

ROYAL
ALEXANDRA
& ALBERT
SCHOOL



SIXTH FORM
Course Information

2017/19

SIXTH FORM

Course Information

2017-2019

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HEADMASTER'S INTRODUCTION

The first major educational decision that any young person faces is the choice of GCSE options. The next one, which is even more important, is what to study in the Sixth Form.

For most young people the Sixth Form is a two year preparation for going on to university. The vast majority of our Upper Sixth students who took A Levels in summer 2016 are going on to university in September 2016 or, in a few cases, in September 2017 after a gap year. However this does not mean that we are not interested in applicants who are not intending to go to university, and we always work to ensure that such Sixth Formers are supported into finding jobs with training, apprenticeships or vocational courses. There are some great examples of former pupils who have done very well despite not going on to university.

Your two years in the Sixth Form are a vital stage in your education and for this reason we make every effort to guide and support you in order to achieve the greatest possible level of success in your qualifications. For this reason each course has its own entry requirements. This is to ensure that you do not start a course when your GCSE grades indicate that, statistically, you have little chance of achieving success. Once on a course your teachers and your tutor will monitor your progress and give you regular guidance as to how to improve your performance.

In addition to providing high quality teaching and support, we also offer many opportunities that we expect Sixth Formers to grasp. These opportunities are of many different types. You can apply to be a Form Prefect or a Peer Listener, both roles are really important in supporting younger pupils. Or you could even apply to be a Senior Perfect, or Head Boy or Head Girl. In addition many of our Sixth Form take the Gold Award of the Duke of Edinburgh's Award scheme or play sport for the school. The Netball Team competes for the Duchess of Gloucester Cup against Gordon's School and the First XV Rugby Team play against Gordon's for The Sovereign's Cup. These two trophies carry the names of Her Majesty Queen Elizabeth, Patron of the School, and the Duchess of Gloucester, our President.

The many opportunities we offer give all students positions of responsibility and leadership which are so important when composing a personal statement as part of your university or job application.

The Sixth Form is based around the Sunley Sixth Form Centre, with Sixth Form girl boarders accommodated in Alexandra and Cornwall Houses and boys in Gloucester and Kent Houses. Local pupils are each attached to one of these houses, helping to foster a family feel in a successful and dynamic Sixth Form.

Please take the time to read the course descriptions carefully and to discuss them with our teaching staff.



Mark Dixon
Headmaster



ART and DESIGN (WJEC)

This course demands a significant number of hours, but it also encourages your creative side and is a great deal of fun! With the creative economy booming this is a fantastic time for you to be involved in the arts.

Entry Criteria

Students must have a B in GCSE Art and Design.

Course Overview

Students can work in any artistic media, thereby supporting a student's individual area of interest. From the start students are introduced to a broad range of artistic disciplines, including fine art drawing, painting and printmaking, including 3D art and ceramics, textiles and photography. They work to a brief set by the department but are always encouraged to work independently to build up confidence in their own work and progression. In weekly tutorials students work with the teacher to plan and develop their own ideas within the WJEC assessment criteria. With the new specification from 2015, there is now no exam unit in Year 12. The time this gives students encourages a further opportunity to develop their skills in greater depth and with more skill.

Students are supported by the art staff to ensure that their portfolio is of an excellent standard which, apart from being an element of the A Level examination, is an essential part of any student wishing to attend Art College.

Summary of Assessment

AS

Identity Coursework

A Level

Unit 1 Coursework (Environments/Personal Project) and Unit 2 Externally Set Assignment.

Other Course Requirements

Students are encouraged to invest in an A0 Art portfolio in order to store loose work and also to buy one of the Art Department's Art Packs.

Additional Expectations

The expectations of students are very high. Students need to come to the Department after school/study periods in order to develop their work and ensure they meet their target grades. To assist with this the Art Department is open to students every evening after school and they are encouraged to attend these sessions.

Future Progression

Students wishing to study an art related degree are usually expected to complete a Foundation Course on completion of A Level Art.

Art can be used in a range of employment areas: Art Gallery and Museums, Education, Media, Interior Design, Freelance, Artist Advisory roles.

Suggested Reading/Resources

AD Magazine; NSEAD Facebook page; Pinterest; Tate online.



Entry Criteria

A*/A in Biology GCSE or a high grade B will be considered with teacher approval, GCSE English & Maths grade 6; A*/A at Double Award Science.

Course Overview

Biology is one of the most popular A Level subjects in the country, attracting students studying a wide range of other subjects. Many of these students enjoy the subject so much they eventually choose a biologically related degree course. Others go on to careers in law, computing, accounting or teaching. So, whatever field you will eventually work in, you will find Biology a very rewarding and challenging course which will develop many of the skills essential for a successful career.

Biology is the natural science concerned with the study of life and living organisms, including their structure, function, growth, origin, evolution, distribution, and taxonomy. You will engage in a variety of learning activities during your study of AS and A Level Biology, including individual practical work, small group exercises, online research and presentation, whole-class teaching and peer assessment.

Summary of Assessment

AS

Modules 1-4 with two 1½ hour papers at the end of the course.

A Level

Continue with Modules 1-4 plus Modules 5 and 6; at the end of the course there are two 2¼ hours papers and a synoptic paper of 1½ hours plus a non-examination assessment.

Other Course Requirements

Whilst it is not essential to have A Level Chemistry with A Level Biology it is a distinct advantage to study both.

Additional Expectations

It is expected that students will undertake additional reading around the subject to give them a complete overview.

Future Progression

Possible career options include biochemist, doctor, nurse, dentist, geneticist, radiography, physiotherapy, nutritionist, vet and agriculture to name but a few. Although students that study Biology can use the essential skills learnt in many other careers such as law and business studies.

Suggested Reading/Resources

The Selfish Gene by Richard Dawkins (a classic, if difficult read); River out of Eden by Richard Dawkins; Genome by Matt Ridley (very good on modern developments in genetics); Life by Richard Fortey (excellent on fossil evidence and history of life); A Short History of Nearly Everything by Bill Bryson; Mapping the Deep by Robert Kunzig; Silent Spring by Rachel Carson; Almost Like a Whale by Steve Jones www.bbc.co.uk/nature www.bbc.co.uk/radio4/programmes/genres/factual/scienceandnature



Entry Criteria

A Merit or Grade B Business Studies at BTEC/GCSE and a 4 in both Mathematics and English at GCSE.

Course Overview

The AQA course aims to take a holistic approach to the subject and demonstrate the inter-related nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations. The content is designed to engage students through topics and issues that are relevant in today's society – they will study key contemporary developments such as digital technology and business ethics. Globalisation is covered throughout the topics.

