Warminster School
Sixth Form Prospectus
A Level
2019– 2021

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Warminster School Sixth Form

General Information

Warminster School has a vibrant and diverse Sixth Form community. Boarding pupils live in Stratton, St. Denys or St. Boniface House, where all Upper Sixth and the majority of Lower Sixth have individual study-bedrooms. An increasing number of day pupils choose to become boarders for their Sixth Form career in preparation for university and college life. The Sixth Form at Warminster School is seen by many parents as the ideal place for their son or daughter to spend the transition years between the very structured GCSE courses and the freedom of university life.

Studying towards an International Baccalaureate Diploma or a demanding A Level programme is very different from GCSEs. Through the tutorial system, staff help to ensure that all our pupils are guided in making that transition effectively. Pupils are encouraged to embrace all that the Sixth Form has to offer, both inside and outside the classroom. All pupils are allocated a Personal Tutor, who is responsible for their academic and social well-being during the whole of their Sixth Form career. Tutors have regular meetings with their tutees, and work closely with the Head of Sixth Form and the Deputy Head of Sixth Form to ensure that all Sixth Form pupils are appropriately supported during their time here.

Sixth Form pupils have the use of a newly refurbished Sixth Form common room, which has facilities for making tea and coffee, space to relax, and table football. A new annexe was opened in September 2009, which has added dedicated space equipped with PCs for Sixth Form independent study.

Sixth Form Ethos

In order to support the School's aims, we provide a curriculum that builds on GCSEs and provides the springboard for further study at University or College, as well as offering opportunities for the development of the transferable skills needed in the workplace. Higher Education and Careers advice are a major priority, but so too are the transferable skills which all pupils will need to succeed, not just at university but in the competitive world beyond.

Many departments at Warminster arrange trips to lectures, plays, films or exhibitions and galleries. We believe that these visits provide extra stimulation and experience for all the pupils and we encourage as many pupils to go on them as possible.

A Level Qualifications

Government reforms of the A Level qualifications began to take effect from September 2015 when a selection of subjects started to follow a new, linear assessment format. All A Levels are no longer examined in two distinct halves but in one final assessment at the end of two years. The AS qualification still remains for some subjects but is not regarded as equivalent to half an A Level. There is no external assessment for most A Level pupils in the Lower Sixth:

all assessment takes place at the end of the Upper Sixth. The new exams also include more extended writing and more maths in subjects other than Maths itself.

The new A Levels are academically demanding and this needs to be considered when deciding how many subjects to study in the Lower Sixth. Every pupil will have a consultation with senior staff to ensure that they select a suitable programme of study. Our recommendation is that most pupils select three subjects to study in the Lower Sixth, plus an EPQ. We are happy for pupils to select four subjects following a conversation with a senior member of staff.

Pupils are encouraged to add breadth by completing an EPQ in the Lower Sixth alongside their A Level studies.

The subjects we are currently offering at A Level are:

Art	English Literature	Photography
Biology	French	Physics
Business	Geography	PE
Chemistry	History	Politics
Computer Science	Mathematics	Religious Studies
DT: Product Design	Music	Spanish
Drama & Theatre Studies	Music Technology	

We also offer a small number of vocational courses following the OCR Cambridge Technical Diploma courses which can be taken as part of a blended programme with A Levels or through the IB Careers Related Programme (IBCP):

Art & Design
Business
Sport & Physical Activity

We try very hard to offer every subject combination desired by pupils, but we cannot guarantee that we will be able to timetable some unusual combinations.

A Level Subject Choice

Some subjects require no previous study at GCSE, notably Geography, History, and Business Studies. It may also be possible, in exceptional cases, to take certain other A Levels without a GCSE in that subject. Anyone interested in studying A Level Music Technology should be a practical musician of at least Grade 5 standard. Further details about this A Level are available from Mr Williams, Head of Academic Music. In addition, provision may be made for the study of other languages, at extra charge.

General Education

At Warminster School we are keen to ensure that the narrow specialisation of some courses is counter-balanced by a broader general education programme. This provides our pupils with the opportunity to develop their talents further, and broaden their perspective of life beyond school.

The importance of personal fitness and health is recognised by all. We provide the opportunity for pupils to experience new sporting activities, alongside the more traditional sports. Sixth Formers obviously make an important contribution to School teams in all the major sports. They have the chance to develop their leadership potential, and their ability to work as part of a team by taking part in competitive sport. Many of our pupils play representative sport for Wiltshire.

Extended Project Qualification

Since September 2008, exam boards in England have offered additions to their Sixth Form qualifications. An important aspect of this is the Extended Project Qualification (EPQ)**.** This is an element of the government's initiative to stretch and challenge 16-19 year olds. The EPQ is a compulsory part of the UK Diplomas but is also a qualification in its own right.

The EPQ is a substantial piece of individual work which can be in the form of a dissertation, extensive investigation, artefact or performance. It allows pupils to increase their depth of learning in an area of the curriculum of their choice and above all stresses the importance of skills such as:

- Independent research
- Reflective learning
- Critical Thinking
- Planning and organisation

These skills are highly valued by universities and the EPQ is an opportunity to address some of the perceived weaknesses of the A Level system, namely too much spoon-feeding and insufficient study in depth. It has therefore been warmly welcomed by higher education institutions and carries the same weighting as an AS level. Thus it will add to the candidates' UCAS tariff points and improve their access to universities. Some universities will make lower offers to candidates with an EPQ.

We consider the introduction of the qualification as a very positive development and are confident that the project will help us give our Sixth Form A Level pupils, an advantage when it comes to demonstrating a variety of valuable skills, to universities, and subsequently to employers.

Co-Curricular and Out of School Activities

An extensive co-curricular programme exists for Sixth Form pupils. Universities and employers look favourably upon candidates who have experienced a variety of activities outside the classroom. We encourage many of our Sixth Formers to take part in Public Speaking and Debating competitions, both in School, the local community and nationally. We also participate annually in the Model United Nations Conference in Bath. The thriving CCF and the Duke of Edinburgh Award Scheme both rely heavily on the input of our Sixth Form. Many outdoor and adventure training activities have taken place in recent years including adventure trips to Morocco and Tanzania.

Sixth Form Enrichment

All Sixth Form pupils participate in a dedicated Enrichment Programme. The purpose of this is to help pupils make the transition from relative dependence to increasing independence, to take greater responsibility for their own academic and personal progress, and to be proactive in seeking out the right opportunities in the world of higher education and the world of work. We want our pupils to be equipped to not just cope with, but also thrive in, these challenging worlds.

Through the Enrichment Programme, Sixth Form pupils develop independence, character, emotional intelligence, self-awareness and personal values, helping them to embrace challenges and to push themselves to realise their full potential. We also want our pupils to display self-resilience, self-confidence, and self-belief, and the Enrichment Programme provides a wide range of activities and skills-based events to develop these attributes.

The Enrichment Programme comprises a number of different facets, including a dedicated Sixth Form Lecture Programme, Careers and Higher Education talks, invited guest speakers discussing issues ranging from adventure and exploration to environmental and political issues, as well as community engagement and volunteering activities. Pupils also take part in a series of peer-led mentoring activities, and in the School's Activity programme. This involvement teaches pupils essential skills such as teamwork, how to study effectively, how to present and how to communicate, as well as how to self-manage. A key part of the Enrichment Programme is teaching essential life skills beyond the academic. The intention is that our pupils learn to display self-confidence and self-reliance, and are equipped with expert, up-to-date knowledge about how to cope with life after Warminster School.

Independent Study

Study skills are very important, and need to be developed in the Lower Sixth from the very start. Supervised private study enables pupils to make the transition from the largely teacher-directed work at GCSE, to the more self-reliant approach needed at A Level. Goal setting and personal development planning (PDP) guided by the personal tutor allow pupils to take a balanced and objective view of their academic and personal progress.

Leadership Opportunities

We strongly encourage all pupils to take on a position of responsibility at some stage of their Sixth Form career. There is a team of School Prefects, led by the Head Boy and Head Girl who assist the Headmaster and Deputy Head in the day to day running of the School. Each boarding and day House has its own Prefects. Both groups are heavily involved in House activities and the development of community spirit. Sixth Formers conduct parent tours and assist with other activities. The Prefect Team assist the Deputy Head of Sixth Form in organising social events including dinners, dances and concerts. Many Sixth Formers hold senior ranks in the Combined Cadet Force (CCF) and embark on the Duke of Edinburgh Gold Award.

Making your choice

Choosing your A Level subjects can be a daunting task but when faced with considerations such as choosing subjects which go well with each other, it can seem all but insuperable. If you have a clear idea of what is involved in each subject in terms of content, structure and approach, the choice can become easier.

There are some guidelines which you ought to keep in mind when selecting the subjects which will be the central part of your Sixth Form studies:

- You should have some ability in the subject as well as some interest in it. Usually we expect a minimum Level 6 (Or B grade) at GCSE in the subjects chosen; please see individual subject pages for further information.

- The subjects you choose should, as far as is possible, support each other.

- If you are thinking of going on to university you should be aware that there are often particular qualifications or combinations of subjects required for particular degree courses.

This prospectus contains descriptions of all the subjects available at Warminster School written by the relevant Heads of Department. The aim of these is to give you some idea of what it is like to follow those subjects at A Level and if it might interest and stimulate you. In nearly every subject the approach in the Sixth Form is very different from what you have been used to at GCSE and in many cases the content is markedly different as well. You should nevertheless use your knowledge of the corresponding GCSE course to help you make up your mind. You should also talk to the Head of Sixth Form, the Deputy Head of Sixth Form, your Tutor, your subject teachers and possibly fellow pupils who are already in the Sixth Form before coming to any final decision.

GCSE re-sits, including English and Mathematics

Any pupil who has not gained a pass at Level 4 (Or grade C) or above in English Language or Mathematics is expected to re-sit these subjects in the Sixth Form. Targeted lessons are provided to help pupils to prepare for these examinations.

Preparation for Higher Education and Careers Advice

In recent years, nearly all of our Upper Sixth pupils have moved into Higher Education on leaving Warminster School. The Sixth Form team offers excellent support to our pupils, whether they intend to go on to Higher Education or wish to start a career immediately upon leaving school.

Presentations on University and other Higher Education programmes are offered to pupils and parents during the Summer Term of the Lower Sixth. At the end of the Lower Sixth planning for University application is helped through a series of one-to-one interviews with the Head and Deputy Head of Sixth Form, Tutors and the Careers Department.

