enable students to acquire knowledge and a critical understanding of contemporary social processes. Students will be encouraged to question and debate the role of the education system in contemporary society, the place and influence of culture and identity, how beliefs factor into the contemporary world and why crime remains a prevalent issue in our world. The combination of discussion, debate and essay based tasks that lessons and homework will take offer students the opportunity to gain a deeper understanding of the issues surrounding these fascinating topics. As students study the research and conclusions of sociologists in these fields, they will in turn gain a stronger sense of their own opinion and stance on many of these important social issues.

<u>Y12 Topics</u>		<u>Assessment Method</u>
1	Education with Research Methods	At A level there are 3 exams, each account for one third of your A level grade. The 3 exams last 2 hours each and are worth 80 marks each. The exams consist of a mixture of short answer and extended writing questions.
2	Families and Households	
<u>Y13 Topics</u>		
3	Crime and Deviance with Theory and Methods	
4	Beliefs in Society	

Ms K Bradley (Head of Sociology)

Statistics

Edexcel A Level

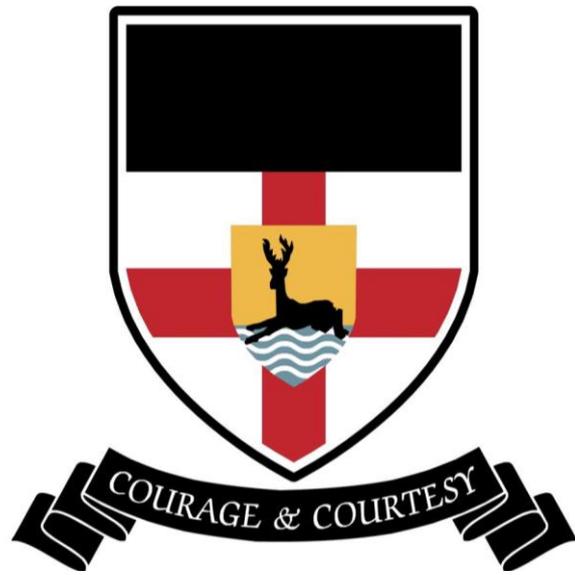
A Level Statistics is a fantastic choice for students who want to know the facts behind the figures and want to make sense of the world around us. It goes well with subjects including A-level Biology, Psychology, Geography, Business Studies and Economics.

Statistics largely concerns the analysis of data and the course covers a range of techniques widely used in commerce and industry. It builds upon many topics already encountered at GCSE such as probability and correlation but covers so much more! The logical, problem solving and numerical skills gained are useful for many different areas of employment. There is no coursework element.

A LEVEL STATISTICS - EDEXCEL SYLLABUS 9ST0

	Assessment Mode	Assessment Duration	Amount of A Level
Paper 1 Data and Probability	Examination	2 hours	$33\frac{1}{3}\%$
Paper 2 Statistical Inference	Examination	2 hours	$33\frac{1}{3}\%$
Paper 3 Statistics in Practice	Examination	2 hours	$33\frac{1}{3}\%$

Mrs K Dixon (Head of Mathematics)



Wider Curriculum Opportunities:

Extended Project Qualification

(Edexcel)

The Edexcel Level 3 Extended Project allows students to study a field of their choice, allowing them to tailor the wider curriculum to their own interests and talents. They might study a subject they loved at GCSE but couldn't continue to A Level, or pursue an A Level subject beyond the curriculum, or try a new subject entirely. Their chosen topic and the skills they develop as they study will allow them to prepare for higher education and / or their future career path.

Students are given a choice of four pathways, each of which challenges them to complete a different type of project:

Unit 1: Dissertation This pathway provides students with the opportunity to research, analyse, and evaluate an argument in their chosen field. Previous dissertation questions have included: are people born criminals? Is the rise of gaming having a negative impact on society? Does an apple a day keep the doctor away? The completed project will take the form of a 6,000 dissertation

Unit 2: Investigation/Field Study This pathway provides students with the opportunity to collect, analyse, and evaluate data to answer a question or support a hypothesis. For example, students may pursue a geographical study of erosion, a biological study of pollution or a statistical survey of attitudes to social media. The examination for this unit usually takes the form of a 5,000 word report.