Summary of Assessment

AS

Business Paper 1 – multiple choice questions, short answer questions and two data response stimuli with questions.
Business Paper 2 – questions based on compulsory case study.

A Level

Business Paper 1 – multiple choice questions, short answer questions and two data response stimuli with questions.
Business Paper 2 – questions based on compulsory case study.
Business Paper 3 – questions based on compulsory case study.

Other Course Requirements

Students will be expected to keep up to date with news and business affairs by reading broadsheet newspapers, websites and subject related material.

Future Progression

The subject can lead to degrees in Business Management, Finance, Marketing, Leisure Management and careers such as an Accountant, Retail Manager, Civil Servant, Teacher/Lecturer, setting up your own business.

Suggested Reading/Resources

AQA AS Business Studies, 2nd Edition, John Wolinski & Gwen Coates.

ISBN: 9780340959350 AQA A2 Business Studies, 2nd Edition, John Wolinski & Gwen Coates.

ISBN: 9780340959343 Websites related to the businesses studied.



Entry Criteria

A Merit or Grade B Business Studies at BTEC/GCSE and a 4 in English and Mathematics at GCSE.

Course Overview

This course aims to provide students with a sound, basic business education showing how many factors shape the nature of organisations operating in an increasingly complex business world. The BTEC in Business is for students who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. This qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two year programme of learning.

Summary of Assessment

Internal assessment:

Unit 1 & Unit 8 (coursework).

External assessment:

Unit 2: students will be provided with a case study two weeks before a supervised assessment period in order to carry out research. The supervised assessment period is a maximum of three hours and is undertaken a number of sessions in a period timetabled by the exam board, 70 marks.

Unit 3: written examination. 2 hours, 100 marks. External assessments are available twice a year.

Overall qualification: students will be able to achieve a: Pass, Merit, Distinction, or Distinction Starred.

AS (Certificate)

Two mandatory units

Unit 1 - Exploring Business (internal assessment)

Unit 2 - Developing a Marketing Campaign (external assessment)

A Level (Extended Certificate)

Mandatory: Unit 3 - Personal and Business Finance (external assessment)

Optional: Unit 8 – Recruitment and Selection in Business (internal assessment)

Other course requirements

Students will be expected to keep up to date with news and business affairs by reading national newspapers, business websites and subject related material. Business Review Magazine.

Future Progression

This is suitable for those seeking a range of careers in industry, commerce and public administration. Marketing Manager, Public Sector Manager, Accounting and setting up your own business.

Suggested/Resources

Pearson BTEC National Business – Student Book 1, ISBN: 978-1-292-12624-1

Revise BTEC National - Business Revision Guide (Pearson) ISBN: 9781 292150 123

Revise BTEC National - Business Workbook (Pearson) ISBN: 9781 292150 11 6



Entry Criteria

A*/A in Chemistry GCSE Science or a high grade B will be considered with teacher approval, GCSE Mathematics Grade 6; A*/A at Double Award.

Course Overview

A Level Chemistry builds upon the knowledge gained at GCSE but goes much further. It contains a slightly greater level of mathematical content and overlaps with some topics taught in Physics.

In addition, an A Level in Chemistry allows you to develop a range of generic skills requested by both employers and universities. For instance, a successful A Level chemist will be an 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. AS Chemistry is a subject in which much learning stems from experimental work. It is likely that you will need to work effectively as part of a group, developing team participation and leadership skills. As you become more skilled you will take responsibility for selecting appropriate qualitative and quantitative methods, recording your observations and findings accurately and precisely as well as critically analysing and evaluating the methodology, results and impact of your own and others' experimental and investigative activities.

Summary of Assessment

AS

Modules 1-4 covering: Development of practical skills in Chemistry, foundations in Chemistry, Periodic table and energy and core organic Chemistry. With two 1½ hour papers at the end of the course.

A Level

Modules 1-4 plus additional modules focusing on physical Chemistry and transition elements and organic Chemistry and analysis. At the end of the course there are two 2¼ hour papers and a synoptic paper of 1½ hours plus a non-examination assessment.

Other Course Requirements

There are no other specific course requirements. However students are advised that Chemistry is a challenging A Level. This will require a great deal of study outside lesson time.

Additional Expectations

It is expected that students will enjoy reading around the subject to give them a complete overview.

Future Progression

UK Higher Education institutions currently offer over 200 courses where Chemistry is the primary subject. Some courses can include study in other related areas. Examples include; Chemistry with Medicinal Chemistry, Chemistry with Forensic Science and Toxicology, Chemistry with Pharmacology. In addition a number of other courses either specifically require or find it desirable to have an A Level in Chemistry. These include courses such as Chemical Engineering, Medicine, Veterinary Medicine, Biological Sciences, Environmental Science, Pharmacy and Dentistry.

Suggested Reading/Resources

Purchase the CGP 'Head Start to AS Chemistry' guide.

Concentrate on the 'mole' calculations, as we will be starting these in September.

Reading sections of any A Level textbook would be useful.

The Royal Society of Chemistry website provides lots of useful information <http://www.rsc.org/Education/SchoolStudents/index.asp> <http://www.chemguide.co.uk>



Entry Criteria

Grade B in Computing or ICT at GCSE and minimum Grade 6 in Mathematics. It is possible to study this subject without having taken it at GCSE. This will be discussed on application.

Course Overview

This qualification gives a general grounding in computing, including an understanding of computer systems, the principles of programming and the solving of problems. The course includes more coverage of computer science than traditional ICT. This course has an expanded maths focus, much of which will be embedded within the course.

It puts computational thinking at its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence. It also allows student to apply the academic principles learned in the classroom to real world systems in an exciting and engaging manner.

Give students a clear progression into higher education, as the course was designed after consultation with members of BCS, CAS and top universities.

Assessment is simple and straightforward, with all examination papers externally assessed and the programming project internally assessed and externally moderated. The project is the best way to assess a student's level of practical skills in Computer Science. Students will not only develop a more comprehensive understanding of computer skills, knowledge of the subject and the impact of technology on society but it will also help with the capacity to think creatively, innovatively, analytically, logically and critically.

Summary of Assessment

AS

Two units: Computing Principles and Algorithms and Problem Solving – 1¼ hour written paper on each unit. (50% each)

A2

Two units: Computing Systems and Algorithms and Programming – 2½ hour written paper on each unit (40% each)
Programming Project (20%)

Other course requirements

Students will benefit from gaining practical experience in using a programmable computer such as the Raspberry Pi. By combining Computer Science with Mathematics and a Science, and/or Business this provides an excellent foundation for a range of university courses.