Pupils have unlimited access to the well-stocked Careers Room, which has good computer facilities providing a number of interactive Careers and Higher Education Course databases. Pupils may make appointments to see the Careers staff from the School at any time during their two years in the Sixth Form.

Sixth Form Scholarships and Awards

We offer a number of scholarships to pupils who display high academic ability and potential. Awards are also available to those who excel in one particular area of School life, such as Sport or Music. We expect internal candidates to have shown the potential to achieve strong results in all their GCSE subjects. Grants can sometimes be made from the Bursary Fund, subject to family circumstances and a means test. Applications for Bursaries should be made to The Headmaster.

Conclusion

We strongly believe that Warminster School's Sixth Form has a great deal to offer its pupils, bringing together the benefits of its size, opportunities for all individuals to excel, the wide diversity of experience that a residential campus can offer to both day and boarding pupils, and unsurpassed support by a caring and experienced staff.

If you have any queries, please do not hesitate to contact us.

Dr T Horler- Underwood Head of Sixth Form
Mrs C Nurdin Deputy Head of Sixth Form

September 2018

ART (Exam Board - OCR)

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

- The best foundation for success in A Level Art is a good grade at GCSE.
- An aptitude for the subject - if you are creative or good at drawing you should have the basic skills to succeed.
- A level Art is not easy options and you should be prepared to work hard at developing your abilities.
- You should have an understanding of the basic elements of art - colour, tone, form etc, and also some understanding of the place art, craft and design in the world - its history and its purpose.
- Above all you should have an understanding of art and the determination to develop that interest.

What will I learn on this A level course?

- You will learn how to develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- How to explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- How to record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

What kind of student is this course suitable for?

- Students who wish to undertake further studies in art, craft and design, usually at Art College or in Further Education.
- Students who are looking to take up careers for which an art background is relevant. These might include advertising, publishing, architecture, museums, theatre or art gallery work.
- Students who have an interest in and aptitude for the subject, but who do not intend to take the subject beyond the A Level

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

Advanced Level (AL)

Component 1: Personal Investigation - 60%

Pupils will create supporting studies, personal outcomes and a related study (minimum 1000 word continuous prose).

Component 2: Externally Set Task - 40%
Pupils will create preparatory studies and a personal outcome in 15 hours of sustained focus.

What could I go on to do at the end of my course?

There are many careers in art, craft and design. Most of these require further study at an Art School, Further Education College or University. Most students do a one year Foundation course at an Art College before applying to degree courses in more specialist areas of Art and Design.

BIOLOGY (Exam Board - AQA)

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

The qualification builds on the knowledge, understanding and practical skills that you gained at GCSE. We recommend that you start the course with at least a level 5 in GCSE Biology. You should also have at least a level 4 in GCSE Mathematics, as numerical and mathematical skills are important in Biology. You will need to be able to communicate effectively, be able to plan and carry out research and think critically about problems.

What will I learn?

Biology is a fascinating subject and great to lean about, but there is more to it than that. In Biology you will develop practical skills by planning experiments, collecting data, analysing experimental results and making conclusions. You will also learn how scientific models are developed and the applications and implications of science. A-level Biology has been designed as a natural progression from the GCSE course.

First year of A-level

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

Second year of A-level

5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

Practical work

You will undertake a number of practicals over the two-year A-level. You will be assessed in 12 practical assignments as a part of the written examinations.

Assessment

A-level Three two hours papers

Find out more

www.**aqa**.org.uk

The course in more detail: First year of A-level

1. Biological molecules

All life on Earth shares a common biochemistry. Despite their great variety, the cells of all living organisms contain only a few groups of carbon based compounds that interact in similar ways. Carbohydrates are commonly used by cells as respiratory substrates. Lipids have many uses, including the bilayer of plasma membranes, certain hormones and as respiratory substrates. Proteins are important as enzymes, chemical messengers and components of the blood. Nucleic acids carry the genetic code for the production of proteins. The genetic code is common to viruses and to all living organisms, providing evidence for evolution.

2. Cells

All life on Earth exists as cells. All cells arise from other cells, by binary fission in prokaryotic cells and by mitosis and meiosis in eukaryotic cells. All cells have a cell-surface membrane and, in addition, eukaryotic cells have internal membranes. The basic structure of these plasma membranes is the same and enables control of the passage of substances across exchange surfaces by passive or active transport.

3. Organisms exchange substances with their environment

The internal environment of a cell or organism is different from its external environment. The exchange of substances between the internal and external environments takes place at exchange surfaces. To truly enter or leave an organism, most substances must cross cell plasma membranes. In large multicellular organisms, the immediate environment of cells is some form of tissue fluid. Most cells are too far away from exchange surfaces, and from each other, for simple diffusion alone to maintain the composition of tissue fluid within a suitable metabolic range. In large organisms, exchange surfaces are associated with mass transport systems that carry substances between the exchange surfaces and the rest of the body and between parts of the body.

4. Genetic information, variation and relationships between organisms

Biological diversity – biodiversity – is reflected in the vast number of species of organisms, in the variation of individual characteristics within a single species and in the variation of cell types within a single multicellular organism. Differences between species reflect genetic differences. Differences between individuals within a species could be the result of genetic factors, of environmental factors, or a combination of both. A gene is a section of DNA located at a particular site on a DNA molecule. The base sequence of each gene carries the genetic code that determines the sequence of amino acids during protein synthesis. The genetic code is the same in all organisms, providing indirect evidence for evolution. Genetic diversity within a species can be caused by gene mutation, chromosome mutation or random factors associated with meiosis and fertilisation. This genetic diversity is acted upon by natural selection, resulting in species becoming better adapted to their environment. Variation within a species can be measured using differences in the base sequence of DNA or in the amino acid sequence of proteins. Biodiversity within a community can be measured using species richness and an index of diversity.

The course in more detail: Second year of A-level

5. Energy transfers in and between organisms

Life depends on continuous transfers of energy. In photosynthesis, light is absorbed by chlorophyll and this is linked to the production of ATP. In respiration, various substances are used as respiratory substrates. The hydrolysis of these respiratory substrates is linked to the production of ATP. In both respiration and photosynthesis, ATP production occurs when protons diffuse down an electrochemical gradient through molecules of the enzyme ATP synthase, embedded in the membranes of cellular organelles. The process of photosynthesis is common in all photoautotrophic organisms and the process of respiration is common in all organisms, providing indirect evidence for evolution. In communities, the biological molecules produced by photosynthesis are consumed by other organisms, including animals, bacteria and fungi. Some of these are used as respiratory substrates by these consumers.

6. Organisms respond to changes in their internal and external environments
A stimulus is a change in the internal or external environment. A receptor detects a stimulus. A coordinator formulates a suitable response to a stimulus. An effector produces a response. Receptors are specific to one type of stimulus. Nerve cells pass electrical impulses along their length. A nerve impulse is specific to a target cell only because it releases a chemical messenger directly onto it, producing a response that is usually rapid, short-lived and localised. In contrast, mammalian hormones stimulate their target cells via the blood system. They are specific to the tertiary structure of receptors on their target cells and produce responses that are usually slow, long-lasting and widespread. Plants control their response using hormone-like growth substances.

7. Genetics, populations, evolution and ecosystems
The theory of evolution underpins modern Biology. All new species arise from an existing species. This results in different species sharing a common ancestry, as represented in phylogenetic classification. Common ancestry can explain the similarities between all living organisms, such as common chemistry, physiological pathways, cell structure, DNA as the genetic material and a universal genetic code. The individuals of a species share the same genes. Natural selection occurs when alleles that enhance the fitness of the individuals that carry them rise in frequency. A change in the allele frequency of a population is evolution. Evolution may lead to the formation of a new species. Populations of different species live in communities. Competition occurs within and between these populations for the means of survival. Within a single community, one population is affected by other populations, the biotic factors, in its environment. Populations within communities are also affected by the abiotic (physicochemical) factors in an ecosystem.

8. The control of gene expression
Cells are able to control their metabolic activities by regulating the transcription and translation of their genome. Although the cells within an organism carry the same genetic code, they translate only part of it. In multicellular organisms, this control of translation enables cells to have specialised functions, forming tissues and organs. There are many factors that control the expression of genes and, thus, the phenotype of organisms. Some are external, environmental factors, others are internal factors. The expression of genes is not as simple as once thought, with epigenetic regulation of transcription being increasingly recognised as important.

Is this the right subject for me?

A level Biology is suitable if you:

- have and interest in, and enjoy Biology and want to find out about how things work in the biological world by application of imaginative, logical thinking.
- want to use Biology to progress onto further studies in Higher Education or support other qualifications or enter Biology-based employment.
- are taking A levels in the other sciences, or other relevant courses such as Geography or Psychology and want to take another course that will support those studies.

What can I do after I've completed the course?

Biology leads on to a wide range of courses and careers.

- an undergraduate degree in a life sciences, medicine, environmental science, forensic science and related courses or a BTEC Higher National (HNC and HND).
- employment, for example, in the areas of biological testing, biotechnology, independent research and the food industry.
- Opportunities in: agriculture, medicine research, conservation work, dentistry, dietetics, forensic science, microbiology, nursing, pharmacology, physiotherapy, psychology, radiography and teaching.

To find out more talk to us your Biology teachers.

BUSINESS (Exam Board - AQA)

What kind of student is this course suitable for?

This course will appeal to those students who:

- Have an interest in current affairs and the business world
- Have an interest in how a business operates
- Enjoy studying a subject that is relevant to their own lives and experiences
- Would like to do a subject that offers opportunities for the further study of the subject at undergraduate level
- Would like to learn how to make business decisions and solve business problems

How can I develop my full range of skills by doing this course?

As well as covering advanced level study of Business, this course will enable you to develop some key skills, which will be essential to you whatever you go on to do afterwards, these are:

- Communication (both written and oral)
- Application of numerical techniques to business and financial data
- Information Technology
- Problem Solving
- Working With Others
- An interest in the world of business

What could I go on to do at the end of my course?

Students with an A Level Business qualification have access to a wide range of possible career and higher education opportunities. Many of our students go on to study the subject or related subject at undergraduate level. Alternatively, you can start a career in business armed with an excellent knowledge of how businesses operate. In particular, you will have a head start in careers within accountancy, marketing, sales and human resources.

What will I learn on this A Level course?

