

Warminster School Sixth Form Prospectus  
A Level 2023-2025



1707

**Warminster School  
Sixth Form Prospectus  
A Level  
2023 – 2025**



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## A Level 2023-2025



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### **Warminster School Sixth Form**

Warminster School has a vibrant and diverse Sixth Form community. Boarding pupils live in our Sixth Form house, Stratton House. 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 house and 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 their respective Head of House to ensure that all Sixth Form pupils are appropriately supported during their time here.

Since September 2020, Sixth Form pupils have had the use of a newly refurbished Sixth Form Centre, Townroe Lodge, which the School has fully refurbished. Facilities include numerous social spaces, a kitchen and numerous study rooms each with a different feel and focus; individual study, group work and computer rooms.



### **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.

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.

### **Sport**

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.



### **Co-Curricular Activities and Trips**

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. Every Wednesday afternoon also sees all Sixth Form pupils giving something back to the community through our EDGE programme with sessions including working with elderly members of the community through to our own nursery group. Many outdoor and adventure training activities have taken place in recent years including adventure trips to Morocco and Tanzania.



### **Enrichment**

All Sixth Form pupils participate in an Enrichment Programme via ‘Greenzone’ sessions on Monday and Friday afternoons. 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.

Via their Greenzone choices, 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 Sixth Form Lecture Programme comprises of 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

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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 Greenzone 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 in the Sixth Form. 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 Social Committee assist the 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.



### **Sixth Form entry requirements and making your choice**

Whilst we consider each pupil individually prior to them embarking on their Sixth Form journey, the general entry requirements for Warminster Sixth Form is **a minimum of five passes at grade 5 or above at GCSE and a minimum grade 6 in the subject(s) they wish to study, grade 7 in Maths and the Sciences.**

When designing your study programme you should select subjects which complement each other well. You should also be aware of the particular qualifications or combinations of subjects that may be required for particular university 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, 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 grade 4 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.

### **Higher Education and Careers Advice**

In recent years, nearly all of our Upper Sixth pupils have moved into Higher Education on leaving Warminster School, with 95% of leavers gaining a place at their first choice university in September 2020. 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.

There are also dedicated programmes available to those applying for Oxbridge, Medical and Veterinary courses.

### **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.





### A levels and Cambridge Technicals



#### 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 now 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, but only 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	Music
Biology	French	Photography
Business	Further Mathematics	Physics
Chemistry	Geography	Politics
Computer Science	History	Psychology
DT: Product Design	Mathematics	Religious Studies
Drama & Theatre Studies	Music Technology	Spanish

### Cambridge Technicals

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):

- Business
- Sport & Physical Activity
- Engineering

### Online courses via Pamoja

Over the last few years we have had a number of pupils choose to study courses via an online learning platform called Pamoja. We are now in our third year running these courses and they allow pupils to study the following courses:

- Accounting
- Law
- Psychology

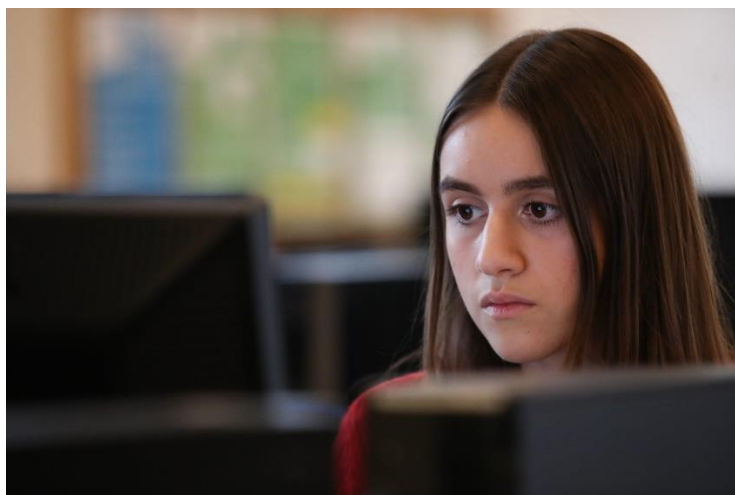
As the Pamoja courses are offered via an online package they are charged at circa £1100 per year.

### A Level Subject Choice

Some subjects require no previous study at GCSE, more details on this can be found on the specific subject pages. 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.

The general consensus is that pupils should have gained a **grade 6 or above** in a subject at GCSE in order to begin an A Level course in that subject. For Mathematics and the Science subjects our recommendation is that pupils have gained a **grade 7 or above** in order to access the course.

We try very hard to offer every subject combination desired by pupils, but cannot make any guarantees due to timetabling and staffing constraints.



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### **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.

This prospectus contains descriptions of all the subjects available at Warminster 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, your Tutor, your subject teachers and possibly fellow students who are already in the Sixth Form before coming to any final decision.

Mr Mark Sully  
Mrs Gill Walmsley

Deputy Head (Academic)  
Head of Sixth Form

September 2022

### ART

<b>Do I need a GCSE to study this subject?</b>	<b>Desirable</b>
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	<b>6</b>
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	<b>No</b>

#### **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 option 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 assessments will I have to take to get my qualification?