Additional Expectations

Students studying Computer Science are expected to take an active interest in the subject and have the drive to develop their skills, knowledge and understanding with a sense of independence. Programming and problem solving skills are developed through a combination of lessons learnt, project development, and responding to challenges as they arise, as much in students' own time as in lessons. They need to have an active interest in technological developments relating to computers and information technology in its many forms.

Future progression

Computing can be studied at university and there are many other undergraduate and postgraduate courses such as Computer Science, Games Software Development, Information Systems Security, Business Information Systems, Computer Security with Forensics, Business and ICT, Computing Management, Computing, Games Software Development, Software Engineering, Network Management and Design, Information Technology with Business Studies, and Computer and Information Security. Or a Modern Apprenticeship in the computing industry, or with an employer which has a large computing or information technology function.

Suggested Reading/Resources

Students would be expected to read the more technically oriented computer press and broadsheet newspapers rather than focusing on the leisure end of the industry exclusively.



Creative industries in the UK employ over 2 million people and export over £16bn annually. They contribute £71.4bn to the UK economy each year and account for over 5% of national employment. 34% of chief executives from FTSE 100 companies have an arts background.

Entry Criteria

Grade C or above in GCSE Drama and a Grade 4 in English Literature.

For those who have not studied Drama at GCSE, evidence of previous engagement with the subject as well as an audition/interview with the Head of Drama is required.

Course Overview

Drama and Theatre Studies combines academic and practical skills in equal measure. The course offers students the opportunity to study the work of theatrical practitioners; analyse a range of texts and create their own productions utilising performance, design and directorial skills. It is a broad subject, which enables students to think critically and work practically, whilst engaging with historical, social and cultural learning.

Although the focus of the course is on theatre; Drama and Theatre Studies engages and nurtures students' soft and transferrable skills as well as challenging them academically and practically. It is not just recommended to those focused on a career in performance; it is equally valid for students aspiring to other creative careers and those wanting to enter the industry.

Summary of Assessment

Component 1: Theatre Workshop – internally assessed and externally marked

Assessment focused on either acting or design.

Component 2: Text in action – externally assessed by visiting examiner

Assessment focused on either acting or design.

Component 3: Text in performance – 2½ hour written examination

Other Course Requirements

Pupils are required to commit a proportion of their prep time to extra-curricular work within the Drama department in order to support development of collaborative and leadership skills, as well as a broader understanding of the subject and its practicalities. They are also required to attend the theatre at least twice over the course of each year of study.

Additional Expectations

Pupils are encouraged to engage with outside theatre companies and practitioners during holiday time and to attend the theatre as much as possible.

Future Progression

A Level Drama and Theatre Studies is useful for students considering higher education in any arts or humanities subject including Performing Arts, Acting, Theatre Design, Stage Management, Lighting Design, Costume Design, Education/Teaching, English Language or Literature, Media and Film Studies, Journalism, Communication Studies. It can also be a good foundation for a career in Performance, Arts Management or Administration, Production Design, Media/Journalism, Education, Public Relations, Personnel or Retail Management, Journalism, Creative Writing, Marketing, Sales, Media, Law.

Suggested Reading/Resources

'The Empty Space' Peter Brook; 'Stanislavski – an Introduction' Jean Benedetti; 'Augusto Boal' Frances Babbage; 'Le Coq' Simon Murray. YouTube pages: National Theatre, Propeller, Frantic Assembly, Royal Court, Young Vic, Shakespeare's Globe.



Entry Criteria

Grade 6 in both Mathematics and English Language at GCSE

Course Overview

This course aims to enable students to develop an interest in, and enthusiasm for, the subject through an appreciation of the contribution that economics makes to the wider economic and social environment. Students will develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts. Through this they will develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life. Economics requires an enquiring, critical and thoughtful approach and will aim to challenge students from a number of perspectives.

Summary of Assessment

AS

Theme 1 - introduction to markets and market failure
 Theme 2 - the UK economy - focusing on performance and policies
 Two written papers of 1½ hours each

A Level

Theme 1 - introduction to markets and market failure
 Theme 2 - the UK economy - focusing on performance and policies
 Theme 3 - business behaviour and the labour market
 Theme 4 - a global perspective
 Three written papers of 2 hours each

Other Course Requirements

Students will be expected to keep up to date with news and economic affairs by reading broadsheet newspapers, Economic Review magazine, The Economist magazine, websites and subject related material.

Additional Expectations

Students are expected to be highly analytical and should be able to make use of quantitative skills in selecting, interpreting and using appropriate data from a range of sources, including the Economist and Business Review. Students are also expected to have a critical approach to business models and an awareness of the historical context of economic ideas and theories.

Future progression

Degrees can be taken in Economics, Finance, Business Management, Social Policy, History and careers as an Economist, Financial Risk Analyst, Accountant, Actuary, Statistician, Civil Servant.

Suggested Reading/Resources

- Edexcel AS/A Level Economics (Edexcel a Level Economics 2015) by Alan Anderton. ISBN-13: 978-1447990550
- AS and A Level Economics Through Diagrams: Oxford Revision Guides. ISBN-13: 978-0199180899
- Edexcel AS Economics Student Unit Guide, unit 1: Competitive Markets: How They Work and Why They Fail. ISBN-13: 978-1444147827.
- Edexcel AS Economics Student Unit Guide, unit 2: Managing the Economy. ISBN-13: 978-1444147858
- Publications by the following; The Economist, Office for National Statistics, The Treasury, Bank of England, United Nations, World Bank, World Trade Organisation, Organisation for Economic Co-operation and Development.



'Language is the armoury of the human mind, and at once contains the trophies of its past and the weapons of its future conquests.' Samuel Taylor Coleridge

Entry Criteria

Grade 6 at GCSE English Language and GCSE English Literature.

Course Overview

In English Language and Literature A Level students learn to approach a significant range of texts from linguistic and literary points of view. A significant part of the course fosters a sensitivity to language designed to furnish students with the skills to understand how writers work within and against literary traditions and how to handle ideas of a non-literary mode. This will make students' study and conclusions about texts sophisticated and develop discernment of the ways language operates across a series of literary and linguistic contexts, providing an excellent introduction to all the possibilities of studying English at a higher level.

Your study of a diverse range of literary genres throughout the course leads to considerations of points of view, genre and structure, while studies of non-fiction texts explore the representation of place and encourage students to respond imaginatively and shape material through re-creative writing and self-reflective commentary. Linguistic and literary concepts and methods are integrated into all taught content and will underpin students' appreciation of how historical/cultural location affects our understanding of literature.