- How and why people set up a business
- How to develop a critical understanding of organisations, the markets they serve and the process of adding value
- The internal workings and management of organisations
- The process of decision-making in a dynamic external environment
- How a range of people and organisations including customers, managers, creditors, owner/shareholders and employees can influence business behaviour.
- What outside factors influence the operations of a business such as the state of the economy, the environment, ethical considerations, the government, the law, social and technological issues associated with business activity
- Techniques to analyse and potentially solve business problems
- How a business markets its products or services, what production is all about, financial control of businesses and how human resources are planned
- Financial and management accountancy.

Course Structure (two years)

- What is business?
- Managers, leadership and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance
- Decision making to improve financial performance
- Decision making to improve human resource performance
- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods: how to pursue strategies
- Managing strategic change

Assessment

Ongoing assessment to gauge progress:

Students will be assessed on an ongoing basis through:

- Class debate and discussion
- Current affairs quizzes
- Regular testing with marks stored 'centrally' to identify strengths and weaknesses
- Student presentations

Formal external assessment leading to A Level Business:

Students will take three examination papers, each of which has a different format, including multiple choice questions, short answer questions, essay questions, data response questions and case study questions.

Pupils will have lots of opportunities to practise each of the different types of questions.

Prerequisites

It is not a requirement that you should have studied Business Studies at GCSE level in order to take A level in this subject. It is more important that you have a strong interest in business and current affairs and want to learn how a business is organised, operates, plans and makes its decisions.

NB – The level of mathematical ability and written English ability is recommended to be at least grade 4/C for GCSE.

CHEMISTRY (Exam Board - Edexcel: 9CH0)

Chemistry is the study of matter, its properties, how and why substances combine or separate to form other substances, and how substances interact with energy. Many people think of chemists as being white-coated scientists mixing strange liquids in a laboratory, but the truth is we are all chemists.

Doctors, nurses and veterinarians must study chemistry, but understanding basic chemistry concepts is important for almost every profession.

Everything is Chemistry, Chemistry is Life. Chemistry is found everywhere. All matter is made up of atoms, molecules and ions; simple structures and giant structures. Chemical principles underpin the physical environment in which we live. Chemistry is part of time and history and directs us to a future. From the atomic, molecular, supramolecular and nanotechnological to the macroscopic state, it explains processes deep within the earth, in the oceans, on land, in industry, within our bodies, in the atmosphere, in space and beyond. It is the key to the development and uses of materials and resources of the future and a powerful pointer to, and creator of, environmental change and a better and healthier world.

Chemistry is also involved in everything we do, from growing and cooking food to cleaning our homes and bodies to launching a space shuttle. Chemistry has the power to explain innumerable phenomena in the world, from the ordinary to the bizarre. Why does iron rust? What makes propane such an efficient, clean-burning fuel? How can soot and diamond be so different in appearance yet so chemically similar? Chemistry has the answer to these questions and many more. Understanding chemistry is the key to understanding the world as we know it.

As one of the natural sciences, Chemistry is also one of the physical sciences that help us to describe and explain our world. Chemistry is called "the central science," because it bridges Physics with other natural sciences, such as Geology and Biology.

The new A-level in Chemistry is ambitious, demanding, rigorous, inclusive and an empowering "world class qualification" that has extensive international comparability of subject content against the highest performing jurisdictions in the world. It is one of the highest regarded and rewarding qualifications and it prepares pupils very well for the changing demands of employment and further study. It is a course that engages and inspires scientists of the future.

The aims and objectives of the A-level qualification in Chemistry are to enable students to develop:

- essential knowledge and understanding of different areas of the subject and how they relate to each other
- a deep appreciation of the skills, knowledge and understanding of scientific methods
- competence and confidence in a variety of practical, mathematical and problem-solving skills
- their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

The A level in Chemistry is a linear qualification. All written examination assessments take place at the end of a two-year course. To be successful in this course a pupil needs to hold at least a level 6 in GCSE Chemistry, a grade B in IGCSE Chemistry or at least AB grades in IGCSE: Science (Double Award), in addition to a top or high (Level 2) GCSE grade in Mathematics. There is no requirement for a pupil to take A-level Mathematics alongside Chemistry, but is advantageous as use of mathematical skills counts for 20% of the overall assessment. Practical work is assessed through questions in written examination papers. There is also a separate assessment of 'practical competency' that assesses the ability of pupils in practical skills.

Why should you consider a course in Chemistry?

Chemistry is regarded by universities and employers as a solid and highly respected academic and skill-based subject. It develops and uses "transferable skills", skills identified by The Organisation for Economic Co-operation and Development (OECD) and by higher education institutions and employers as essential needs. These include "academic skills" involving research, finding sources, essay writing and referencing, ICT literacy, "critical thinking skills" involving constructing balanced arguments from evidence, assessing validity and sources of argument, "synoptic learning skills" involving making links across different topics, analysis, solving more complex problems, "English and Mathematical skills" involving reading, numeracy, literacy and oral skills and "Interpersonal and intrapersonal skills" which involve communication, collaborative problem solving, self-management and self-development. Holding an A-level qualification in Chemistry prepares pupils well for undergraduate and higher education study.

Chemistry is a subject well suited to pupils who wish to have their eyes opened and be challenged. It is a suitable course for pupils with a diverse range of interests. It is eminently suitable for pupils who have an interest in, and enjoyment of, Chemistry, who can appreciate the inter-linking patterns that are a distinguishing feature of the subject, who will appreciate the significant impact this science has in the world and in the workplace, and who can recognise the value of chemistry to society and how it may be used responsibly. It is also suitable for pupils who can be imaginative, logical and critical thinkers. It suits pupils who wish to acquire and develop practical, manipulative, research and investigative skills, as well as many other key skills so highly regarded by employers in the modern age. It is also suitable for pupils who wish to have just a light interest in contemporary science topics. It is excellent for pupils who want to use chemistry to support other qualifications or progress on to further studies.

We expect pupils to be curious, deep and technical thinkers, to be prepared to discuss, debate and challenge ideas, opinions and facts, and we expect pupils to want to read round and deeper into the subject. Studying Chemistry is very rewarding for those prepared to apply themselves well and prepared to adopt independent and critical thinking. The Chemistry Department has an enviable, first class record of examination success and value-added and good numbers of past students have gone on to study the subject or related disciplines at university.

What can I do after A-level?

Holding an A-level qualification in Chemistry is a pre-requisite for university courses in Chemistry, Nanotechnology and other related disciplines, and for many other courses such

as Medicine, Pharmacy, Veterinary Science, Dentistry, Biological and Environmental Sciences, Metallurgy and Material Science, Biotechnology, Forensic Science and Engineering, to name just a few. As a logical subject, it is also much valued by professions such as Law, Accountancy, Economics, Business and Politics. Graduate chemists are to be found in a wide range of careers, and in top positions within industry, education, research, the environment, politics, scientific bodies, business and finance.

How is it taught and what facilities do we use?

Chemistry is taught and explored in state-of-the-art, fully resourced laboratories. It integrates theory with routine practical work and mandatory practical assignments, all of which are developed to high levels. Lessons are split between two dedicated and pupil-focused teachers with a wealth of teaching, lecturing, industrial, international and examining experience. Emphasis is placed on developing an understanding of fundamental ideas. Projection and magnetic, dry marker whiteboards, iPADS, advanced simulation, animation and modelling software, advanced data logging capability and a plethora of other intranet and web/cloud based resources and interactives, role-plays, debates and discussions are used in the teaching, learning and investigating experience. Laboratories are fully resourced too for all aspects of practical and modelling work. Links with academia, STEM-based industry and professions, and use of "outreach programmes", visits to academic conferences and visits by speakers also serve to enhance and develop a broader and more in-depth education for our pupils. Extra classes and tutorials also feature within the course and are held for those who wish to develop and take the science further as well as for those in need of occasional extra help and guidance. Prep is set on a weekly basis and standardised topic tests and online, interactive teaching, prep and assessment software help support learning and understanding, track performance and develop examination skills. We strive to help pupils 'master the chemistry'. Textbooks and CD ROMS are loaned to students. Our amazing VLE Firefly host houses a multitude of enthralling, engaging and support material for all pupils and enables prep assignment notification and electronic feedback and messaging. Our web platform and cloud based resources also allow remote pupil access to resources. Pupils purchase workbooks and revision guides and are encouraged to join the Royal Society of Chemistry's national "ChemNet" and participate in competitions such as the Chemistry Olympiad and the Cambridge Chemistry Challenge.

What will I study and what examinations will I take?

In Year 12, pupils are taught the AS course and pupils who do not intend to study the subject further to A-level standard can take external examinations (two examination papers) and certificate with an AS qualification. Internal mock exam assessments take place twice a year.

In Year 13, pupils complete further studies towards the A-level qualification. Internal mock examinations assess progress and performance prior to pupils sitting three externally marked written papers in May/June of the Upper Sixth year. Students also complete a Science Practical Endorsement, which does not contribute to the overall exam grade, but is recorded as a pass or fail on the pupil's examination certificate.

A-level: Paper 1: Advanced Inorganic and Physical Chemistry	30% of the total qualification
Overview of content	Overview of assessment
This paper examines the following topics. • Topic 1: Atomic structure and the Periodic Table • Topic 2: Bonding and Structure • Topic 3: Redox I • Topic 4: Inorganic Chemistry and the Periodic Table • Topic 5: Formulae, Equations and Amounts of Substance • Topic 8: Energetics I • Topic 10: Equilibrium I • Topic 11: Equilibrium II • Topic 12: Acid-base Equilibria • Topic 13: Energetics II • Topic 14: Redox II • Topic 15: Transition Metals	• Assessment is 1 hour 45 minutes. • The paper consists of 90 marks. • The paper can include multiple-choice, short open, open-response, calculations and extended writing questions. • The paper includes questions that target mathematics at high level GCSE or above. Overall, a minimum of 20% of the marks across the three papers will be awarded for Mathematics at GCSE or above.

A-level: Paper 2: Advanced organic and Physical Chemistry	30% of the total qualification
Overview of content	
This paper examines the following topics. • Topic 2: Bonding and Structure • Topic 3: Redox I • Topic 5: Formulae, Equations and Amounts of substance • Topic 6: Organic Chemistry I • Topic 7: Modern Analytical Techniques I • Topic 9: Kinetics I • Topic 16: Kinetics II • Topic 17: Organic Chemistry II • Topic 18: Organic Chemistry III • Topic 19: Modern Analytical Techniques II	Overview of assessment. • Assessment is 1 hour 45 minutes. • The paper consists of 90 marks. • The paper can include multiple-choice, short open, open-response, calculations and extended writing questions. • The paper includes questions that target mathematics at high level GCSE or above. Overall, a minimum of 20% of the marks across the three papers will be awarded for Mathematics at GCSE or above.