#### **Advanced Level (AL)**

##### **Component 1: Personal Investigation - 60%**

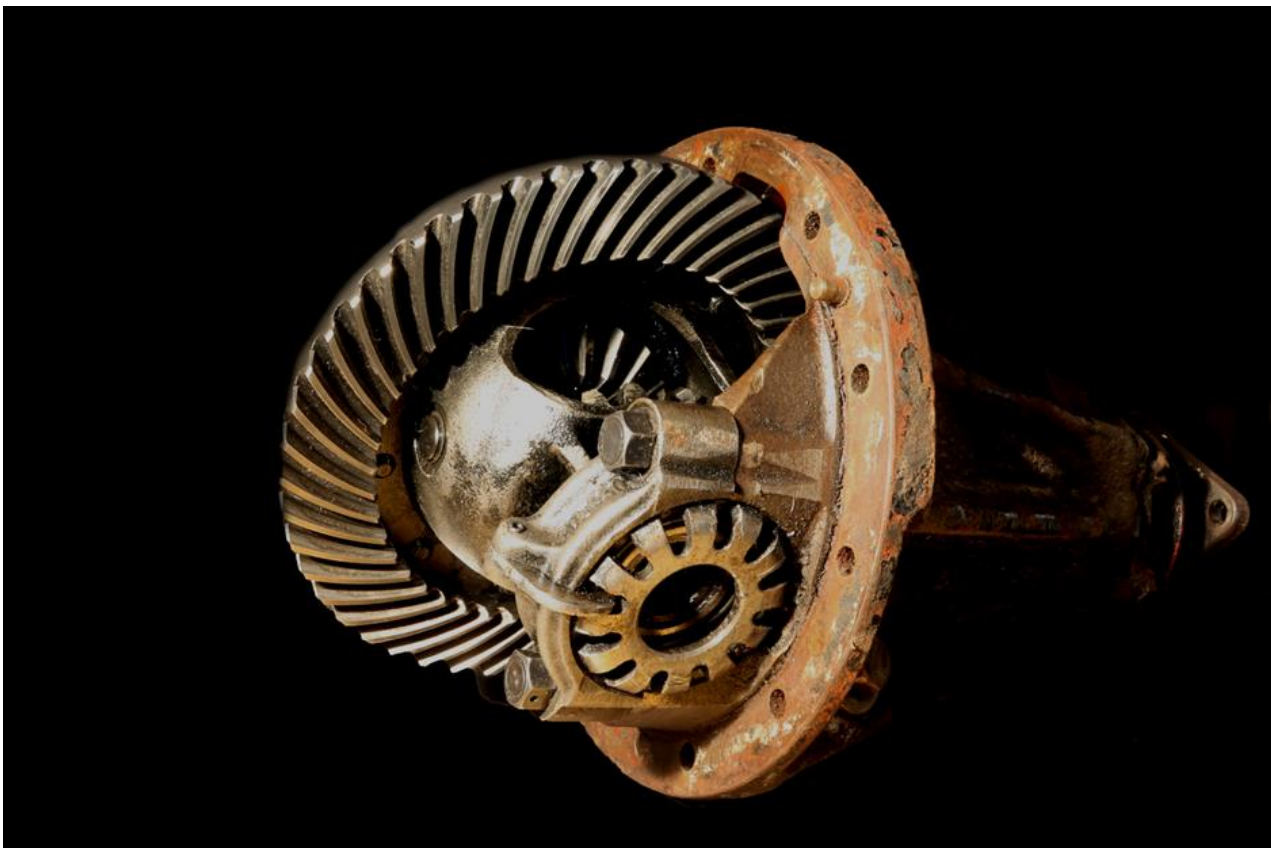
Pupils will create supporting studies, personal outcomes and a related study (minimum 1000 word continuous prose).

##### **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 (AQA A-level)

<b>Do I need a GCSE to study this subject?</b>	Essential
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	Grade 6
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	Mathematics GCSE Grade 4

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

We recommend that you start the course with at least a grade 6 in Biology. You should also have at least a grade 4 in GCSE Mathematics, as numerical and mathematical skills are important and examined 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 on this A-level course?**

Biology is a fascinating subject and great to learn 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 Biology.

### **AS and first year of A-level**

#### **1. Biological molecules**

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 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 is reflected 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. Genetic diversity within a species can be caused by gene mutation, chromosome mutation or random factors associated with meiosis and fertilisation.

#### **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 process of photosynthesis is common in all photoautotrophic organisms and the process of respiration is common in all organisms, providing indirect evidence for evolution.

#### **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. In contrast, mammalian hormones stimulate their target cells via the blood system.

#### **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. 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. Evolution may lead to the formation of a new species. Populations of different species live in communities.

#### **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.

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

Biology at A-level is suitable if you:

- have an 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 studying other relevant courses such as Chemistry, Geography or Psychology and want to take another course that will support those studies.

### **What assessments will I have to take to get my qualification?**

The qualification is assessed through three two-hour papers:

Paper 1: Topics 1-4

Paper 2: Topics 5-8

Paper 3: Topics 1-8 including an essay style question.

### **Practical work**

You will undertake a number of practicals over the course. You will be assessed in 12 practical assignments for a variety of skills and the experiments may be referred to in the written exams.

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

Studying Biology at A level could give you access to a range of University degrees and careers such as marine biology, veterinary science, education or research.





### **BUSINESS**

<b>Do I need a GCSE to study this subject?</b>	Not essential
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	Grade 6 (if taken)
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	Mathematics Grade 4 And English Grade 6 Or Business Grade 6

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

Pupils do not need to have studied Business previously before taking this course.

Pupils need to be able to write extended analytical and evaluative responses that directly relate to material given.

Pupils need to be able to handle numerical information and perform relatively straightforward calculations and analysis.

#### **What will I learn on this A level course?**

A Level Business is largely focused on business decision-making and strategy. Pupils will learn a wide range of business models and theories and will learn to apply those models and theories to business case studies.

Lower Sixth content covers decision-making relating to the different business functions, including the following:

- 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

Upper Sixth content is more focused on strategic planning and decision-making, including the following:

- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods: how to pursue strategies
- Managing strategic change

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

A Level Business is suitable for students who have an interest in current affairs and the business world and how businesses operate. Students need to enjoy studying a subject that is relevant to their own lives and experiences. It is particularly, but not exclusively suitable for pupils who are interested in running and/or managing a business or business function.

### **What assessments will I have to take to get my qualification?**

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.

### **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. A Level Business students develop excellent analytical and evaluative skills and an understanding of business actions and events that can be applied to any higher education course or career choice.



## CHEMISTRY

<b>Do I need a GCSE to study this subject?</b>	Yes or equivalent
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	Grade 7 essential
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	Maths grade 7 desirable

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

To be successful in this course a pupil needs to hold at least a grade 7 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 GCSE grade in Mathematics.

### **What will I learn on this A level course?**

The core topics are: Stoichiometry, Atomic theory, Periodicity, Bonding, Energetics, Kinetics, Equilibrium, Acids and bases, Oxidation and reduction and Organic chemistry. The more detailed Higher Level work, based on the same topics, will be incorporated and assessed as and when it's appropriate.