Summary of Assessment

AS

Paper 1: Views and Voices – 1½ hour written examination

Paper 2: People and Places – 1½ hour written examination

A Level

Paper 1: Telling Stories – 3 hour written examination

Paper 2: Exploring Conflict – 2½ hour written examination

Non Examination Assessment: Making Connections – 3000 word personal investigation

Other Course Requirements

Students are required to possess excellent technical accuracy (or work tirelessly towards attaining this) as spelling, punctuation and grammar are essential for achieving a good grade.

Students will be required to acquire the fictional texts studied and have completed a first reading close to the commencement of the course.

Additional Expectations

It is expected that students will undertake extensive reading around the subject to develop knowledge, understanding and technical skills. Students must strive to assimilate rapidly the vocabulary and concepts required for linguistic study through independent research and revision.

Students should choose this course if they enjoy demonstrating creativity in the use of English to communicate in different ways and reading a wide range of texts (fiction and non-fiction) through a critical lens.

Future Progression

This subject can be used to pursue many different careers and these are some that would apply - Speech and Language Therapy; Education; Academic Research; Forensic Speech Science; Marketing and Communications; Publishing; Broadcast and Journalism; Librarianship; Local Government and Public Office; Finance and Accountancy.

Suggested Reading/Resources

Web-based or printed texts providing an introduction to linguistics are useful, as are texts outlining approaches to literary theory and analysis. Exposure to a range of non-fiction text types is helpful. Further suggested reading: *Dracula*, Bram Stoker, *Mean Time*, Carol Ann Duffy.



'When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that again by reading, just as I did when I was young.' Maya Angelou

Entry Criteria

Grade 6 at GCSE English Language and GCSE English Literature.

Course Overview

In English Literature A Level students develop more than just an understanding of the meanings on the page.

An appreciation of context and how this conditions the representation of 'universal' concepts is explored through an enhanced understanding of traditional and modern theories of literary and cultural criticism.

The power of literature cannot be underestimated and this course explores connections of social and political protest across a range of literary texts, providing abstract thought to aspects of tragedy through the study of prose, poetry and drama. Students are encouraged to respond imaginatively and independently to the written word fostering sophisticated literacy skills, fluency and clarity in discussion and written presentation.

Throughout this course students will develop intellectual creativity and critical appreciation of how writers shape meaning within their texts while aiming to craft responses to passage-based as well as whole text analytical questions spanning a significant range of the English Literary Heritage.

Summary of Assessment

AS

Paper 1: Literary Genres: Aspects of Tragedy, Drama – 1½ hour written examination

Paper 2: Literary Genres: Aspects of Tragedy, Prose and Poetry – 1½ hour written examination

A Level

Paper 1: Literary Genres – 2½ hour written examination

Paper 2: Texts and Genres – 3 hour written examination

Non Examination Assessment: Theory and Independence – 2 essays of 1500 words each

Other Course Requirements

Students are required to possess excellent technical accuracy (or work tirelessly towards attaining this) as spelling, punctuation and grammar are essential for achieving a good grade.

Students will be required to obtain copies of the fictional texts to be studied and have completed a first reading close to the commencement of the course.

Additional Expectations

It is expected that students will undertake extensive secondary reading to develop knowledge, critical understanding and technical skills. Students must strive to assimilate rapidly the vocabulary and theoretical concepts required for literary study through independent research and revision.

Future Progression

This subject can be used to pursue many different careers and these are some that would apply - Speech and Language Therapy; Education; Academic Research; Forensic Speech Science; Marketing and Communications; Publishing; Broadcast and Journalism; Librarianship; Law; Local Government and Public Office; Finance and Accountancy.

Suggested Reading/Resources

Web-based or printed texts providing an introduction to literary theory are very useful. Further suggested reading:

The Complete works of Shakespeare; *Death of a Salesman*, Arthur Miller; *The Kite Runner*, Khaled Hosseini; *Enduring Love*, Ian McEwan; *The Great Gatsby*, F. Scott Fitzgerald; *A Streetcar Named Desire*, Tennessee Williams; *The Turn of the Screw*, Henry James; *The Lovely Bones*, Alice Sebold; *Purple Hibiscus*, Chimamanda Ngozi Adichie; *The Wife of Bath*, Geoffrey Chaucer; *The Remains of the Day*, Kazuo Ishiguro; Poetry of John Keats and Thomas Hardy.



EXTENDED PROJECT QUALIFICATION (AQA)

'Human desire flows from three main sources: desire, emotion and knowledge.' Plato

Entry Criteria

Students should be comfortable with the A Levels they have undertaken and have a proven track record of successful Sixth Form study up to the October half term of Year 12.

Course Overview

The Extended Project Qualification offers students the opportunity to embrace academia in the context of not only their interests but also their future. This independent project, with support from a personal tutor allows students to explore a topic as an undergraduate student would. The Extended Project Qualification develops skills of independent research, critical thinking and reflection as well as supplementing them with a wider range of insights into what it truly means to undertake independent study. The end product will be either an academically sound essay which offers new insights into their chosen topic, or the creation of an artefact, an investigation or a performance.

Summary of Assessment

Submissions are made throughout Year 12 and assessment takes place at the beginning of Year 13. Final award is given in the January of Year 13.

Other Course Requirements

Students should be able to write fluently and have a passion for their chosen topic, whilst subsequently demonstrating a desire to develop knowledge and skills beyond their current syllabi in the subject they choose to pursue for Extended Project Qualification.

Additional Expectations

Every student is expected to plan and use their time effectively in order to meet strict deadlines. Students are required to arrange all meetings with tutors as part of their assessment on this course.

Future Progression

The Extended Project Qualification gives students an edge in competitive university applications as well as developing well rounded, sought after students and employees who are driven, organised and able.

Suggested Reading/Resources

Further reading is encouraged and necessary and should be focused around the subject intended to form the focus of the Extended Project Qualification.



Entry Criteria

Grade B in French GCSE

Course Overview

Students will revise and consolidate some of the structures already introduced at the higher tier of GCSE and perfect their understanding and use of grammar. A wide variety of topics are covered during the course which will deepen students' active and passive knowledge of the language; these topics will include family, cyber society, voluntary work, national heritage, music and cinema, social issues as well as political issues. Within the course students will study either a French book or a French film and this will be the subject of the written paper. Students will be exposed to authentic materials from an early stage and encouraged to communicate in the target language as much as possible since the majority of lessons are conducted in French. Language assistants work within the department. Transferrable skills are an important aspect of the course and looking at these in a foreign language will help students greatly in their own language.