A-level: Paper 3: General and Practical Principles in Chemistry	40% of the total qualification
Overview of content	Overview of assessment
• Questions in this paper may draw on any of the topics in this specification. • The paper includes synoptic questions that may draw on two or more different topics listed. • The paper includes questions that assess conceptual and theoretical understanding of experimental methods (indirect practical skills) that draw on students' experiences of the core practicals.	• Assessment is 2 hours 30 minutes. • The paper consists of 120 marks. • The paper can include multiple-choice, short open, open-response, calculations and extended writing questions. • The paper includes questions that target Mathematics at high level GCSE or above. Overall, a minimum of 20% of the marks across the three papers will be awarded for Mathematics at GCSE or above. • Some questions assess conceptual and theoretical understanding of experimental methods *("working scientifically")*.

Science Practical Endorsement	
Overview of content	Overview of assessment
• Practical skills are assessed through a minimum of 12 identified practical activities. • Students must show practical competency by satisfactorily completing all key skill elements within the core practicals.	• Internally assessed and externally moderated by Pearson Edexcel. • Performance is assessed by teachers against common assessment criteria that is consistent across exam boards. • Students are assessed as either pass or fail for the Science Practical Endorsement.

COMPUTER SCIENCE (Exam Board – AQA)

Computer Science has been an option at Warminster School since 2013 and is a popular choice amongst pupils.

Many great challenges lie in the future for computer scientists to solve. This course, with its emphasis on computational thinking, abstract thinking, general problem solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for understanding these future challenges.

What do I need to know before taking this course?
There is no specific GCSE requirement prior to taking A Level Computer Science. However, those who have taken GCSE Computer Science will be at an advantage, as will those with a good result in GCSE Mathematics. The course features a good deal of programming but previous experience of this is not expected and all principles will be taught from scratch.

What will I learn on this course?

- This course features a combination of theoretical computer science topics and practical programming. You will learn about the fundamentals of data representation, computer organisation and architecture. You will discover how data can be represented in binary. You will find out how computers communicate with each other over networks and the Internet. You will discover how to design algorithms to solve problems. You will be taught the theory of computation, fundamentals of programming, data structures using Python. You will discuss the consequences of computing for society.

What kind of pupil is this course suitable for?
This course would suit any pupil with an enquiring mind and an interest in computers and technology. If you are the sort of person who likes to take things apart to find out how they work, then this is the course for you.

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

Paper 1 (2.5 hour on-screen exam) 40%

- Fundamentals of programming
- Fundamentals of data structures
- Fundamentals of algorithms
- Theory of computation

Paper 2 (2.5 hour written exam) 40%

- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of communication and networking
- Fundamentals of databases
- Big Data

- Fundamentals of functional programming

Non-exam assessment 20% - the computing practical project

- Systematic approach to problem solving
    - analysis
    - design
    - technical solution
    - testing
    - evaluation

The project can involve the development of a system for an end-user or an investigation into an aspect of computer science.

What could I go on to do at the end of my course?
One could study A Level Computer Science and go on to a career in medicine, law, business, politics or any sort of science. In particular, any pupil with plans to study Computer Science, Maths or a Science at university should seriously consider Computer Science as an A Level option.

The course also provides a background in programming that would be useful in a range of industries and careers. The games industry is an increasingly important sector of the UK's economy and there are many opportunities within it for programmers and computer scientists. These are also needed by companies specialising in web and app development and in the IT services industry.

DESIGN & TECHNOLOGY: PRODUCT DESIGN (Exam Board - AQA)

The Nature of Product Design

The distinguishing feature of Product Design is its practical nature. Knowledge and understanding is not to be acquired purely for its own sake, but in order to *apply* it to the solution of practical problems which arise in everyday life and in industrial and commercial contexts. Underpinning all learning are the designing and making skills that make use of knowledge and understanding in order to produce outcomes which solve a problem and satisfy a design brief.

Outline

Product Design offers candidates the opportunity to study, propose and realise prototype solutions to design problems, using similar methods to those used in the real world of product manufacture and graphic design.

Pupils are encouraged to demonstrate their own technological capabilities through the design and making of quality practical outcomes. They should be aware of the responsibilities that designers and technologists have to mankind through an understanding of the potentials and hazards inherent in technological advance, change and decision making.

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

Pupils embarking on Product Design are expected to have achieved at least a grade 6 in Design and Technology at GCSE level. It is also important that pupils are genuinely interested in learning and discovering how products and artefacts are designed and manufactured.

The study of Product Design should be of interest to those students who wish to broaden their GCSE course. Other subjects that compliment Product Design are Physics, Maths and Art. However, students may wish to choose Product Design as a contrasting subject to a wide range of other choices.

Subject Content

Product Design will test the candidate's ability to design a range of products. In order to become a successful designer, candidates should acquire knowledge and understanding of a wide range of materials and processes. When combining this information with one's own imagination, flair and ingenuity and by utilising a wide range of 2-D and 3-D graphical design processes, candidates will be able to design products which meet the required specifications.

Candidates will also be shown how to develop and apply their skills, knowledge and understanding of relevant materials, processes, techniques and tools and equipment to manufacture their own ideas to as high a standard as possible.

This course is assessed by a mixture of examined units and practical coursework. The final breakdown of the assessment looks like this:

Units	Assessment Method	% of Course
Paper 1 Technical principles	2.5 Hour Written Exam	30%
Paper 2 Design and making principles	1.5 Hour Written Exam	20%
Non-examined Assessment Design and Make Project	Design Portfolio and Practical Outcome	50%

What constitutes a Design and Make Project?

Product Design candidates are able to design and make products focusing on any material in the specification. Students are given a choice of tasks that they can explore. The task must be set within certain parameters, namely candidates should examine the design and development of a product that solves a tangible problem and which utilises materials and manufacturing processes relevant to the needs of a modern consumer society. Candidates should ideally work for a client.

Candidates are expected to show that they have analysed and researched the problem area in depth and that they can use this data to create a varied and innovative selection of initial ideas. Aspects of the initial ideas should be developed to create 2-D and 3-D conceptual models.

Candidates will then plan in detail how they intend to construct their prototype. Using the facilities available to them, students should attempt the manufacture of their idea. The aim is for all students to produce a well made product which takes into consideration modern manufacturing methods, quality control and health and safety issues. Candidates must be flexible enough to adapt, change and develop their work as invariably changes will have to be made. Students will be expected to show good communication skills, sketching will be vital as will the ability to use Microsoft PowerPoint to present all of the design work.

What could I go on to do at the end of my course?

A qualification in A Level Design and Technology: Product Design will help candidates gain access to institutes of Higher or Further Education. Alternatively you may wish to use this qualification to help gain access to study a wide range of design based courses. Typically the qualification could lead to a potential career in areas such as architecture, product design, interior design, graphic design or teaching.

DRAMA & THEATRE STUDIES **(Exam Board Edexcel – 2016 Specification)**

All components of the new Drama and Theatre course are based around practical exploration of texts or ideas. Texts are explored in the light of theatre practitioners and different approaches to drama and theatre practice. Candidates have opportunities to perform and/or design and interpret plays for performance. There are three components:

Component 1 – Devising (40% of the qualification, 80 marks)

- Devise and original performance piece.
- Use one key extract from a performance text and a theatre practitioner as stimuli.
- Design or perform.

Assessment
Internally assessed and externally moderated.
There are two parts to the assessment:

- Portfolio (60 marks) 2500 – 3000 words or recorded/verbal evidence between 12-14 minutes.
- The devised performance or design realisation (20 marks).

Component 2 – Text in Performance (20% of the qualification, 60 marks)

- A group performance/design realisation of one key extract from a performance text.
- A monologue or duologue performance/design realisation from one key extract from a different performance text.

Assessment
Externally assessed by a visiting examiner.

- Group performance/design realisation (36 marks).
- Monologue or duologue/design realisation (24 marks).

Component 3 – Theatre Makers in Practice (40% of the qualification, 80 marks)

- Live theatre evaluation.
- Practical exploration and study of one complete performance text – focusing on how this can be realised in performance.
- Practical exploration and interpretation of another complete performance text, in light of a chosen practitioner – focusing on how this text can be reimagined for a contemporary audience.

Assessment
Written examination: 2 hours 30 minutes. This examination is in three sections:
Section A: Live Theatre Evaluation (20 marks)

- Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen.
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

Section B: Page to Stage: Realising a Performance Text (36 marks)

- Students answer two extended response questions based on an unseen extract from their chosen performance text.
- Students answer from the perspective of a performer or designer.

Section C: Interpreting a Performance Text (24 marks)

- Students answer one extended response question from a choice of two based on an unseen named section from their chosen performance text.
- Students demonstrate how their re-imagined concept will communicate ideas to a contemporary audience and outline how the work of their chosen theatre practitioner has influenced their overall production concept.
- Students demonstrate an awareness of the original performance conditions.

ENGLISH LITERATURE A (7712) (Exam Board - AQA)

English Literature is regarded as a highly academic qualification and is named as a facilitating subject for the Russell Group of universities. It is recognised as a rigorous course which develops lifelong skills in understanding, analysis and communication. Text choices for the new linear (final examinations only) course is being finalised by the English Department; the texts will not only play to the individual strengths of experienced and enthusiastic teachers, but aim to be texts which will be enjoyed by pupils. The course promises to be relevant and engaging and approaches the study of literature through the lens of historicism. It encourages study of eight texts across a variety of genres as core content, with further independent wider reading. Exploration and analysis of unseen poetry and prose is also a component part of the course.

20% of the A Level will be taken as an Independent Critical Study of two texts in a 2500 word essay.

CORE CONTENT

PAPER 1: Love through the ages The aim of this topic area is to encourage pupils to explore aspects of a central literary theme as seen over time, using unseen material and set texts.	
Content	Pupils must study three texts: **One poetry** **One prose** (one of these must have been written before 1900) **A play** by **Shakespeare** and **the analysis of unseen poems.**
Assessment	**Written Exam:** **3 hours** **Marks:** **75** **Weighting:** **40% of total grade** **Open Book** *(clean texts may be taken into the exam)* **in Section C only**
Questions 25 mks each	Section A: **Shakespeare**. One passage-based question with linked essay. Section B: **Unseen Poetry**: compulsory essay question on two unseen poems. Section C: **Comparing texts**: One essay question linking two texts.