Unit 3: Performance This pathway provides students with the opportunity to produce a performance for an audience. Students are required to provide written evidence to accompany the project. It is estimated that this will be 1,500 – 3,000 words in length.

Unit 4: Artefact This pathway provides students with the opportunity to plan, research, develop and evaluate the production of an artefact. The artefact may take many forms, including a finished working prototype, artwork, website, or film. Students are required to provide written evidence to accompany the project. It is estimated that this will be 1,500 – 3,000 words in length.

The EPQ will be completed over one year, and is assessed by a tutor-assessor from within the school and externally moderated by Edexcel. The course is delivered through weekly skills sessions, regular mentor meetings, and dedicated independent study periods. Whichever pathway they choose, the students will be assessed on their ability to manage, resource, develop and realise, and review their projects. As well as completing their EPQ project, students will keep an activity log throughout the year and deliver a 10 minute presentation and evaluation of their finished project at the end of the process. The EPQ carries up to 28 UCAS points (more than an A grade at AS Level) and it is increasingly sought after by universities as a way of demonstrating higher level research and independent study skills.

Students will need to have achieved a Grade 5 in GCSE English Language, English Literature, or History. Access to the different pathways may be informed by prior attainment in other GCSE subjects.

Mrs L Wells (EPQ Co-ordinator)

Wider Curriculum Opportunities: **The London Institute of Banking and Finance** **Level 3 Qualification** **Certificate in Financial Studies**

This course will be of great value to those considering careers in banking, finance, insurance and investment. However, it is also of great benefit to students with regards to helping them make decisions and choices in relation to their own personal finance situations.

Why is it useful?

- Can be used for helping you make informed choices about your personal finances both short term and long term.
- It is a stepping stone to working in the finance industry: banking, insurance, financial services, investment, management consultancy
- It is a standalone qualification.
- Up to 28 UCAS points available with an A* grade.

The certificate has 2 units:

Unit 1 Financial Capability for the Immediate and Short Term.

Unit 2 Financial Capability for the Medium and Long Term

Both Units are examined by multiple choice questions and a pre-release case study

The course is knowledge based rather than based on higher level skills such as analysis and evaluation

All papers can be retaken once for free with the best mark going through.

The course will give students the knowledge to help answer the following questions:

- How do I choose the best bank account?
- Should I get a credit card and if so which one?
- How do I pay for my first car?
- Should I borrow money from Wonga?
- Can I manage financially if I leave home? What expenditure is involved?
- Can I ever afford a house - how do I choose the right mortgage?
- Should I worry about inflation and interest rates?
- Is uni and a student loan worth it?
- How do I deal with debt?
- How can I manage my money at university?
- Do I need to bother about a pension?
- What sorts of pensions are there?
- What are the consequences of bad debt and how will it impact on me?

It is a vocational qualification in its own right which will support applicants wishing to study banking and finance in the future. Students may also find it a valuable addition to their CV if their career, at some stage, becomes involved with the finance industry.

Mrs D Brando (Lead teacher of Financial Studies)

Wider Curriculum Opportunities: **Music Performance**

BTEC Level 3 National Certificate in Music Performance

This BTEC Level 3 National Certificate in Music (performing) course is suitable for anyone who sings or plays an instrument. It is not necessary to have instrumental lessons. The course is open to classical and popular musicians due to the flexibility of the optional units.

The course allows learners to develop their performance capabilities and increase their aptitude on their given instrument through dedicated rehearsal time and performance. It also allows students to gain an effective knowledge of event organisation, understanding of musical styles, and an insight into becoming a recording artist.

You will work as a soloist, looking at practice and rehearsal techniques and preparing a variety of pieces showing differing genres or techniques. You will also work with others in an ensemble preparing a variety of pieces and developing the skills required to play alongside others successfully.

As a group we will work at promoting and planning a concert looking at different roles within the music industry required to put on an event.

Finally you will research an area of music which you are particularly interested in and produce a performance/ presentation.

Learners will have the opportunity to demonstrate and develop skills in the following areas:

- Performance skills
- Event management
- Collaboration & Ensemble skills
- Music Industry Understanding & Knowledge
- Recording skills
- Knowledge & understanding of different musical styles

How is the course structured?