The overriding objective of the department is to enable students to play an active role in a world that is becoming increasingly international.

Summary of Assessment

AS

Paper 1: Listening, reading comprehension and writing which is a translation from French to English

Paper 2: Writing and a translation from English to French

Paper 3: Speaking: discussion on 2 cards

A Level

Paper 1: Listening, reading comprehension and writing which is a translation into each language

Paper 2: Writing essay on a chosen film or on a chosen book

Paper 3: Speaking: discussion on a topic with a stimulus card and a presentation and discussion of individual research project

Other Course Requirements

Students will be asked to buy the grammar workbook for both AS and A Level courses and they will benefit by having their own bilingual dictionary. Although text books will be available to students, we strongly recommend that they buy their own copy.

Additional Expectations

There is a compulsory work experience programme organised in a boarding school in Grenoble in France. This takes place during Easter holidays where students will have the opportunity to improve their confidence and fluency in speaking skills.

Future Progression

Students will be able to pursue their interests in French at university, either as specialists or in conjunction with another subject. Employment and career opportunities are greatly enhanced for applicants who can demonstrate a higher level of linguistic competence. With the knowledge of a foreign language, students can pursue a wide range of careers in Law, Finance and Business, Travel and Tourism, Translator and Interpreter and Teaching.

Suggested Reading/Resources

It is recommended that students read French newspapers and magazines online as well as watching films in the target language.



Entry Criteria

Grade B in GCSE Geography or related subjects if not studied at GCSE

Course Overview

Geography is a diverse and engaging subject that covers issues relevant to our world today. A range of technologies is used for areas such as fieldwork which can be undertaken on any area of the specification content.

The subject embraces contemporary Geography and issues relevant to us all today such as spread of diseases, waste management, climate change and hazard management while retaining more traditional topics such as rivers and population. The course will benefit students in many ways, including personal development and giving students a greater understanding of the global challenges of today.

Summary of Assessment

AS

Landscapes and Place – includes fieldwork – Coasts; Changing Spaces, Making Places

2 hour written paper

Geographical Debates – tectonic Hazardous Earth

1½ hour written paper

A Level

Physical Systems – Earth's life support systems; Coasts; Geographical Skills

1¾ - hour written paper

Human Interactions – Changing Spaces, Making Places; Global Connections; Geographical Skills

1¾ hour written paper

Geographical Debates – Hazardous Earth; Climate Change; Geographical Skills

2½ hour written paper

Independent Enquiry

Other Course Requirements

Students must be willing to participate in the fieldwork provision, this will consist of several day and afternoon trips and a short, UK based residential trip.

Additional Expectations

Students may choose to take part in more exotic field visits e.g. Iceland. All students are expected to read around the subject, watch the news weekly or read a newspaper. Mainly students are expected to have an interest in life!

Future Progression

Geography is a fantastic option for many careers or university courses. It is an indicator of an able all-round student who can work with numbers and text; is organised; works well as part of a team, synthesises and argues well.

Geography is also useful for related courses such as Geology, Architecture and Development Studies.

Suggested Reading/Resources

Go places, see things, show an interest in what is happening in your planet; read New Scientist, decent newspapers, watch documentaries.



'History will be kind to me for I intend to write it.' Winston Churchill

Entry Criteria

Grade B in History GCSE.

Course Overview

The best reason for taking History at A Level is that the past fascinates you. The study of History involves the discovery and exploration of worlds and minds very different to our own. It will enable students to confront challenging and complex problems and give students the critical thinking and problem solving skills to make sense of these. History also provides us with opportunities to understand the world we live in today, after all the past is the source of our political, social and ethical ideals. History is a dynamic subject. It might surprise you but History is always changing. History is about interpreting the past. Each society and each generation views the past in different ways. Therefore, it is a provocative subject with plenty of scope for debate.

The bottom line: if you want to study a fun and lively subject, taught by teachers who are specialist in their respective subjects and work hard to give you the tools to achieve then choose History.

Summary of Assessment

AS

Unit 1: Britain 1930–1997 with a source enquiry of Churchill 1930–1951; written paper 1½ hour

Unit 2: The French Revolution and the rule of Napoleon 1774–1815; written paper 1½ hour

A Level

Unit 1: Britain 1930–1997 with a source enquiry of Churchill 1930–1951; written paper 1½ hour

Unit 2: The French Revolution and the rule of Napoleon 1774–1815; written paper 1 hour

Unit 3: The Challenge of German Nationalism 1789–1918; written paper 2½ hour

Unit 4: A personal and independent study of the student's choice; 3,000–4,000 word essay

Other Course Requirements

Students should consider investing in a course related text book to support their learning.

Additional Expectations

Enrichment outside of the classroom is essential to the study of History at A Level. As well as reading the works of historians, you will be encouraged to read novels, watch films, read memoirs and biographies, and participate in site visits. By doing so you will build up a much richer sense of period and, therefore, your enjoyment of the subject, and achievement in it, will be much higher.

Future progression

History A Level is valued highly by universities and by employers. It involves analysing complex information, making judgements and communicating ideas clearly. These skills are required in management jobs. History prepares you for careers in Law, Politics, Education, Museums and Heritage Sites, Archaeology, the Media and more. You can find more detailed information on career progression at the following website: http://www.history.org.uk/file_download.php?ts=1222272798&id=2077

Suggested Reading/Resources

The department has a wide range of relevant resources that can be borrowed. Students will be given reading lists for each module and teachers will make recommendations as to what students should be reading.



Entry Criteria

There are no formal entry requirements for this qualification. However, it would be advantageous if learners have studied similar unit content at Level 2. It is recommended that learners have, or are working towards, a Grade 4 or above in Maths and English GCSEs. Additionally, a good level of literacy and numeracy is expected.

Course Overview

This qualification is for learners 16 years old or over who prefer to study IT in a context that allows them to learn and be assessed in ways that are practical and relevant to the IT sector.

This qualification is not just about being able to use computers. This qualification is designed to give learners a range of specialist knowledge and transferable skills in the context of applied IT, providing them with the opportunity to enter an apprenticeship, move directly into employment, or progress to a related Higher Education (HE) course.

The qualification has been developed to be taken as part of a wider programme of study incorporating a variety of Level 3 qualifications such as the vocational Cambridge Technicals in Business and/or A levels in Computing, English and Mathematics. There are no formal entry requirements for this qualification or any specific prior learning requirements, although a good level of literacy and numeracy is expected.