Chemistry is an experimental science. It therefore combines both investigative practical skills and the academic ability of the student. The course aims to aid students in developing their knowledge and understanding of the scientific facts and concepts that are essential to the study of Chemistry. In doing so, they will also expand their understanding of Chemistry in a global society and appreciate its value and application. The course is offered at the Higher Level and at the Standard Level. This enables the school the flexibility to accommodate those students who wish to study science in higher education (as it is a prerequisite for many courses) and those who do not. The course includes the fundamental principles of the subject and the option aspect provides teachers with the opportunity to tailor the course, to a certain degree, to meet the needs of the students. The course will be delivered using a number of different techniques and styles. These will include teacher led sessions, individual study tasks, group work, student and practical investigations, teacher demonstrations, ICT sessions, digital video clips and pupil and staff use of simulation and animation interactive Whiteboard activities. Various methods will also be employed, throughout the course, in order to monitor the progress of the student. These will consist of class and prep exercises, tests and practical work, which will include the use of ICT. Assessment for Learning, Gifted and Talented and Personal Learning and Thinking Skill exercises and activities are also used.

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

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.

This course is suitable for those with drive and determination and a fascination with the world around them. A pupil should enjoy practical chemistry and have good investigative skills and an enjoyment of theoretical science.

### **What assessments will I have to take to get my qualification?**

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 unclassified on the pupil's examination certificate.

#### **Paper 1**

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

#### **Paper 3**

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.

#### **Paper 2**

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

#### **Practical skills**

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.



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

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.

## COMPUTER SCIENCE (AQA)

<b>Do I need a GCSE to study this subject?</b>	Desirable
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	A GCSE grade at Level 6 or higher in Computer Science
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	Level 5 in Mathematics is desirable

### **What do I need to know or be able to do 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 A level 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 all data can be represented in digital systems. 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 Java. You will discuss the consequences of computing for society, including automation and AI.

### **What kind of student 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 assessments 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

# Warminster School Sixth Form Prospectus

## A Level 2023-2025

### **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, for example encryption.

### **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. Any pupil with plans to study Computer Science, Maths, Engineering 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

<b>Do I need a GCSE to study this subject?</b>	Desirable
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	Pupils embarking on Product Design are expected to have achieved a grade 6 or higher in Design and Technology at GCSE level. However, exceptions are considered on a case-by-case basis if a grade 6 has not been achieved or the pupil has not studied Design and Technology at GCSE.
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	You need to have a good English and Maths result at GCSE or equivalent.

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

It is 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.

### **What will I learn on this A level course?**

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.

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.

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.



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

Fundamentally, Product Design is for any pupil who self-motivated, a good project manager and has the ability to be resilient, particularly regarding the highlight of all Design and Technology education, project work. Project work requires that the individual is able to balance the requirements of their course work alongside their other subjects, and has the ability to communicate effectively with others, most notably their client.

Product Design candidates are able to design and make products focusing on any material in the specification. Candidates should design and develop a product that solves a tangible problem and which utilises materials and manufacturing processes relevant to the needs of a modern consumer society. Candidates must 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, candidates should attempt the manufacture of their idea. The aim is for all candidates 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. Candidates 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 assessments will I have to take to get my qualification?**

There are three units that make up the qualification as follows:

- **Paper 1** Technical principles – this is a 2½ hour written which accounts for 30% of the overall grade.
- **Paper 2** Design and making principles – this is a 1½ hour written which accounts for 20% of the overall grade.
- **Non-examined Assessment** Design and Make Project – as described above, this requires the pupils to produce a design portfolio and practical outcome for a client and is worth 50% of the overall grade.

### **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, they 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 AND THEATRE STUDIES: EDUQAS

Do I need a GCSE to study this subject?	Essential/ <b>Desirable</b> /Not essential (select one)
What minimum GCSE grade should I be aiming for to study this subject?	6
Do I need any other GCSEs at a certain grade to access this subject?	NO

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

You will need skills in two different areas: practical and theoretical. Not only do you need to enjoy reading, and be able to write essays, but you also need a commitment to live theatre and a capacity to work collaboratively with your peers, on the practical elements of the course.

### **What will I learn on this A level course?**

This qualification emphasises practical creativity alongside research and theoretical understanding. Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically, devise and work on performances.

Students choose to develop as a:

- performer
- designer (lighting, sound, set, costume, puppets)
- director
- combination of these.

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

Someone who loves performing or enjoys working behind the scenes in technical or design. Who enjoys going to the theatre and creating, researching and discovering independently.



### What assessments will I have to take to get my qualification?

<b>Component 1:</b>	
Theatre Workshop - Non-exam assessment: internally assessed, externally moderated	20% of qualification
Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.	Learners must produce: <ul style="list-style-type: none"> <li>• a realisation of the performance or design</li> <li>• a creative log.</li> </ul>

<b>Component 2:</b>	
Text in Action - Non-exam assessment: externally assessed by a visiting examiner	40% of qualification
<p>Learners will be assessed on either acting or design.</p> <p>Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC:</p> <ol style="list-style-type: none"> <li>1. a devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1)</li> <li>2. an extract from a text in a different style chosen by the learner.</li> </ol>	<p>Learners must realise their performance live for the visiting examiner. Learners choosing design must also give a 5-10 minute presentation of their design to the examiner.</p> <p>Learners produce a process and evaluation report within one week of completion of the practical work.</p>

<b>Component 3:</b>	
Text in Performance Written examination: 2 hour 30 minutes	40% of qualification
<b>Sections A and B</b>	<b>Section C</b>
<p><b>Open book:</b> Clean copies (no annotation) of the two complete texts chosen must be taken into the examination. Two questions, based on two different texts, one written pre-1956 and one written post-1956.</p> <p><b>Pre-1956:</b> Hedda Gabler, Henrik Ibsen <b>Post-1956:</b> Chimerica, Lucy Kirkwood</p>	<p><b>Closed book:</b> The extract of text required for answering the questions will be printed on the examination paper. A question based on a specified extract from: The Curious Incident of the Dog in the Night Time, Mark Haddon, adapted by Simon Stephens. Details of the 10-15 minute extract will be released during the first week of March, in the year in which the examination is to be taken.</p>

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

Students who study this course will enhance their skills in creative thinking, teamwork, analysis and presentation skills. Students can progress from this course into a number of career areas either by further study or by direct entry to the job market. Examples of related roles that students may pursue could include Actor, Stage Manager, Arts Administrator, Dramatherapist and Television Production Assistant. Business enjoys the students who have taken Drama A Level as they are often creative thinkers with good problem-solving skills. It is also a good subject to study if you wish to go in to law.