PAPER 2: Texts in Shared Contexts

The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time.

Content	All pupils will take one option selected by the English department from the following: ***Either*** Option 2A: WW1 and its aftermath. ***Or*** Option 2B: Modern times: Literature from 1945 to the present day Pupils must study three texts: **One poetry** **One prose** **One drama** *(one of these must have been written after 2000)* and **the analysis of unseen extracts.**
Assessment	**Written Exam:** **2 hours 30 mins** **Marks:** **75** **Weighting:** **40% of total grade** **Open Book**
Questions 25 mks each	Section A: **Set texts**. One essay question on set text Section B: **Contextual linking** • One compulsory question on an unseen extract • One essay question linking two texts

Non-exam assessment: Independent Critical Study: Texts across Time

Pupils write a comparative critical study of two texts on a theme of their choice.

Content	**Comparative** critical study of **two** texts, at least one of which must have been written pre-1900 One extended essay (2500 words) and a bibliography
Assessment 50 marks	• 20% of A-level • assessed by teachers • moderated by AQA

ENGLISH AS AN ADDITIONAL LANGUAGE

On entry to Year 12, new international pupils are assessed and allocated an appropriate number of EAL classes a week. If they do not hold a B grade or above in GCSE English or IGCSE English/E2L, they will be required to take the Academic module of the IELTS, either in School or at the University of Bath. *Pupils must attend EAL lessons until they have achieved IELTS 6.5.*

There are 4 modules in the IELTS test: Reading, Writing, Listening and Speaking. To gain a place at a UK university, pupils generally require an IELTS score of 6.5, with a minimum of 6.0 in each module, although some may accept candidates with a score of 6.0 and others (some American universities and the highest ranking UK universities) may ask for 7.0 or 7.5.

If required, the department can assist students if alternative tests are required, for example: TOEFL.

EAL classes in the 6th form are divided with focus either on IELTS training, General English or subject support. Subject support is usually on the basis of help as required at a particular time but may be more formally arranged with departments.

GEOGRAPHY (Exam board Edexcel)

The Geography department will be offering two different courses in the 6th Form:

Due to examination reform at A Level, Geography changed from September 2016, and we have adopted a new specification.

A Level

With reformation to A Levels, modular programmes are to cease and all pupils doing Geography A Level will be examined at the end of the Upper Sixth.

Throughout the A Level, pupils will study both human and physical geography. There is a greater focus on contemporary issues with the new A Level and this will allow greater debate and discussion on the material covered. In each area of the A Level, the pupils will consider the attitudes and actions of decision makers, consider their own values and attitudes to the issues being studied and support their learning of ideas through the study of specific case studies. Pupils will also develop a variety of geographical skills through fieldwork which will broaden and deepen existing knowledge and be employed with a greater degree of independence in their learning.

Physical Geography- Paper 1 (30%)

- Tectonic Processes and Hazards
- Coastal Landscapes and Change
- The Water cycle and Water Insecurity
- The Carbon cycle and Energy Insecurity
- Climate Change futures

Human Geography- Paper 2 (30%)

- Globalisation
- Regenerating places
- Superpower Geography
- Migration, Identity and Sovereignty

Synoptic Paper- Paper 3 (20%)

- This paper contains three synoptic themes within the compulsory content areas
- Players
- Attitudes and actions
- Futures and uncertainties

Coursework: Independent Investigation (20%)

- This will be done following a fieldwork trip to collect data. The data will be analysed and evaluated through a write up of between 3000-4000 words
- This is internally assessed and externally moderated.

There will be a residential fieldtrip during the A Level so that pupils can collect data required for their coursework. This has a cost implication of between £250-£300, which will be added to the term's bill in which we go.

HISTORY (Exam Board - AQA)

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

- You need a strong grade in English GCSE and good language skills.
- You always need an enquiring mind and an interest in the past, current affairs and politics.
- It is not compulsory to have studied History at GCSE.

What will I learn on this A Level Course?

During your course you will learn:

- About the significance of events, individuals, issues and societies in History.
- How and why societies have changed over time.
- To develop an understanding of how the past has been interpreted and represented, and how it manifests itself in the 21st Century.
- To express your own historical ideas confidently and effectively.

What kind of student is this course suitable for?

The course will appeal to students who:

- Have an interest in the way that the world has developed through the ages
- Enjoy investigation and discovery
- Enjoy debate, argument and analysis
- Want to broaden a Science/Maths based A Level programme to include a humanities subject.
- Want to keep their options open. History is universally regarded as a highly respected, academic subject, which provides a strong basis for a wide range of higher education and career choices.

How can I develop my full range of skills by doing this course?

As well as covering Advanced Level historical content, this course will enable you to develop a variety of key skills, such as:

- Communication, both written and verbal.
- Research and presentation
- Analysis and evaluation
- Problem-solving and empathy
- Co-operation

What could I go on to do at the end of my course?

Students who study A Level History have access to a wide range of career and higher education opportunities. The skills that History teaches are greatly valued by employers, universities and colleges. History combines well with Maths and Science subjects to create an attractive portfolio of qualifications enabling a student to move on to a university science-based course. Combined with English and a modern foreign language, it would provide a good basis for an arts or languages based degree. History provides an excellent foundation for a number of popular careers including journalism, law and business.

How is A Level History assessed?

- Written examinations: Two examinations of 2 hours and 30 minutes (80%)
- Historical Investigation: A personal study on a topic of a pupil's choice (20%)

<table>
<tr><th>Component 1: Breadth Study</th><th>Component 2: Depth Study</th></tr>
<tr><td>

Spain in the Age of Discovery, 1469 - 1598

Aim: To promote an understanding of significant historical developments over a 100 year period.

Indicative Content:

- Royal authority and governmental powers: Charles V and Philip II.
- Relations with European powers
- Social tensions: urban and rural divisions
- Religious persecution and the Spanish Inquisition: Christians, Jesuits, Muslims and Jews
- Trade and exploration
- The New World and the Conquistadores
- Cultural 'Golden Age' and intellectual developments
- Rebellions and revolts
- European and Caribbean wars

Assessment: Exam – 2 hours 30 minutes
Form: Structured essays
40% of A Level

</td><td>

Wars and Welfare: Britain in Transition, 1906 - 1957

Aim: To test understanding of a significant period of history in depth, focusing on change and development.

Indicative Content:

- The Liberal Reforms and poverty in Britain
- Political movements: Liberalism, Conservativism and the Labour Party.
- The Suffrage Movement
- Ireland
- Britain during the First World War
- Post-war Britain: domestic and international change.
- Industrial relations and the General Strike
- Mass media and communications: radio, cinema and leisure.
- The 'Hungry Thirties': Britain during the Great Depression.
- The Abdication Crisis of Edward VIII
- Britain during the Second World War
- Post-war Reconstruction and the Welfare State
- 1950s Britain: affluence and tension.
- CND and unilateralism

Assessment: Exam – 2 hours 30 minutes
Form: Structured essays and document/ source analysis.
40% of A Level

</td></tr>
<tr><th colspan="2">Component 3: Historical Investigation</th></tr>
<tr><td colspan="2">

A personal study based on a topic of a student's choice.

- 3,000 – 3,500 words
- 20% of A Level

</td></tr>
</table>

MATHEMATICS (Edexcel Linear)

What do I need to know or be able to do before taking this course?
You will need to be confident about working with abstract concepts and to be skilful at manipulating algebraic expressions. We would prefer you to have achieved a grade 7 or higher at the Higher Tier of GCSE. Pupils who take the Foundation Tier GCSE are not suitable candidates for A Level Maths.

What will I learn on this course?
Whilst mathematical skills are used in many subject areas, Mathematics at A level is a course worth studying in its own right. It is both challenging and rewarding. Concepts studied during GCSE are developed to cope with more-challenging situations and new ideas are introduced to widen the range of problems you can deal with.

While studying Mathematics you will be expected to:

- Use mathematical skills and knowledge to solve problems.
- Solve quite complicated problems by using mathematical arguments and logic. You will also have to understand and demonstrate what is meant by proof in mathematics.
- Simplify real-life situations so that you can use mathematics to show what is happening and what might happen in different circumstances.
- Use the mathematics that you learn to solve problems that are given to you in a real-life context.
- Use calculator and computer technology effectively and efficiently, understanding its limitations and when its use would be inappropriate.

Mathematics at A level is divided into three branches:-

Pure Mathematics ($^2/_3$ rds of the A-level: Paper 1 and 2)
When studying Pure Mathematics at A level you will be extending your knowledge of such topics as algebra and co-ordinate geometry to lead you to an understanding of calculus. Trigonometry for angles greater than 90 degrees is explored to help you appreciate the nature of trigonometrical functions and identities. Many of the ideas you will meet in Pure Mathematics are interesting in their own right, however they also serve as an important foundation for other branches of mathematics, in particular Mechanics and Statistics. In addition to Pure Mathematics you will also study both Mechanics and Statistics.

Mechanics ($^1/_6$ rd of the A-level: Paper 3)
In Mechanics you will learn how to describe mathematically the motion of objects and how they respond to forces acting upon them, from cars in the street to satellites revolving around a planet. You will learn the techniques of mathematical modelling; the process by which a complicated physical problem is turned into a simpler one that can be analysed and solved using mathematical methods. Many of the ideas you will meet in this course form an almost essential introduction to such important modern fields of study as cybernetics, robotics, biomechanics and sports science, as well as the more traditional areas of engineering and physics.

Statistics ($^1/_6{}^{rd}$ of the A-level: Paper 3)
In Statistics you will learn how to analyse and summarise numerical data in order to arrive at conclusions about it. You will extend the range of probability problems that you started for GCSE by using the new mathematical techniques studied on the Pure Mathematics course. Many of the ideas you will meet in this course have applications in a wide range of other fields; from assessing what your car insurance is going to cost to evaluating the likelihood of the Earth being struck by a comet in the next thousand years.

What form of assessment should I expect?
You can expect regular tests, set by your teacher, on recently completed topics throughout the course. Your scores will indicate to your teacher how effectively you are learning the skills being covered in the lessons. They will be able to predict how you are likely to perform on the external examinations set by the Awarding Body. The A level is externally assessed in the June of the Upper Sixth by three written examinations each of 2 hours; Papers 1 and 2 are based upon Pure content and Paper 3 is based upon the Applied content (Statistics and Mechanics).