Summary of Assessment

All learners will study the following two mandatory units in first year of study: Fundamentals of IT and Global information. These units provide learners with an insight into the IT sector, as they investigate the pace of technological change, IT infrastructure, and the flow of information on a global scale, as well as the important legal and security considerations. In the second year of study, learners are required to complete three further units, one of which must be the designated mandatory unit for their chosen pathway, thereby ensuring that they are specialising in a specific area as part of their study programme. They will be firmly en-route to achieving a qualification that is relevant to the job role they wish to pursue as well as equipping them with relevant employability skills. The remaining optional units chosen will support and enhance the skills that learners are developing in a particular pathway, thus enabling them to gain a deeper appreciation of a specific industry, occupation or occupational group.

The four pathways are:

IT Infrastructure Technician

Emerging Digital Technology Practitioner

Application Developer

Data Analyst.

The pathway will be confirmed at the end of the first year.

Year 12

There are two exams at the end of the course; each exam is 50% of the grade.

Year 13

There are three units to be completed, at least two are internally marked and moderated externally.

Future progression

The Introductory Diploma takes 360 guided learning hours (GLH) to deliver, which is a similar size to one A level.

This provides learners with the opportunity to acquire skills to enable them to work in an IT environment and specialise in a key area in the IT sector. It also provides learners with the flexibility to achieve other qualifications, whether vocational OCR Level 3 Cambridge Technical Introductory Diploma in IT, Foundation Diploma in IT, Diploma in IT and Extended Diploma in IT 14 or academic, in preparation for employment or further study in this sector via apprenticeships or higher education. Higher Education related courses: Business and ICT, Teaching, Computer Science, ICT, Electronic Engineering, Computer Information Systems, Computer Networking, Web Technologies, Multimedia Design.

Career related options

IT Infrastructure Technician

Emerging Digital Technology Practitioner

Application Developer

Data Analyst

Resources Used

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-it-level-3-certificate-extended-certificate-introductory-diploma-foundation-diploma-diploma-05838-05842-2016-suite/>



This is a draft syllabus and is therefore subject to change.

Entry Criteria

Grade 7 in Maths GCSE, a grade 6 will be considered with teacher approval.

Course Overview

Mathematics A Level is a very popular and successful course which comprises different modules, of which some are compulsory and some optional. During the first year of A Level students must take Core 1 and Core 2 Mathematics. There is the option of doing either Decision 1, Statistics 1 or Mechanics 1 as an applied option. For the full A Level students must take Core 3 and Core 4 Mathematics and either another applied subject not done in AS or the further applied levels Mechanics 2 or Statistics 2.

Topics such as geometry, calculus, trigonometry and algebra are covered in the Core modules and form part of the fundamental mathematical toolkit required for this course. Abstract reasoning, logic in problem solving and the ability to perform algebraic manipulation are key skills required for studying this subject at A Level.

Summary of Assessment

AS

Each module will be assessed with a 1½ hour examination

A Level

Each module will be assessed with a 1½ hour examination

Other course requirements

A scientific calculator is required.

Additional Expectations

Students will be expected to complete at least 10 past examination papers for each module studied over the duration of the course.

Future Progression

Degrees in Mathematics, Statistics, Applied Mathematics, Computing, Engineering, Actuarial Mathematics, Business Mathematics, Industrial Mathematics, Finance, Mathematics Education can be followed. Career paths to follow are varied and include Accountant, IT Consultant, Teacher, Engineer, Quantitative Analyst, Actuary, Financial Consultant, Statistician, Quantity Surveyor.

Suggested Reading/Resources

Edexcel AS and A Level Modular Mathematics: Pearson Education Limited
(C1, C2, C3, C4, D1, M1 and S1); Core lesson study booklets and Core past examination paper solution packs
(which will incur a small fee)

www.mymaths.co.uk; www.mathsrevision.net/alevel; www.examsolutions.net



This is a draft syllabus and is therefore subject to change.

Entry Criteria

Grade 8 in Maths GCSE.

A Level Mathematics must also be studied alongside Further Mathematics.

Course Overview

The mathematics studied in this subject is beyond that required for the standard A Level Mathematics course. New topics are introduced such as Complex Numbers, Matrices, Co-ordinate Systems, Polar Co-ordinates and Hyperbolic Functions. Topics already met in the single A Level Mathematics course (such as Calculus and its applications, Vectors and Proof) are further extended. The AS Level comprises Further Pure 1 plus an additional two units, the A Level comprises Further Pure 2 and/or Further Pure 3 plus an additional one/two units.

Summary of Assessment

AS

Further Pure 1; two Applied Units from a choice of Statistics, Mechanics and Decisions

Each module has a 1½ hour examination

A Level

Further Pure 2 (or Further Pure 3); Further Pure 3 (or Applied Unit); Applied Unit

Each module has a 1½ hour examination

Other course requirements

A scientific calculator is required.

Additional Expectations

Students will be expected to complete at least 10 past examination papers for each module studied over the duration of the course.

Further Progression

Degrees in Mathematics, Statistics, Applied Mathematics, Computing, Engineering, Actuarial Mathematics, Business Mathematics, Industrial Mathematics, Finance, Mathematics Education can be followed. Career paths to follow are varied and include Accountant, IT Consultant, Teacher, Engineer, Quantitative Analyst, Actuary, Financial Consultant, Statistician, Quantity Surveyor.

Suggested Reading/Resources

Edexcel AS and A Level Modular Mathematics; Pearson Education Limited
(FP1, FP2, FP3, M1, M2, M3, S1, S2 and D2)

www.mymaths.co.uk; www.mathsrevision.net/alevel; www.examsolutions.net

Additional Information

If the uptake of students for Further Maths is insufficient, there may be the possibility of the course being delivered outside of the school timetable by the Further Maths network. The applied units to be studied throughout the course are dependent on the cohort and their preferred focus of study.



Entry Criteria

B grade at GCSE Music.

If GCSE Music has not been taken students must attend an audition in which they will demonstrate performing skills at Grade Four standard or above and complete short improvisation/analysis tasks.

Course Overview

The OCR specification has a strong emphasis on performing (40% at both AS and A Level), and considerable flexibility for both composing and listening studies. Pathways will be chosen according to the interests of those in the class. Successful candidates will demonstrate self-discipline; creativity; written, spoken and musical communication; and the ability to work alone or with others. All units require cultural, social and historical understanding of the periods being studied. A Level Music students demonstrate creativity, team-work and the ability to perform under pressure.

They also possess historical and cultural awareness, and analytical skills. A Level Music is therefore viewed favourably by universities recruiting for both arts and sciences.