## ENGLISH LITERATURE A-LEVEL (AQA)

<b>Do I need a GCSE to study this subject?</b>	Essential
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	6
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	No

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

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 course 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 is 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. This is one of the most challenging subjects you can take for A-Level, but it is also incredibly rewarding, should you choose to undertake and commit to this course. You need to have a real passion for literature, enjoy reading widely and voraciously. You need to be somebody who enjoys reading material that challenges you, and you need to be able to work independently, as so much of your study in this A-Level will be independent work. This is a great preparation for university life, but likely to result in poor grades if you cannot manage this.

An open mind, and a willingness to develop and express your views on texts and the issues raised by them is very important.

### **What will I learn on this A level course?**

You will, of course, learn much about the set texts studied for A Level and about the differences between texts that have been written in different genres and produced at different times. Every member of staff in the department is passionate about literature and you will benefit from their enthusiasm and knowledge. More fundamentally, however, you will learn how to read and how to write: how to read critically and imaginatively and how to write with precision and in a critical style. You will develop skills of argumentation, and will learn how to analyse and evaluate writers' choices, as well as how to compare and contrast texts and ideas. Along the way, you will study the context in which texts are produced and consumed and how social, historical and cultural factors influence the choices that writers make. English will help you develop important study skills, such as good organisational habits, effective time management and the ability to work independently. Crucially, it should enable you to grow in confidence as you practise expressing your views in a safe and supportive classroom environment, and listening to and building upon the views of others. Hopefully, you will also develop an enquiring mind and a lifelong love of literature!

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

English provides many opportunities to work both independently and collaboratively so will suit a wide range of different learning styles. This course is suitable for students who enjoy reading, literature, and debate, and who enjoy grappling with sometimes complex ideas. This course will also appeal to you if you enjoy finding out more about the historical, social and cultural contexts in which texts are read and produced. You need to be willing to have a go, to argue your case, and perhaps even to challenge accepted or conventional views – in short, to contribute fully to the life of the class. The course works well alongside many other subjects, but particularly History, and Philosophy as it explores issues of representation, religion, culture, sexuality, power and gender.

### **What assessments will I have to take to get my qualification?**

You will take two examinations at the end of Year 13. You to write about prose texts, drama texts, and some poetry, as well as unseen material. You will also produce two coursework essays which constitutes 20% of the overall mark for the course.

<b>Component 1: Drama and Poetry pre-1900</b>	
<b>Content</b>	<p><b>One play by Shakespeare</b></p> <p><b>One pre-1900 Drama text to be compared with one pre-1900 poetry text</b></p>
<b>Assessment</b>	<p><b>Written Exam: 2 hours 30 mins</b></p> <p><b>Marks: 60</b></p> <p><b>Weighting: 40% of total grade</b></p>

<b>Component 2: Comparative and contextual study</b>	
<b>Content</b>	<p><b>Two prose texts on from the same genre (e.g. Dystopia)</b></p>
<b>Assessment</b>	<p><b>Written Exam: 2 hours 30 mins</b></p> <p><b>Marks: 60</b></p> <p><b>Weighting: 40% of total grade</b></p>

<b>Component 3: Literature post-1900</b>	
<b>Content</b>	<b>One prose text, one play and one poem</b> <b>All must be post-1900 and at least one must be post-2000</b>
<b>Assessment</b>	<b>Coursework: Two pieces, one a close study (1,000 words) and one a comparative study (2,000 words)</b> <b>Marks: 40</b> <b>Weighting: 20% of total grade</b>

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

Studying English Literature opens many doors and closes very few - it is a challenging and academically rigorous subject and is highly regarded by universities. Obviously, you could study English Literature at university, but the subject will also prove invaluable should you go on to study courses such as History, Law, or Politics – any subject, really, which requires you to demonstrate skills of analysis and argumentation and a fluent writing style. Some students of English work in journalism or the media, but also in government and the civil service, culture, including museum and gallery work, or librarianship. Should you choose to go to university, you could later undertake postgraduate work in any number of different areas.



## ENGLISH AS AN ADDITIONAL LANGUAGE

<b>Do I need a GCSE to study this subject?</b>	Not essential
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	n/a
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	n/a

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

The attendance of EAL classes depends on the language assessment that our Year 12 pupils sit on their arrival to the School. If their language level is below B2 CEFR or they do not hold a C grade in GCSE English, they will be required to take the Academic module of the IELTS.

### **What will I learn on this course?**

You will improve your English language skills; when you are preparing for the IELTS exam you are practising all four skills, that is: Listening, Reading, Writing and Speaking. You will also gain a better knowledge of the English that you need for the A level course and the undergraduate study in English. Also, you will be preparing for a widely recognised certification that is accepted by the universities around the world.

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

The EAL lessons are aimed at our pupils from overseas who need improved fluency in English. They will receive expert tuition in all skills in small groups where their specific areas of need are addressed. Pupils are prepared for widely recognised IELTS exam, in preparation for entry to English-speaking universities. Cross-curricular support can be also given as and when necessary.

### **What assessments will I have to take to get my qualification?**

Our Year 12 and 13 pupils are regularly assessed throughout their time in Sixth Form. With the data, the department is able to predict IELTS scores and are able to advise the pupils accordingly on when it is best to take the IELTS.

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

You will be able to take the IELTS test and provide an objective assessment of your English language skills for your university or future employer.



## **FURTHER MATHEMATICS (Edexcel)**

<b>Do I need a GCSE to study this subject?</b>	Essential
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	A GCSE grade at Level 8 or higher. You should also have some experience in some mathematics beyond the GCSE course.
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	A GCSE in Physics would be beneficial, but not required

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

You must be very confident at algebraic manipulation such as expanding brackets, factorising, solving quadratic equations, plotting quadratic graphs and solving linear inequalities. The ability to problem solve and structure your working is essential.

### **What will I learn on this A level course?**

#### **Papers 1 and 2 – Core Pure Mathematics (50%)**

Pupils taking Further Mathematics will complete A Level Mathematics during the Lower Sixth and start A Level Further Mathematics at the beginning of the Upper Sixth.

An advanced look at mathematical topics needed for Mathematics at university.

#### **Paper 3 – Further Pure Mathematics 1 (25%)**

A delve into advanced pure topics such as Differential calculus, Conics and Sequences.

#### **Paper 4 – Option topic (25%)**

This paper is chosen as a consensus between the class towards the end of the Lower Sixth. Pupils have the opportunity to study one of Further Pure Mathematics 2, Further Statistics 1 or Further Mechanics 1.