Are there opportunities to study Further Mathematics?
If you have a real aptitude for Mathematics you may consider studying a second Mathematics A level for a qualification in Further Mathematics. You would still need to meet the requirements of all your other subjects and would need to manage the considerable increase in your workload. This is a very challenging course, only suitable if you have a grade 8 or above at GCSE, and are able to cope with complicated algebraic problems and challenging abstract mathematical concepts.

What could I go on to do at the end of my course?

A level Mathematics - A level Mathematics is a much sought after qualification for entry to a wide variety of full-time courses in Higher Education. There are also many areas of employment that see Mathematics at A level as an important qualification and it is often a requirement for the vocational qualifications related to these areas.

Higher Education courses or careers that either require A level Mathematics or are strongly related include: Economics, Accountancy, Computing, Medicine, Teaching, Information Technology, Architecture, Psychology, Environmental Studies and Engineering.

MODERN FOREIGN LANGUAGES – Exam Board AQA

FRENCH AND SPANISH A LEVEL

What do I need to know or be able to do before taking this course?
Most students will normally have achieved at least the equivalent of GCSE Grade C in the relevant language before taking this course. You will need to feel confident at this level in the four language skills of Listening, Reading, Writing and Speaking. Some knowledge and understanding of the culture and way of life of the target-language country would be of benefit with a view to developing an understanding of, and exploring in much more depth, the topic areas that you will have covered at GCSE. A Level Languages will rapidly build on and develop your existing knowledge of the language and culture to transform you into an even more competent and fluent linguist, able to understand, discuss and express your views on a wide range of contemporary issues.

What will I learn on this A level course?
The course will help you to develop your general study skills, but most of all you will learn to communicate at a higher level in the language that you have chosen. You will also learn much more about a wide range of aspects of the society or societies in which the language is spoken.

Reading - You will be able to read, understand and extract information from written passages in the target language which are taken from a range of authentic contemporary, historical and literary sources. These sources will cover a range of genres, including fiction and non-fiction material and with minor adaptation if necessary. The requirement to read, among other things, at least one work in the language of study will ensure that you are given the opportunity to develop the necessary and rewarding experience of reading.

Listening - You will be able to listen to, and understand contemporary spoken language and answer questions on what you have heard. The passages that you will learn to listen to will be taken from a range of sources such as news reports on the radio or TV, weather forecasts, announcements, interviews and discussions. You will have the opportunity to listen systematically in the classroom and will be encouraged to do more listening in your own time through the wealth of material available on the internet.

Speaking - You will develop competence in speaking the language through regular authentic use in the classroom. You will be encouraged to take risks and learn from your mistakes. Classroom conversations, discussions and debates will focus on issues arising from work on themes and individual research. You will meet regularly with the language assistant who will help guide you as you explore your Independent Research Project and build on your speaking skills.

Writing –
In the language of study- You will learn all the appropriate grammar, vocabulary and phrases that will help you to build on GCSE and use language independently to:

- Express thoughts and feelings, present viewpoints, develop arguments, persuade, analyse and evaluate spoken and written material;
- Respond to a range of authentic spoken sources;
- Respond to a variety of texts, drawn from a range of authentic sources and genres, including fiction and non-fiction;

- Summarise information from spoken and written sources, reporting key points for other audiences.
- Write a critical and analytical response to a question based on one film and one text OR two texts that have been studied through the A Level course

In English – You will use English to:

- Translate into English passages in the language of study;

What kind of student is this course suitable for?

If you are interested in languages and communication, and you enjoy learning about other cultures and ways of life, then the Modern Foreign Languages course could be suitable for you. Similarly, if you are interested in the business world, in travel or tourism, in literature, or in journalism and the media, then you are also likely to find the course appropriate. There are a number of options in the course where you can choose your topic or question to suit your interests. You will also develop your analytical skills to a higher level. Whether you want to use languages for work, for further study, training, or for leisure, this course will equip you with the necessary skills and knowledge.

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

Warminster School Modern Languages Department will be preparing pupils for the new two-year specification AQA A Levels in Modern Languages.

Assessment:

Paper 1: Listening, reading and writing (50% of the A Level qualification)
Paper 2: Written response to film and text (or two texts) (20% of the A Level qualification)
Paper 3 : Speaking - Individual research Project and Discussion (30% of the A Level qualification)

Themes covered

- **Aspects of French or Spanish-speaking society: Current trends**
- **Artistic Culture in the French or Spanish-Speaking World**
- **Aspects of French or Spanish-speaking society: Current Issues**
- **Aspects of political life in the French or Spanish -speaking world**

How can I develop my full range of skills by doing this course?

In addition to gaining linguistic skills to communicate with people speaking a different language, this course will enable you to develop some Key Skills.

Key Skill	Typical Activities
Communication	Presenting your chosen Individual Research Project and expressing opinions and ideas; Writing a letter to a political organisation seeking information.
Problem solving	Finding alternative vocabulary to express yourself Planning a languages event

Information Technology	Producing a newsletter or poster; Using the Internet for research; Skyping partners abroad
Working with Others	Role plays on an exchange project; Taking part in an exchange project Work experience abroad.
Improving own Learning and Performance	Setting targets with the teacher for Independent Research Project; Receiving feedback on work and taking forward suggestions on how to improve it.

What could I go on to do at the end of my course?

There will be a range of opportunities open to you where you can continue to use and further develop your language skills and knowledge of contemporary society. Some students choose to do degree courses in languages; others choose to pursue a Higher Education course in another subject, but choose a language option alongside it. Having a language at A Level will certainly improve your employability, in particular with companies which have international branches. Whether you are interested in continuing your studies or working at home or abroad, a language course at A Level is an excellent step towards achieving your goals.

The A Level syllabus provides a meaningful communicational and linguistic course for career opportunities, such as translating (UN/EU/Foreign Office), interpreting, teaching, bi-lingual secretarial work, broadcasting, civil service, librarianship and international banking. Many universities offer joint courses involving a modern language with a wide range of arts, science, law and business subjects.

As you are probably already aware, fewer and fewer students of your age are studying languages, and by taking a Language A level you are already placing yourself in an elite group of people whose linguistic skills will no doubt be highly sought after later in life.

Your knowledge of a language may well open doors to you in the future that are hard to imagine at the moment so congratulations for having made it this far and we wish you luck as you embark on your linguistic journey.

MUSIC A2 - AQA/Edexcel/Eduqas

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

- You will have GCSE Music at Grade B or above, be Grade 6 on your instrument, and ideally have studied Grade 5 music theory (or have equivalent ability and knowledge)
- You must be able to read music in traditional standard notation

What will I learn on this course?

The course demands practical, creative and listening skills in almost equal measures. You will develop composition ideas from GCSE, learn about harmony techniques and develop your listening skills. You will be required to analyse pieces of music (from a wide variety of periods and styles) and write about your findings using musical language. The course will involve taking part in school musical activities including choir, bands and major productions as well as attending and ideally participating in a number of external concerts and performances.

What kind of student is this course suitable for?

Ideally you would enjoy music in many forms and have a desire to expand your knowledge of different types of music. The ability to perform publicly on occasion, as well as supporting the performances of others in the group.

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

A Level (L6 & U6 year) - Linear 2 year course with coursework and an exam at the end of the course. The course will comprise of appraising & analysing music (40%), performing (35%) and composition (25%).

LISTENING & ANALYSING You will study 2 of the following in detail and there will be 2 set works in this area. The exam will comprise a variety of questions involving listening to unfamiliar pieces.

1. Western classical tradition 1650–1910 (compulsory)
2. Pop music
3. Music for media
4. Music for theatre
5. Jazz
6. Contemporary traditional music
7. Art music since 1910.

COMPOSING
You will submit 2 compositions, one a free piece and one set to a brief.

PERFORMING
You will perform a recital of 10 minutes in length to an audience which will be assessed.

Are there opportunities to develop Key Skills as part of the course?

- **Working With Others**
  You will perform regularly and will look to take a leading role in the wider music making of the school. There may also be the opportunity to assist with some lower school music lessons to strengthen your knowledge

- **Information Technology**
  The music department is equipped with industry standard Apple Mac systems running Sibelius Music software and Logic Pro X to help complete your coursework

- **Problem Solving**
  Staging musical productions (such as Cabaret) require careful budgeting and planning. You will have the chance to be involved in mounting major productions.

- **Improving Own Learning and Performance**
  Inevitably playing an instrument takes individual practice and so this particular Key Skill

  is one you will achieve with ease!

- **Communication**
  As part of your coursework, you will analyse pieces of music and you will give short presentations on your findings to the class.

What could I go on to do at the end of the course?

This A level can lead to further study in Music, Music Technology and Performing Arts in Higher Education at degree level. It can be used as part of your course to broaden your studies and may lead on to a career in the Performing Arts industries.
With a strong practical and performing element, this course can help enhance your communication skills as preparation in many other career fields.

Performance Opportunities:

Lunchtime Concerts
Cabaret
Assemblies / in Church
School concerts
Your own bespoke concerts
Major School Productions (e.g Grease, Concert Tours)
Devizes Eisteddfodd
Speech Day
6th Form Concerts
School Ball

External Concerts (e.g West Wilts Young Musicians, local music competitions)

MUSIC TECHNOLOGY (Edexcel) A2

About the Course:

This is a course for Sixth Formers who would like to learn and develop practical skills in Music Production and study the history and influence of the use of technology in Music. Music GCSE is useful but not essential.

Course structure:
The course is divided up into 4 units over the two year course. The majority of assessment is by an externally assessed portfolio of work. There is also an exam that is taken at the end of each year.

Progression:
Students who study Music Technology can go onto further study at University with a range of degree courses on offer including the prestigous *Tonmeister* course at Surrey University and a range of Music Production courses at Leeds College of Music and other leading colleges and universities. Careers can include sound engineering, studio production, sound design for Film & TV, composing and teaching.

Course Content:
Pupils will have the opportunity to work on professionally styled assignments developing music technology skills, compositional skills and understanding of how popular recordings are put together and produced.

Component 1: Recording (20% of total marks): One recording, chosen from a list of 10 songs or artists supplied by Pearson, consisting of a minimum number of compulsory instruments and further additional instruments. Artists are specified by the exam board.

Component 2: Technology based composition (20% of total marks): Creating, editing, manipulating and structuring sounds to produce a technology-based composition.