Summary of Assessment

AS

Performing; Harmony/composition and Listening/historical study assessed by a written paper

A Level

Performing; Harmony/composition and Listening/historical study assessed by a written paper

Other course requirements

Students will need regular access to audio equipment (if using a mobile device or laptop, please purchase quality headphones). A Level musicians qualify for the school's Assisted Instrument Purchase scheme, which enables students to buy instruments VAT-free. Please speak to the Director of Music for more information.

Grade Five Music Theory, whilst not a pre-requisite for A Level study, is highly beneficial and we therefore encourage potential students to familiarise themselves with either the ABRSM or Trinity Guildhall syllabus.

Additional Expectations

Weekly prep sessions will include designated individual practice time, but it is also expected that students will develop their performing skills in a variety of contexts, either at RAAS or in their own communities. Whilst it is possible to succeed at A Level without having individual instrumental/vocal tuition, regular focused practice is essential. Musicians are supported by having access to The Bothy Music Centre making use of the instrumental and technological resources available.

Future Progression

For those students who wish to pursue formal music education further, a wide variety of music degrees are available at universities and conservatoires. It is possible to specialise in genres or disciplines at undergraduate level (eg. popular or classical performance, composition, musical theatre, jazz studies). Some degree courses are entirely theoretical, whilst others are heavily focused on performing skills; it is important to find a course that suits you!

Suggested Reading/Resources

<http://www.bbc.co.uk/radio3> is a useful archive of articles and radio programmes about a wide variety of music.

The Trinity Guildhall Theory of Music Workbooks (written by Naomi Yandell, approx. cost £6/grade) can be purchased through the school.

Familiarity with a wide range of artists and genres is an advantage! Attend live music events in different contexts and listen critically to a range of recorded music.

The Oxford Dictionary of Music is a useful reference tool.



Entry Criteria

GCSE Physical Education Grade B and a B in GCSE Science.

Course Overview

The Physical Education A Level is an inspiring, demanding and challenging course that covers a range of topics in a sporting context. Students will be encouraged to use and develop a range of skills in order to be successful. The course is split into two sections; one is a practical based unit with the other covering the theoretical aspects of the subject.

During this course students will be able to choose a practical activity to be assessed in, as either a performer, official or a coach in a competitive contest. An analytical piece of coursework is completed which will allow a student to compare their own skill performances to high profile performers and ensures theoretical knowledge is applied to their practical performance.

Summary of Assessment

Component 1: Scientific Principles of Physical Education

Written examination: 2 hours and 30 minutes – 40% of the qualification

Topics: Applied anatomy and physiology, Exercise physiology and applied movement analysis

Component 2: Psychological and Social Principles of Physical Education

Written examination: 2 hours – 30% of the qualification

Topics: Skill acquisition, Sport psychology, Sport and society

Component 3: Practical Performance

Non-examined assessment: internally assessed, externally moderated - 15% of the qualification

Skills performed in one physical activity as a player/performer/coach

Other Course Requirements

Students will need to wear appropriate clothing for practical lessons which includes the Sixth Form black polo shirt, black shorts and suitable trainers.

Additional Expectations

Students will be expected to perform, coach or officiate in their chosen sport at a competitive level consistently. They should be training for their chosen sport regularly to ensure that they are at their peak when assessed. Due to such high demanding criteria in each activity, we advise students to consider regular training in their sport, which may include attending external clubs if expert coaching in your desired sport/activity is not available through school. Committed reading on theory and to practice exam papers regularly is also expected.

Future Progression

There are a number of different pathways that a student could take after completing the Physical Education A Level. A multitude of degrees are available to students including - Sports Psychology, Sports Management, Sports Science, Physical Education Teaching, Sports Coaching, Sport Journalism, Sports Studies, Adventure and Extreme Sports Management, Sports Therapy and Leisure and Tourism.

Suggested Reading/Resources

There is one main text book that cover the AQA course for PE.

AS/A1 Revise PE for Edexcel – Roscoe and Roscoe

This website will allow you to browse the specification, past exam papers and student resources.

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physical-education-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2Fteaching-and-learning-materials>



Entry Criteria

A*/A in Physics GCSE or a high grade B will be considered with teacher approval, GCSE Mathematics Grade 6; A*/A at Double Award Science.

Course Overview

This course will provide a firm foundation in Physics knowledge and understanding, together with mathematical competence. Students who follow the specification will be introduced to a wide range of Physics principles and can be led to an understanding of how nature operates at both microscopic and macroscopic scales. They will understand how these principles are applied in tackling problems of human society.

Summary of Assessment

AS

Five areas are studied and are assessed by two 1½ hour examinations.

A Level

Areas studied at AS are continued together with a further three topics plus options. There are three 2 hour examinations.

Other Course Requirements

The study of A Level Mathematics alongside of Physics is strongly advised.

Additional Expectations

As well as the set prep being completed to a high standard, it is expected that A Level Physics students will also be reading and taking notes from the books on the Physics reading list. They will be expected to keep up to date with the latest news breakthroughs in Physics and should be expected to be able to link these to their course.

Future Progression

Physicists are in short supply nationally and command a premium on earnings. Physicists go on to study a variety of different degrees from the general Physics degrees through to more specialised degrees in Aeronautical Engineering, Laser Physics and Nuclear Physics. Graduates in Physics tend to be extremely well qualified for further research and a scientific career, depending on the level to which they have specialised in their undergraduate degree.

It is also important to recognise that the basic elements of any Physics program will teach you to be a good scientist, developing essential skills such as designing experiments, making accurate measurements and analysing results. If you choose to seek a career directly related to your Physics degree it is likely that you will never be called a physicist!

Suggested Reading/Resources

Visit CERN website to research Particle Physics in particular make a list of all known sub atomic particles and how they were discovered.

www.physics-online.com/

www.schoolphyscs.co.uk



PRODUCT DESIGN (3-D Design) (AQA)

Entry Criteria

Grade C in GCSE Product and Design

If the subject has not been studied at GCSE each student will be assessed on an individual basis. It is expected that students will have a Grade C in either Art, Physics or a similar GCSE.

Course Overview

The specification has been designed to encourage candidates to take a broad view of design and technology, to develop their capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing.

It is helpful but not necessary for candidates to have studied GCSE Design and Technology before commencing work on this specification and no prior knowledge of design and technology is required for candidates to undertake a course of study based on this specification.

Summary of Assessment

Product Design provides students with the opportunity to design and make a product (or in the case of AS, a number of smaller products) in both years of the course.