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

A student will enjoy this course if they are analytical, a problem solver and mathematics come naturally to them. A Level Further Mathematics is usually only taken if the student is planning to study Mathematics at university.

### **What assessments will I have to take to get my qualification?**

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 four written examinations each of 2 hours; Papers 1 and 2 are based upon Pure content and Paper 3 is based upon Further Pure content and Paper 4 is an option topic (please see above).

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

As above, A Level Further Mathematics is required by most universities to read Mathematics.

## **GEOGRAPHY (Edexcel)**

<b>Do I need a GCSE to study this subject?</b>	Desirable
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	5
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	English 4 Maths 4

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

A GCSE in Geography will equip you with the desired subject knowledge as a starting point for A Level. An interest and understanding of global issues such as climate change, geopolitics, the global economic system and changes in industry would be beneficial too. The examinations are predominantly essay based so an ability to write extended evidence based answers is essential.

### **What will I learn on this A level course?**

A level Geography gives pupils the opportunity to develop an in-depth understanding of physical and human Geography, the complexity of people and environmental questions and issues, and to become critical, reflective and independent learners. The course offers an issue-based approach to studying Geography, which allows pupils to debate, explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change. 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 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.

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

Geography students tend to be problem solvers, enquirers, able to judge opinion and facts and be able to be self-managing in respect of fieldwork and coursework. Critical thinking and an ability to challenge long held beliefs is also key.

### **What assessments will I have to take to get my qualification?**

#### **Physical Geography- Paper 1 (30%) 2hr 15 minutes**

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

The examination may include short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions.

### **Human Geography- Paper 2 (30%) 2hr 15 minutes**

- Globalisation
- Regenerating places
- Superpower Geography
- Migration, Identity and Sovereignty OR Health, Human Rights and Intervention

The examination may include short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions

### **Synoptic Paper- Paper 3 (20%) 2hr 15 minutes**

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

The examination may include short open, open response and resource-linked questions. The examination includes 8-mark, 18-mark and 24-mark extended writing questions.

### **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.

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

Geography is a broad-based academic subject which will open options for you in your future. Employers and universities see Geography as a robust academic subject rich in skills, knowledge and understanding. As a subject linking the Arts and Sciences it is highly flexible in terms of what you can combine it with, both at GCSE and A Level. If you choose to take Geography at university, there are hundreds of courses to choose from and the range of career areas accessed by graduates of Geography will probably surprise you.

If you are considering not going to university, Geography can open doors to careers in the world of business, law, human rights, international relations, welfare, travel, GIS, surveying and planning.



### HISTORY

<b>Do I need a GCSE to study this subject?</b>	Yes, although this isn't an absolute pre-requisite. Please speak to HoD.
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	Level 6 or above in GCSE History (if studied).
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	Level 6 or above in GCSE English.

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

- **Have a passion for the past. This is essential.**
- Have strong English language and literacy skills, as evidenced by your GCSE/IGCSE English level.
- Have a broad, enquiring and open mind.
- Enjoy arguing and debating – both orally and in writing.
- Enjoy reading, thinking and writing. This is an academic, text-based course.

#### What will I learn on this A level course?

##### **Paper 1: Spain in the Age of Discovery, 1469–1598 (Breadth study)**

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

- What were the political issues and how well did rulers handle them?
- Where did opposition come from and how was it dealt with?
- How and to what extent did the economy and society develop and change?
- How important were religious and other new ideas in Spain's development?
- To what extent did Spain become a 'Great Power'?
- How important was the role of key individuals and groups and how were they affected by developments?

##### **Paper 2: Wars and Welfare: Britain in Transition, 1906–1957 (Depth study)**

This option provides for the study of a transformative period of British history, during which democratically elected government faced a series of challenges, both internally and externally, and British society underwent fundamental change. It develops concepts such as reform and retrenchment, patriotism and pacifism, social status and cultural values. It also encourages students to reflect on the process of economic and social change and the impact of that change for both governments and the people.

##### **Historical Investigation**

The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification. Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work. The Historical Investigation contributes towards meeting the aims and objectives of the A-level specification. In particular, it encourages students to:

- ask relevant and significant questions about the past and undertake research
- develop as independent learners and critical and reflective thinkers
- acquire an understanding of the nature of historical study
- organise and communicate their knowledge and understanding in a piece of sustained writing.

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

A Level History is a suitable course for anyone who has a passion for the past. In this course you will study the history of Spain in the 15<sup>th</sup> and 16<sup>th</sup> centuries and the history of the United Kingdom in the first half of the twentieth century.

In addition to this, you will also complete a Historical Investigation. This is a 3,500-4,500 word research-based extended essay on a historical subject of your own choice.

This course is also suitable for anyone considering reading an arts or humanities subject at university, such as: Archaeology, International Relations (IR) History, History of Art, Law, Politics, Philosophy and Economics (PPE), Sociology or similar.

### **What assessments will I have to take to get my qualification?**

A Level History is a two-year linear course. You will sit two x 2.30 hour papers at the end of Year 13, which will assess your knowledge and understanding of the content you've learned and the skills you've developed throughout the course. These two equally-weighted papers are worth 80% of the course. Questions consist of 30-mark extract-based essay questions and 25-mark essay questions. In addition to this, you will also complete a Historical Investigation. This is a 3,500–4,500 word research-based extended essay on a historical topic of your own choosing. This is worth 20% of the course.

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

Studying A Level History is an excellent course if you want to read an arts or humanities subject at university such as: Archaeology, International Relations (IR), History, History of Art, Law, Politics, Philosophy and Economics (PPE), Sociology or similar.

Beyond university, the skills you will gain in A Level History are highly sought after in most high-profile careers, including academia, advertising, the Armed Forces, the Civil or Diplomatic Service, journalism, law, teaching or similar.



## MATHEMATICS (Edexcel)

<b>Do I need a GCSE to study this subject?</b>	Essential
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	A GCSE grade at Level 7 or higher
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	A GCSE in Physics would be beneficial, but not required

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

You must be confident at algebraic manipulation such as expanding brackets, factorising, solving quadratic equations, plotting quadratic graphs, and solving linear inequalities. The ability to problem solve and structure your working is essential.