Component 3: Listening and analysing (25% of total marks): A written exam using knowledge and understanding of recording and production techniques and principles, in the context of a series of unfamiliar commercial recordings

Component 4 : Producing and analysing (35% of total marks): A written / practical exam using knowledge and understanding of editing, mixing and production techniques, to be applied to unfamiliar materials. One essay about one music technology aspect specified on the exam paper.

PHOTOGRAPHY (Exam Board - OCR)

The course is designed to be a richly rewarding experience whether or not the candidate wishes to pursue their photographic studies into further education.

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

- Pupils do take the subject for the first time in the Sixth Form but a good grade in Art at GCSE is beneficial.
- Good problem solving skills - Photography is a unique mix of creativity and technicality. Potential students must be able to find the answers to their own questions through technical enquiry and experimentation.
- An interest for the subject, creative thinking is crucial however, unlike Art, strong drawing and painting skills are not a requirement of this course.

What will I learn on this A level course?

- History of Photography and its many different genres
- How the medium of Photography has shaped the world
- Improve your photographic skills ie: view points, composition, depth of field etc.
- Post production of photography through digital-media in Photoshop.
- How to analyse photographs and research the work by master photographers and contemporary lens based artists and their methods.

What kind of students is this course suitable for?

- Students who wish to undertake art, design or media based courses in Higher or Further Education. (eg: Photography, Photojournalism, Graphics, Animation, Film making, Marketing etc.)
- Students who wish to take up careers in the creative industries for which foundation knowledge of photography is relevant.
- Students who have an interest in the subject, but who do not intend to take the subject beyond A level.

What equipment will I need to complete this course?

- A digital camera (£300 - £500) memory card reader, camera-to-computer cable, Photoshop Elements 11 (optional).

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

A Level

The full A Level qualification is made up of two units:

Unit 1 Personal Investigation 60%

Candidates should produce two elements:
1. A portfolio of practical work showing their personal responses to a chosen topic or theme.
2. A related written study of a minimum of 2,000 – 3,000 words

Unit 2 Externally Set Assignment 40%

The early release paper will be issued on 1 February and will provide candidates with a number of themes. From these, one must be selected, upon which to base a response

How can I develop my full range of skills by doing this course?

This course will enable you to develop some key skills, which will be essential to you whatever you go on to do afterwards. The key skills you can develop during the course are:

Communication – this skill is integral to the study of Photography and will be assessed as specified in the mark scheme. This involves, amongst other skills, the ability to summarise information found in many different types of sources.

Problem Solving – as previously stated, Photography is a unique mix of creativity and technicality. You will develop the skill of finding answers to your own questions through technical enquiry and experimentation.

Working with others – you will at times be required to work in groups which will develop your organisational, team work and communication skills further.

Information technology – IT systems are fundamental to this course. You will use these to processes, manage and manipulate your work.

What could I go on to do at the end of my course?

A Photography qualification is viewed with interest by universities as showing another aspect of a candidate's potential, and in the case of visually orientated courses it is regarded in the same way as academic subjects. Areas opened up by the course include Art Foundation, Photography, Photojournalism, Animation, Fine Art, Media, Film Studies, Advertising, Graphics, Product Design, Theatre Studies, Architecture, etc.

PHYSICAL EDUCATION (Exam Board – AQA)

Why choose Physical Education?

- This specification builds on the student's experience from Key Stage 4 and GCSE to enhance their knowledge and increase their understanding of the factors that affect performance and participation in physical education. The qualification looks to equip students with skills and knowledge required for higher education or the world of work.
- The specification offers students the opportunity to experience and develop an interest in a variety of roles in sport such as performer, official and/or leader/coach at AS and then be able to specialise in one at A2.
- The content of the course will address current contemporary topics in sport such as the impact in the use of ergogenic aids, technology and increasing commercialisation of sport.
- The content of the A-Level Physical Education specification is designed to follow on from GCSE Physical Education, enabling a smooth transition from one to the other.

Skills students will develop

In choosing this course, students will develop knowledge which will equip them for undergraduate study in areas of *applied anatomy and physiology, skill acquisition, sport and society, exercise physiology, biomechanical movement, sport psychology, and sport and society and the role of technology in physical activity and sport*.
The practical emphasis leads to a development of leadership skills and moral and social development.

What students like about the specification

Students like the opportunity to gain a greater insight into way the human body works. They enjoy studying the benefits of leading an active and healthy lifestyle and how new skills are learnt. Students enjoy the opportunity to link their practical performance to the theoretical topics discussed throughout the course.

The course will enhance students' existing interest in sport as well as further develop the understanding of scientific related components of sport and contemporary issues.

Students also relish the opportunity to specialise in their practical performance throughout the course.

It is recommended pupils achieve a grade 6 in GCSE Physical Education to undertake A-level Physical Education. This is also benefitted by a GCSE in Biology.

Paper 1 - Factors affecting participation in physical activity and sport

What's assessed
Section A: Applied anatomy and physiology
Section B: Skill acquisition
Section C: Sport and society

How it's assessed
• Written exam: 2 hours
• 105 marks
• 35% of A-level

Questions
• Section A: multiple choice, short answer and extended writing (35 marks)
• Section B: multiple choice, short answer and extended writing (35 marks)
• Section C: multiple choice, short answer and extended writing (35 marks)

Paper 2: Factors affecting optimal performance in physical activity and sport

What's assessed
Section A: Exercise physiology and biomechanics
Section B: Sport psychology
Section C: Sport and society and technology in sport

How it's assessed
• Written exam: 2 hours
• 105 marks
• 35% of A-level

Questions
• Section A: multiple choice, short answer and extended writing (35 marks)
• Section B: multiple choice, short answer and extended writing (35 marks)
• Section C: multiple choice, short answer and extended writing (35 marks)

Non-exam assessment: Practical performance in physical activity and sport

What's assessed
Students assessed as a performer or coach in the full sided version of one activity of their choice.
Plus: written/verbal analysis of performance.

How it's assessed
• Internal assessment, external moderation
• 90 marks
• 30% of A-level
The qualification is now linear, meaning pupils will sit all their exams and submit their non-exam assessment (coursework) at the end of the course.

What could I go on to do at the end of my course?

Students with A Level Physical Education have access to a wide range of possible career and higher education opportunities. Students learn to use a variety of transferable skills throughout the course. These include collecting, analysing and interpreting data, communicating findings in different ways and identifying and developing links between different parts of the subject. The specification can lead to higher education study in areas such as Sports Science/ Physiotherapy/ Sports Coaching. The scientific nature of the theory content leads to study in other areas and careers in the leisure industry.

PHYSICS (Exam Board - AQA)

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

This qualification builds on the knowledge and skills that you cultivated as part of your studies at GCSE. You will need at least a GCSE grade 6 in Physics and should also have at least a grade 6 in GCSE Mathematics (or equivalent). The ability to communicate effectively is also vital as you will need to be able to present your experimental work with accuracy both verbally and in written form, carry out research independently and think critically about problems. It would be advantageous to be taking A Level Mathematics.

What will I learn?

There are eight core topics in the specification, together with an optional topic.

Topic 1. Measurements and their errors

The content in this topic underpins much of your experimental work, by focussing on the nature of measurement, as well as uncertainties and their numerical treatment. The ability to carry out reasonable estimations is a skill that you will require throughout the course.

Topic 2. Particles and radiation

This topic encompasses study of the most up-to-date theories in this area including the fundamental properties of matter, electromagnetic radiation and quantum phenomena.

Topic 3. Waves

The characteristics, properties, and applications of progressive and stationary waves are examined, deepening knowledge of refraction, diffraction, superposition and interference.

Topic 4. Mechanics and materials

An enhancement of your knowledge of forces, energy and momentum is followed by a study of materials including their bulk properties and tensile strength.

Topic 5. Electricity

This topic extends your earlier study of these phenomena at GCSE, and includes many opportunities for the development of practical, investigative skills through the study of current, resistivity, electromotive force and internal resistance.

Topic 6. Further mechanics and thermal physics

The earlier study of mechanics during Topic 4 is advanced through a consideration of circular motion and simple harmonic motion. In addition, the thermal properties of materials, the properties and nature of ideal gases, and molecular kinetic theory are studied in depth.

Topic 7. Fields and their consequences

The ideas of gravitation, electrostatics and magnetic field theory are developed within this topic; its unifying nature means that it draws upon many aspects from earlier in the course, including mechanics and electricity. Practical applications that you will study include: planetary and satellite orbits; capacitance and capacitors; and electromagnetic induction.

Topic 8. Nuclear physics

This topic builds on Topic 2 to link the properties of the nucleus to the production of nuclear power, the properties of unstable nuclei, and the link between energy and mass.

Topic 9. Optional topic

Possible options which may be offered during the second year of study include: astrophysics; medical physics; engineering physics; turning points in physics; and electronics.

How will I be assessed?

Assessment is by written examination only, with the content of the papers employing a variety of question styles ranging from long written answers to multiple choice questions. Questions will be included on the practical skills developed during the course.

What can I do after I have completed the course?

Physics underpins a vast range of Higher Education courses and employment opportunities. You could use Physics to support a move on to further studies including BTEC or a degree course such as: Physics or the other sciences; Veterinary Medicine; Medicine; Midwifery; Architecture; Ecology; Meteorology; Medicine; Metrology; Nanotechnology; Space Exploration; and all types of Engineering amongst many, many others. Please note that most Engineering and Physics degrees also require A Level Maths.

Is this the right subject for me?

A Level Physics is suitable if you:

- have curiosity, determination and an enthusiasm for Physics;
- have a willingness to give things a go, make mistakes and try again;
- want to find out about how things work and enjoy solving problems; and
- enjoy carrying out investigations by the application of imaginative, logical thinking.

Next steps! You could:

- look for further information on careers in Physics by visiting the Institute of Physics website http://www.iop.org/careers/undergrad--postgrad/your-future/page_64487.html
- discuss the possibility of studying this subject with your Physics teacher;
- find out more about careers and Higher Education courses that need GCE Physics; and
- Visit the AQA website, http://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408 to obtain a full copy of the AQA GCE in Physics specification.

POLITICS (Exam Board AQA)

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

- You need a strong grade in English GCSE, with good language skills.
- Enthusiasm and a keen interest in current affairs and politics are essential.

Why study A Level Politics?