AS

Unit 1: Materials, Components and Application

Unit 2: Learning Through Designing and Making

A Level

Unit 3: Design and Manufacture

Unit 4: Design and Making Practice

The course has 50 per cent coursework in order to recognise the importance of practical work within this subject.

Other Course Requirements

A text book has been published by the exam board which supports this course well.

Additional Expectations

Students are expected to be hardworking, committed and enthusiastic. They will need to spend study periods and after school sessions in the department working on coursework.

Future Progression

Product Design is valued by universities and leads onto a range of professions including; Architecture, Furniture Designer, Graphic Designer, all aspects of Engineering and Construction plus many more related professions.

Suggested Reading/Resources

Visit the AQA website and read the subject specification as well as looking at past exam papers. Research design movements and also look out for any design journals that might be published.



“We know more about the internal working of stars than we do our own mind”

Entry Criteria

At least 5 grades A-C at GCSE including English and Mathematics at 9-4, a 5 in English and a B in Science would be preferable.

Course Overview

Psychology A Level is a fascinating subject which looks to answer the big question ‘Why do people behave in the way they do?’ The mind is a heady cocktail of enzymes, neurons, neurotransmitters, thoughts and signals which dictate how and why we feel, think and behave; but why are we all different? Why are some people more prone to stress than others? Why do most people fear snakes that others love and collect? How can a normal person in WW2 commit atrocities just because they were following orders? Psychology looks at questions like these with the use of scientific control and experimentation to try and produce valid answers to some of society’s most pertinent questions.

This course in particular offers students a set of topics based around what universities believe Psychology should focus on and is beneficial to all considering Psychology further. These include: social influence, attachment, memory, psychopathology, biopsychology, issues & debates, relationships, gender difference, cognition, mental illness, addiction and forensic psychology. Students must also study research methods which also includes some statistical analysis.

Summary of Assessment

AS

Two written papers of 2 hours on Introductory topics in Psychology and Psychology in Context.

A Level

In addition to the AS, one written paper of 2 hours on Issues and Options in Psychology.

Other Course Requirements

Students should consider investing in research methods text books to assist them with some of the more complex aspects of the course in addition to a psychology dictionary.

Additional Expectations

Students are expected to be enthusiastic and dedicated to their studies with a willingness to consider alternative points of view.

Future Progression

Psychology can help towards careers both directly and indirectly. Many graduates go directly into psychological professions- clinical, criminal, education or occupational psychology.

It is a heavily skills based science subject which gives students the skills of evaluation, analysis, research, empirical skills and an insight into human behaviour. It is the perfect pathway to a wide range of careers or further study.

Suggested Reading/Resources

AQA Psychology Year 1 by Illuminate publishing is an important text book for the course CPsychology twitter feeds, Psychology Crash course (youtube).



'I'm not interested in preserving the status quo; I want to overthrow it.' Machiavelli

Entry Criteria

At least 5 grades A-C at GCSE including English and Mathematics at 9-4.

Course Overview

Sociology opens the eyes of every student that undertakes the subject; it forms a new way, or better still, ways, of looking at the world. A subject rarely studied at GCSE level, the A Level in Sociology aims to make students take a long hard and often scientific look at the world around them. Subject areas include The Family and Education at AS and Beliefs and Crime at A Level. All topics offer different theoretical insights into the modern world and make students question the assumptions they have grown up with.

Summary of Assessment

Students will face examinations in Sociology covering the variety of topics taught. Assessment, in part, is carried out in context where students will have to apply methodological considerations to theory.

There is no coursework component.

AS

Family and Households will comprise one assessment and education and methods the other.

A2

Students will be examined across three topics including Beliefs, Crime and Deviance and Theory and Methods, the latter being assessed in context with Crime and Deviance.

Other Course Requirements

Students should enjoy RE, Citizenship and the more discursive aspects of English Literature and Language as well as History.

Additional Expectations

Students should acquaint themselves with the subject prior to undertaking the course by reading an introduction to the subject and should also read beyond their subject throughout Year 12 and 13; this approach facilitates the highest of grades.

Future Progression

Students of Sociology go on to a wide variety of degrees and courses. A Sociology graduate, for those who pursue to undergraduate study, will have options of employment in academia, government (both local and national) as well as professions such as social work.

Suggested Reading/Resources

Sociology review, Sociology (Haralambos) and other sociology text books are all rich sources of information. Sociology for AQA Vol 1 – Browne – Polity



Entry Criteria

Grade B in GCSE Spanish.

Course Overview

Students will revise and consolidate some of the structures already introduced at the higher tier of GCSE and perfect their understanding and use of grammar. A wide variety of topics are covered during the course which will deepen students active and passive knowledge of the language; these topics will include current affairs, the media, advertising, tourism, leisure activities, the arts, social issues, youth concerns and the world of business and industry. There is no compulsory literature element, though this may be included if there is demand for it. Students will be exposed to authentic materials from an early stage and encouraged to communicate in the target language as much as possible since the majority of lessons are conducted in Spanish. Language assistants work within the department. Transferrable skills are an important aspect of the course and looking at these in a foreign language will help students greatly in their own language. The overriding objective of the department is to enable students to play an active role in a world that is becoming increasingly international.

Summary of Assessment

AS

Paper 1: Listening, reading comprehension and writing which is a translation from Spanish to English

Paper 2: Writing and a translation from English to Spanish

Paper 3: Speaking: discussion on 2 cards

A Level

Paper 1: Listening, reading comprehension and writing which is a translation into each language

Paper 2: Writing essay on a chosen film or on a chosen book

Paper 3: Speaking: discussion on a topic with a stimulus card and a presentation and discussion of individual research project

Other Course Requirements

Students will be asked to buy the grammar workbook for both AS and A Level courses and they will benefit by having their own bilingual dictionary. Although text books will be available to students, we strongly recommend that they buy their own copy.

Additional Expectations

Visits to Spain will be strongly encouraged.

Future Progression

Students will be able to pursue their interests in Spanish at university, either as specialists or in conjunction with another subject. Employment and career opportunities are greatly enhanced for applicants who can demonstrate a higher level of linguistic competence. With the knowledge of a foreign language, students can pursue a wide range of careers in Law, Finance and Business, Travel and Tourism, Translator and Interpreter and Teaching.

Suggested Reading/Resources

It is recommended that students read Spanish newspapers and magazines online as well as watching films in the target language.



ROYAL
ALEXANDRA
& ALBERT
SCHOOL



Gatton Park
Reigate
Surrey
RH2 0TD

www.raa-school.co.uk
01737 649000

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