### What will I learn on this A level course?

Pure Mathematics (66% 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 (17% 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 (17% 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 kind of student is this course suitable for?**

A student will enjoy this course if they are analytical, a problem solver and mathematics comes naturally to them. A Level Mathematics is a useful course to take as it opens up many doors at university from Engineering to Accountancy.

### **What assessments will I have to take to get my qualification?**

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).

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

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.



## FRENCH, GERMAN AND SPANISH A LEVEL (AQA)

<b>Do I need a GCSE to study this subject?</b>	Essential
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	6
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	no

### 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 assessments 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**

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

<b>Key Skill</b>	<b>Typical Activities</b>
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 (EDUQAS)

<b>Do I need a GCSE to study this subject?</b>	Yes
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	GCSE Music at Grade 6 or above
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	No

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

- Grade 6 on your instrument, you must be able to read music in traditional standard notation.

### **What will I learn on this A level 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 range of periods and styles including the Classical and Romantic eras alongside Rock, Jazz and Musical Theatre) and write about your findings using musical language. The course involves 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.

### **How does this qualification break down?**

#### **EITHER**

Performing (35%) – Total duration of Performing: 10-12 minutes

Composing (25%) – Total duration of Compositions: 4-6 minutes

Appraising (40%) – Written Exam

#### **OR**

Performing (25%) – Total duration of Performing: 6-8 minutes

Composing (35%) – Total duration of Compositions: 8-10 minutes

Appraising (40%) – Written Exam

A major benefit of studying the Eduqas A Level is the option to specialise in either Performing or Composing, therefore giving that specialism more weight in the qualification.

For the Appraising component, students are assessed on their understand of a range of styles including the Classical and Romantic symphony, Rock and Pop, Musical Theatre, Jazz and music from the 20<sup>th</sup> and 21<sup>st</sup> Centuries. There are options within these genres to allow cohorts to specialise in certain areas.

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

You could go on to study at either foundation or undergraduate level in Music or Performing Arts at University or a Conservatoire in the UK or overseas.



## A LEVEL MUSIC TECHNOLOGY (Edexcel)

<b>Do I need a GCSE to study this subject?</b>	Music (preferred)
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	Music GCSE Grade 5 is useful but not essential.
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	No

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

A basic understanding of how sound is recorded or broadcast along with some knowledge or experience in live sound.

### What will I learn on this A level course?

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.

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

Much of the course is assessed practically, and utilises skills such as problem solving, identifying mistakes and rectifying them and creativity is required.

### What assessments will I have to take to get my qualification?

**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.

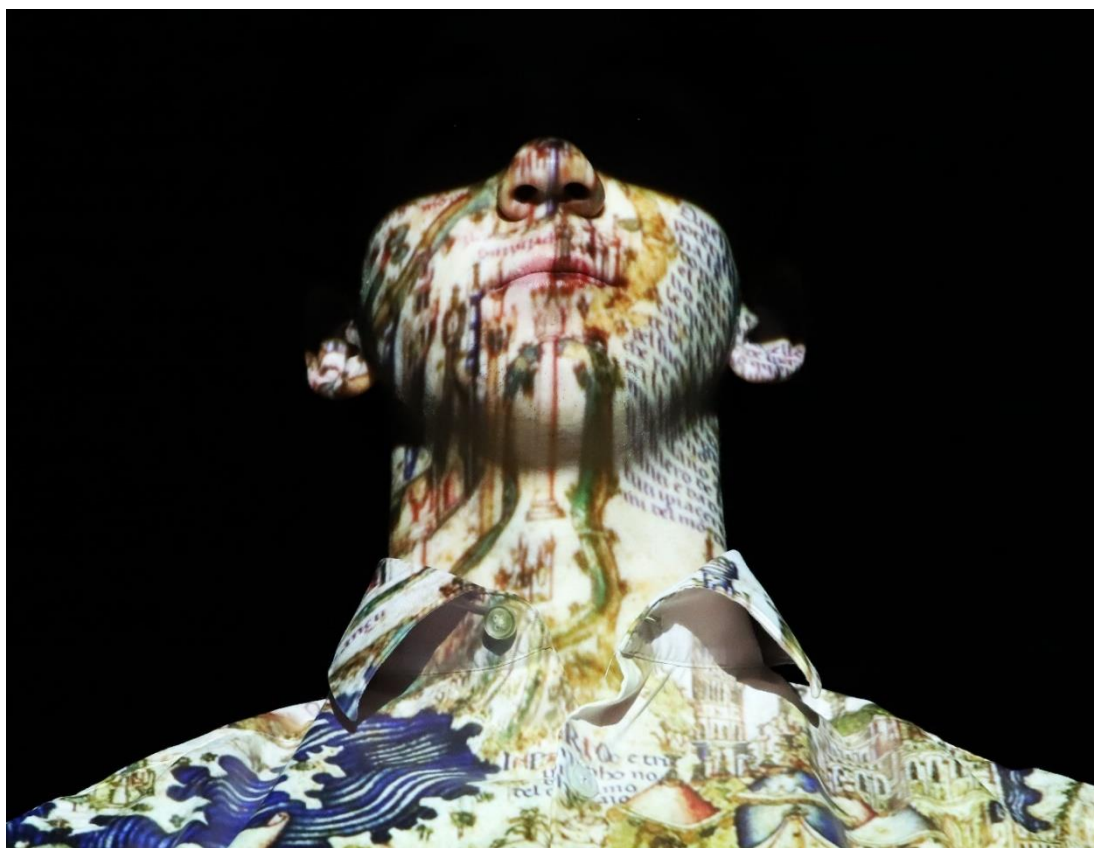
**Component 2: Technology based composition (20% of total marks):** Creating, editing, manipulating and structuring sounds to produce a technology-based composition.

**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.

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

Students who study Music Technology can go onto further study at University with a range of degree courses on offer including the prestigious *Tonmeister* course at the University of Surrey 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.



## PHOTOGRAPHY

<b>Do I need a GCSE to study this subject?</b>	Art or Photography
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	6 in Art or Photography
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	5 in English

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

- A willingness to embrace the subject both technically and creatively is required, all the methods and processes will be taught giving you the skills to undertake each of the components that make up the A Level.
- 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.
- You will need to provide your own DSLR (Digital Single Lens Reflex) camera to undertake this course.

### **What will I learn on this A level course?**

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

### **What kind of student 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 assessments will I have to take to get my qualification?**

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 1,000 words

#### **Unit 2 Externally Set Assignment 40%**

Pupils will create preparatory studies of a personal outcome in 15 hours of sustained focus.