Core Units	Optional Units
Ensemble Music Performance	A range of optional units, including: Composition Music Music Performance Session Styles Solo Performance Improvising Music

Assessment takes place throughout the course.

This qualification 180 guided learning hours

Mr J Dolby (Head of Music)

Wider Curriculum Opportunities:

Public Speaking

This is an exciting opportunity for Y12 students to develop their communication and presentation skills and gain a qualification in Public Speaking.

Public Speaking is more than speaking loud and clear. You will receive training on vocal delivery and physical expression that will develop your understanding of how you can have an impact on an audience. You will study persuasive and rhetorical techniques that inform expression.

You will choose this option if you want a career in teaching, business or law; if you are considering applying to Oxbridge and you want to ensure you present yourself confidently, or; if you want the challenge yourself to improve your ability to persuade and present arguments effectively.

You will work towards a LAMDA qualification Grade 6, 7 or 8 in 'Speaking Verse and Prose', 'Reading for Performance' or 'Speaking in Public'. These qualifications aim to help the student to:

- read easily, fluently and with good understanding
- expand vocabulary to improve powers of self-expression
- improve confidence in speaking and listening
- memorise and recall information
- research and create persuasive formal presentations
- create and defend arguments
- engage in constructive informal conversation
- work both on his/her own and participate as a member of a team.

Achievement is measured by Pass, Merit and Distinction. Students will receive a bronze medal for Grade 6, a silver medal for Grade 7 and a gold medal for Grade 8.

A brief overview of the Assessment

For a more detail on the assessment, please visit:

https://www.lamda.org.uk/sites/default/files/lamda_syllabus_communication_finpage_v2.pdf

Qualification Title	Examined Element 1	Examined Element 2	Examined Element 3
Speaking Verse and Prose	Interpretation and Technique (Set Piece)	Interpretation and Technique (Own Choice)	Sight reading

Grades 6, 7 and 8	<ul style="list-style-type: none"> • Speak from memory one piece of verse or prose • Knowledge of the text 	<ul style="list-style-type: none"> • Speak from memory one piece of verse or prose • Knowledge of the text 	Grade 7 and 8 only: Sonnet recital from memory
Reading for Performance Grade 6, 7 and 8	<p>Interpretation and Technique</p> <ul style="list-style-type: none"> • Deliver a recital based around a theme • Verse, prose and/or dramatic monologue read 	<p>Interpretation and Technique</p> <ul style="list-style-type: none"> • Reflective statements from memory to support the readings 	Sight reading
Speaking in Public Grade 6, 7 and 8	<p>Prepared Speech 1</p> <ul style="list-style-type: none"> • Based on a contemporary issue 	<p>Prepared Speech 2</p> <ul style="list-style-type: none"> • Free choice of topic • Use of visual aids 	Impromptu Speech based on one of three topics (15 minutes preparation time)

Mr A Sills (Assistant Headteacher)

Wider Curriculum Opportunities:

FCSE Spanish



(AQA FCSE Specification)

Many adults regret later in life that they did not fully exploit the opportunities they had at school to learn languages. We are now able to offer you the chance to broaden your linguistic skills by adding FCSE Spanish to your studies.

The ability to speak a foreign language is becoming increasingly important in all areas of life – work, leisure and general culture. A modern language complements all other subjects.

During your lessons, you will develop a wide vocabulary and an understanding of the language very quickly and will find that by the end of the course, you are able to communicate clearly, perhaps on holiday in Spain or maybe on a Gap Year in South America.

The new FCSE course includes a number of relevant and engaging topics such as: My world, Holidays and leisure, Lifestyle and My community. Unlike the GCSE qualification, this course is assessed largely through short tasks throughout the course.

This qualification is awarded at Pass, Merit or Distinction level.

FCSE Spanish – Assessment

Unit	Title	Percentage of whole qualification	Assessment Mode
1	Listening	25%	Three externally set tasks
2	Speaking	25%	One externally set role play, plus two internally set tasks
3	Reading	25%	Three externally set tasks
4	Writing	25%	One externally set translation plus two internally set tasks

Mrs K Bonail (Head of Languages)