A Level Politics provides a lively and relevant insight into the workings of British and American political systems and an understanding of the different ideologies that has shaped them. It is one of the most interesting and engaging qualifications you can choose. Covering news and current affairs from the UK and US, it helps you understand how these these two countries are run and develops research, written communication and debating skills. It is ideal if you are considering studying politics, sociology, ethics, advertising or journalism at university and is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

Assessment Details

A level Politics is a two year linear course that culminates in three examinations, each lasting 2 hours. Question styles are based around explanation and essays questions; the ability to produced detailed and analytical responses is crucial.

Course Content

There are **three** units of study in this specification:

The Government and Politics of the UK	The Government and Politics of the USA and Comparative Politics	Political Ideas and Core Ideologies
The nature and sources of the British Constitution; The structure and role of Parliament; The Prime Minister and Cabinet; The Judiciary; Devolution; Democracy and participation; Elections and Referendums; Political Parties; Pressure Groups; The European Union.	The Constitutional Framework of US Government; Congress, the President and the Supreme Court; The electoral process and direct democracy; Political Parties; Pressure Groups; Civil Rights; Comparisons with the British political system.	Liberalism; Conservatism; Socialism; Nationalism; Feminism; Multi-culturism; Anarchism; Ecologism.

There are several learning opportunities outside of the classroom, one of which is a History and Politics trip to the Houses of Parliament in Westminster.

RELIGIOUS STUDIES (Exam board: OCR H573)

A Level Religious Studies is 'probably the one subject that is useful for all professions' (The Independent). As well as enabling students to be more reflective about their other subjects and appreciating how all their education fits together, it helps students to develop many of the skills which the modern employment world demands.

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

- A good grade (C or above) in GCSE in Religious Studies is desirable, but not essential.
- You need to be good at thinking for yourself, willing to listen to others and to read and write on important topics.
- Ideally, you will have intellectual curiosity and want to explore philosophical, ethical and religious issues.

What will I learn on this A Level course?

- Philosophy of Religion
- ancient philosophical influences such as Plato and Aristotle
- arguments about the existence or non-existence of God
- the nature and impact of religious experience
- exploring why God would allow there to be evil and suffering
- the nature of the soul, mind and body, such as the views of Descartes
- the possibility of life after death
- ideas about the nature of God
- issues in religious language.
- Ethics
- different ethical theories of how people make decisions, including the views of Aristotle, Aquinas and Fletcher
- the application of ethical theory to two contemporary issues of importance, including euthanasia
- ethical language and thought
- debates surrounding the significant ideas of conscience
- the influence on ethical thought of developments in religious beliefs and the philosophy of religion.
- Developments in religious thought
- religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world, including sin, grace, salvation
- sources of religious wisdom and authority
- practices which shape and express religious identity, and how these vary within a tradition
- significant social and historical developments in theology and religious thought, such as in the early church, Reformation and secularism
- how religion and theology have reacted to changes in society, such as religious pluralism

What kind of student is this course suitable for?

- Students who are curious and open-minded

- Students who are looking to study humanities at university are likely to benefit considerably from the study of texts, essay-writing skills and discursive skills which will be developed during the course
- Students who want to study other subjects at university will also benefit from the course. The course will help not only with cognate courses (such as Philosophy, Politics and Economics or Philosophy and Maths), but also with courses such as Medicine and Business Studies which contain an ethical component.

What examinations will I have to take to get my qualification?
There are three two hour exam papers:
Philosophy of Religion
Religion and Ethics
Developments in Christian Thought.
There is no coursework and no controlled assessment.

How can I develop my full range of skills by doing this course?
This course will enable you to develop your communication skills as well as your critical thinking skills. You will learn to argue and develop a point of view and express this in a cogent and fluent essay style. These life skills will stand you in good stead in whichever discipline you should choose to follow in Higher Education.

What could I go on to do at the end of my course?
The course can be studied at degree level should you wish to pursue a career in the field of Education, Philosophy or Theology. It is also an excellent foundation for many degree courses such as those in Law, Politics and Medicine. The course is highly regarded by universities for its academic content.

Level 3 Certificate OCR Cambridge Technical Art and Design

This qualification provides an understanding of art, design and craft through engagement with the work of artists and designers. Students have the opportunity to gain practical and creative skills by working with the 2D and 3D materials, processes and techniques of their choice. Available options include Graphic Design, 3D Design, and Fine Art. This qualification has been designed to develop the skills, knowledge and understanding required to enable progression to Higher Education Institutes.

What are the Benefits?

- The Cambridge Technical qualifications are exam-free so suit all learning styles.
- There's no external assessment, so you can choose when to assess your students.
- Includes hands-on practical experience based upon real life scenarios.
- UCAS points available at Level 3 to support progression to higher education.

A brief structure to the course

The qualification consists of multiple units including one compulsory core unit (Unit 01 – Art and Design in Context). A total of 3 units are required to gain the level 3 certificate, however pupils will work towards completion of 6 units (an introductory diploma) which is equivalent to an A-level. The remaining units can be selected by pupils and taught by staff specialists in various Art and Design fields. These will include:

- How artists and designers use 3D materials
- Planning, researching and developing ideas for a specialist art or design brief
- Realising an outcome for a specialist art or design brief
- Art and design illustration
- Design for advertising
- Branding and corporate design
- 3D product design

Learners will be awarded a Pass, Merit, Distinction or Distinction* qualification grade by the aggregation of points gained through the successful achievement of individual units. It is possible to obtain 70 UCAS points with a Distinction* grade Level 3 certificate, while a pass (40%) would represent 20 UCAS points.

Level 3 Cambridge Technical Extended Certificate in BUSINESS (Exam Board - OCR)

What kind of student is this course suitable for?

This course will appeal to those students who:

- Have an interest in current affairs and the business world
- Have an interest in how a business operates
- Enjoy studying a subject that is relevant to their own lives and experiences
- Would like to explore a subject that offers opportunities for the further study of the subject at undergraduate level
- Would like to learn how to make business decisions and solve business problems

How can I develop my full range of skills by doing this course?

As well as covering Business content, this course will enable you to develop some key skills, which will be essential to you whatever you go on to do afterwards, these are:

- Communication (both written and oral)
- Application of numerical techniques to business and financial data
- Information Technology
- Problem Solving
- Working With Others
- A thirst for the world of business
- Independent learning skills and mindset
- Research skills
- Timekeeping and organisation skills

What could I go on to do at the end of my course?

Students with a Cambridge Technical Business qualification have access to a wide range of possible career and higher education opportunities. Many students will go on to study the subject or related subject at undergraduate level. Alternatively, you can start a career in business armed with an excellent knowledge of how businesses operate. In particular, you will have a head start in careers within accountancy, marketing, sales and human resources.

What will I learn on this course?

- The dynamic, competitive, uncertain and frequently hostile environment in which businesses operate
- How businesses adapt to their internal and external environment
- Different types of business structures
- How the ownership of business and its objectives are interrelated
- The importance of different business functions and how they work together
- The internal workings and management of organisations
- How a range of people and organisations including customers, managers, creditors, owner/shareholders and employees can influence business behaviour
- How to develop a critical understanding of organisations, the markets they serve and the process of adding value

- The importance of the customer experience and how businesses communicate with customers
- The importance of customer satisfaction and customer loyalty
- Techniques to analyse and potentially solve business problems

Course Structure (two years)

Mandatory units:

- The Business Environment
- Working in Business
- Customers and Communication

2 optional units from:

- Business Decisions
- Marketing and Market Research
- Introduction to Human Resources
- Accounting Concepts
- Principles of Project Management
- Responsible Business Practices
- International Business
- Business Events
- Being Entrepreneurial – Evaluating Viable Opportunities

Assessment

Ongoing assessment to gauge progress:

Students will be assessed on an ongoing basis through:

- Internal assignments
- Current affairs quizzes
- Regular testing with marks stored 'centrally' to identify strengths and weaknesses
- Student presentations

Formal assessment leading to A Level Business:

External assessment:
Pupils will take at least 2 examination papers with a 3rd exam possible, depending which optional units they study. They are required to carry out research into real businesses in preparation for the exams. There is the opportunity to resit each exam once.

Pupils will have opportunities to practise each of the different types of questions.

Internal assessment:
Pupils will have to complete assignments for the internally assessed units.

Prerequisites

It is not a requirement that you should have studied Business Studies at GCSE level in order to take a Level 3 Cambridge Technical Extended Certificate in Business. It is more important that you have a strong interest in business and current affairs and want to learn how a business is organised, operates, plans and makes its decisions.

NB – The level of mathematical ability and written English ability is recommended to be at least grade 4/C for GCSE.

Level 3 Cambridge Technical Extended Certificate in Sport and Physical Activity (Exam Board - OCR)

Why Cambridge Technical?

The Cambridge Technical in Sport and Physical Activity has been developed to meet the changing needs of the sector, and prepare pupils for the challenges they'll face in university or employment. Designed in collaboration with experts spanning the breadth of the sector, the Cambridge Technical in Sport and Physical Activity focus on the knowledge, understanding and skills that today's universities and employers demand. Pupils will practically apply their knowledge and skills in preparation for further study or the workplace.

What's included in the course?

The Level 3 Cambridge Technical Extended Certificate in Sport and Physical Activity has been designed as the perfect vocational alternative to A Level Physical Education. Made up of either five or six specific units (depending upon units chosen), this qualification provides pupils with the knowledge and skills required for progression – making sure they're prepared to progress to degree level, an apprenticeship or employment. These units are tailored to suit the pupil and the route they want to take.

There are three mandatory units;

Unit 1

- Body Systems and the Effects of Physical Activity is assessed by a 90 minute written exam made up of multiple, short or long answer questions.

Unit 2

- Sports Coaching and Leadership is internally assessed through a Centre set assignment, involving either written coursework or a series of presentations. Plus, there are external partnerships to enhance this unit, support the delivery, and make sure pupils gain the right knowledge and skills required for coaching and leadership.

Unit 3

- Sports Organisation and Development that's assessed by a 60 minute written exam made up of short and long answer questions. Pupils also choose either two or three units from a selection of nine optional units that are all internally assessed. Again this is done through a series of coursework tasks/ presentations/ practical assessments.

Optional Units

- Performance analysis in sport and exercise
- Organisation of sports events
- Biomechanics and movement analysis
- Physical activity for specific groups
- Nutrition and diet for sport and exercise
- Sports injuries and rehabilitation
- Practical skills in sport and physical activities
- Sport and exercise psychology
- Sport and exercise sociology