### **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 (AQA)

<b>Do I need a GCSE to study this subject?</b>	Desirable
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	6
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	No

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

To study A level PE, it would be advantageous to have previously completed GCSE PE as this course builds on the GCSE specification. It would also be useful to have a basic knowledge of the body and some interest/ experience in sport prior to starting A level PE.

### **What will I learn on this A level course?**

The 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 sport and physical education, these will include; Applied anatomy and physiology, Skill acquisition, Sport and society, Biomechanical movement, Sport psychology, Sport and society and the role of technology in physical activity and sport.

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. The content of the course will complement the students own sporting endeavours and provide them with a great opportunity to enhance their own performance. The content of the A-Level Physical Education specification is designed to follow on from GCSE Physical Education, enabling a smooth transition.

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

This course would complement individuals who have a real passion for sport and Physical education and have interests in sport performance and sport participation.

### **What assessments will I have to take to get my qualification?**

A level PE involves two external examinations as well as some internally assessed coursework and practical performance. The external exams assess all of the above content across two, two hour written exams (70% weighting). The internally assessed coursework involves performance and analysis in a chosen sporting activity (30% weighting).



### **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 can lead to study in other areas and careers in the leisure industry.



## PHYSICS

<b>Do I need a GCSE to study this subject?</b>	Essential
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	GCSE grade 7 in physics
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	GCSE grade 7 in mathematics

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

In addition to the knowledge, understanding and processing skills that you cultivated at GCSE, an 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 on this A level course?

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 focusing 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.

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

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.

### **What assessments will I have to take to get my qualification?**

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

Physics can provide a pathway to a huge number of careers, from engineering, to medicine, architecture, IT, business, finance, research, communications and many more. The problem-solving and analytical skills of a physicist are highly prized in many fields.

An A Level in this subject provides a foundation for a vast array of Higher and Further Education courses. For example, studying physics could support a move on to further studies including a BTEC or a degree course such as: physics or the other sciences; veterinary medicine; medicine; midwifery; architecture; ecology; meteorology; metrology; nanotechnology; space exploration; and all types of engineering amongst many, many others.



## POLITICS

<b>Do I need a GCSE to study this subject?</b>	N/A
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	Level 6 or above in GCSE English and GCSE History (if studied).
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	Level 6 or above GCSE History (if studied) is an advantage but not an absolute pre-requisite.

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

- **Have a strong interest in politics and current affairs. This is essential.**
- Have strong English language and literacy skills, as evidenced by your GCSE/IGCSE English level.
- Have a broad, enquiring, and open mind.
- Enjoy arguing and debating – both orally and in writing.
- Enjoy reading, thinking and writing. This is an academic, text-based course.

### What will I learn on this A Level course?

#### **Paper 1: The Government and Politics of the UK**

- 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

#### **Paper 2: The Government and Politics of the USA and Comparative Politics**

- 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

#### **Paper 3: Political Ideas**

Core ideologies:

- Conservatism
- Liberalism
- Socialism

Optional ideology:

- Nationalism

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

A Level Politics is a suitable course for anyone who has a strong interest in politics and current affairs. In this course you will study the governments and political systems of the United Kingdom and the United States – their origins, what they are, how they work, and what challenges they face. You will have to compare and contrast them to one another.

In addition to this, you will also study four great political ideologies – conservatism, liberalism, nationalism and socialism – which define and shape our politics and political landscape.

This course is also suitable for anyone considering reading an arts or humanities subject at university, such as: Archaeology, International Relations (IR) History, History of Art, Law, Politics, Philosophy and Economics (PPE), Sociology or similar.

### **What assessments will I have to take to get my qualification?**

A Level Politics is a two-year linear course. You will sit three x 2 hour papers at the end of Year 13, which will assess your knowledge and understanding of the content you've learned and the skills you've developed throughout the course. All three papers are equally-weighted. Questions consist of a range of shorter 9-mark questions and longer 25-mark essay and extract-based essay questions.

There is no coursework in A Level Politics.

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

Studying A Level Politics is an excellent course if you want to read an arts or humanities subject at university such as: Archaeology, International Relations (IR) History, History of Art, Law, Politics, Philosophy and Economics (PPE), Sociology or similar.

Beyond university, the skills you will gain in A Level Politics are highly sought after in most high-profile careers, including academia, advertising, the Armed Forces, the Civil or Diplomatic Service, journalism, law, teaching or similar.



## PSYCHOLOGY

<b>Do I need a GCSE to study this subject?</b>	No
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	NA
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	Grade 5 or above in Biology or Chemistry, Mathematics and English Language

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

You don't need any prior knowledge of Psychology in order to start the A level course, but you do need a solid complement of GCSEs: with mostly C grades at GCSE you may well find Psychology very demanding, especially the Research Methods component of the course. The requirement to write essays, in which you present argument for and against an issue, means that you should also have a good grasp of the English language. As Psychology is a science, a GCSE in Science (especially Biology) would be advisable, and you do need to be comfortable with numbers.

Most important, though, is that you have a genuine curiosity about the way humans think and behave.

An A Level Psychology course complements a range of other A levels, including the sciences (e.g. Biology) and the social sciences. However, top universities like students to take a variety of disciplines at A level, including at least one facilitating subject.

### What will I learn on this A level course?

Psychology is the scientific study of the mind and behaviour, and the AQA course is broken into three parts:

#### *Part 1 – General topics*

- **Approaches in Psychology** looks at the Psychodynamic, Behaviourist, Cognitive, Humanist and Biological approaches to understanding behaviour
- **Research methods** evaluates both qualitative and quantitative approaches to research, the different research methods (experiments, correlations, descriptive, case studies), and the various data gathering techniques (observation, interview, questionnaire, psychometric, physiological)
- **Issues and debates** focuses on the issues of culture, gender and ethics, and the debates of nature vs nurture, free will vs determinism, holism vs reductionism, and idiographic vs nomothetic

#### *Part 2 – Key theories*

- **Social psychology** is about the power of the situation and other people to influence individual behaviour, and includes the study of conformity, obedience and minority influence

- **Cognitive psychology** is about mental processes influencing behaviour, and includes the study of models of memory, forgetting, reliability of memory and how to improve memory
- **Biopsychology** is about how our anatomy and physiology influence behaviour, and includes the study of the nervous system, endocrine system, localization of function, evolution, genetics and rhythms

### *Part 3 – Applications*

- **Developmental psychology** considers how people change and develop throughout their lives, with a particular focus on cognitive development and attachment theory
- **Psychopathology** is the study of the causes of mental disorders including depression, OCD, phobias and eating disorders
- **Forensic psychology** is the application of psychological theory in the criminal justice context and includes offender profiling, biological causes of offending, psychological causes of offending, and treatment and prevention of crime

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

A level Psychology is suited to students who can absorb and apply knowledge in different contexts, who are open-minded to there being multiple explanations for each behaviour or phenomenon, who can think critically about the theories and their supporting research, and who enjoy discussions with classmates about psychological phenomena. Students tend to choose Psychology because they a) are interested in pursuing a degree in Psychology, b) want to try a new subject, or c) have a genuine curiosity about why we do what we do.

### **What assessments will I have to take to get my qualification?**

A Level Psychology is a linear subject, assessed at the end of two years of study. There are three examinations to assess pupils. Each of these 2 hour exams comprises a number of short questions, essay questions and scenarios to which you are required to apply your knowledge.

**Paper 1:** Introductory Topics in Psychology (Social Influence, Memory, Attachment, and Psychopathology).

**Paper 2:** Psychology in Context (Approaches in Psychology, Research Methods and Biopsychology).

**Paper 3:** Issues and Options in Psychology (Section A is a compulsory section on Issues and Debates in Psychology. Sections B, C, D each contain questions on the in-depth option topics you've studied.

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

A degree in Psychology does not require you to have studied Psychology A Level. However, many courses ask for a science subject, of which Psychology is one. A Level Psychology will provide you with the skills required of an undergraduate - an inquiring mind and the ability to use scientific research findings to support and challenge various claims about why people behave the way that they do.

## RELIGIOUS STUDIES

<b>Do I need a GCSE to study this subject?</b>	Not essential
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	Not essential
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	Any essay subjects (EG: history/English) with a grade 5+

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

A good grade (6 or above) in GCSE in Religious Studies or another humanities subject like History is desirable, but not essential. You need to be good at thinking for yourself, willing to listen to others and to read and write essays on important topics. Ideally, you will have intellectual curiosity and want to explore philosophical, ethical and religious issues. Every year we have some pupils who choose A Level RS having not taken GCSE RS, and often they do well.

### **What will I learn on this A level course?**

It is split into three areas: Philosophy of Religions, Religion and Ethics and Developments in Religious thought. We study the OCR A level course.

In Philosophy of Religion we start about 2500 years ago in ancient Greece with Plato, Aristotle and Socrates. We work right up to present day philosophy on a variety of deep and fascinating topics that have highly transferable applications beyond religious studies and will teach you to be a rigorous logical thinker who is great at understanding different points of view and making a convincing argument. A few highlights of what we cover are:

- Ancient philosophy
- Arguments for/against the existence of God
- If we are soul, mind, body or all/none of these – including thinkers like Descartes
- Ideas about what God is like
- Language and meaning

In Religion and Ethics we look at a huge array of both applied and more theoretical ideas in ethics.

- Different ethical theories of how people make decisions, including the views of Bentham, Mill, Singer, Kant Aquinas and Fletcher
- The application of ethical theory to contemporary issues of importance, including Business Ethics, euthanasia, ethical language and thought
- Debates surrounding the significant ideas of conscience – how we know what is right and wrong
- Meta-ethics – or how do we even know there is a such thing as good anyway?

In Developments in Religious Thought we focus on links to Christianity and how the interaction between Christian beliefs and events/ideas in the world have influenced each other. For example, we look at:

- ideas about human nature and whether it is good or bad
- how changes in the Church have shaped Christianity, for example: the Reformation and the birth of Protestantism



- how religious ideas have been affected by changes in society, for example: how Christianity can co-exist with a wide variety of beliefs and people who do not follow a religion or faith
- critiques of religion from psychoanalysis (Freud), Communism (Marx) and secularism (Nietzsche, Richard Dawkins and more!)

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

There's a lot of discussion and debate, so it helps if you already have good listening skills and a desire to share your views. We also get pupils to research and present. There's a lot of writing involved. We help work with you to improve your writing skills, anyway. You will need to like reading. It's about discussing religious, philosophical and ethical concepts and practices, not about making you religious. You will need to be interested in justifying points of view you have and becoming good at formal discussion to convince people of what you think while understanding what they think.

### **What assessments 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

### **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. The 'Business Ethics' element helps pupils choosing to pursue degrees connected to Business, Management, Economics and Finance. It is also very well regarded for medicine and other areas that require a strong understanding of ethics – it is a course that teaches you a lot of transferable critical thinking, writing and reading skills alongside its content.



## CAMBRIDGE TECHNICAL LEVEL 3 EXTENDED CERTIFICATE IN BUSINESS

<b>Do I need a GCSE to study this subject?</b>	Not essential
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	Grade 4 (if taken)
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	Mathematics Grade 4 English Grade 4

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

It is not a requirement that you should have studied Business 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, how it operates, how it 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.

Pupils need to be able to work independently (but supported) and work to deadlines.

### **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

Over the two years of the course, pupils will study and be assessed on the following:  
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
- 

### **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
- Pupils who perform well in coursework as well as exams will do well in this course.

### **What assessments will I have to take to get my qualification?**

Pupils will take at least 2 examination papers with a 3<sup>rd</sup> exam possible (although unlikely), 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.

Pupils will have to complete assignments for the internally assessed units (likely to be 3 units, again depending on which optional units are chosen).

### **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. You will have a head start in careers within accountancy, marketing, sales and human resources.

## CAMBRIDGE TECHNICAL ENGINEERING

<b>Do I need a GCSE to study this subject?</b>	Essential/Desirable
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	Pupils embarking on this course will generally need to have achieved a grade 5 or higher in Maths and Physics at GCSE level (or equivalent) and would benefit from having achieved a similar grade in Design and Technology. However, having completed GCSE Design and Technology is not essential to embarking on this course.
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	Maths and Physics Essential DT Desirable

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

Cambridge Technicals are vocational qualifications for students aged 16+ and are designed with the workplace and progression to higher education in mind. The CTECH in Engineering has refreshing and exciting content that's up to date and fit for purpose, based on consultations with universities, employers and industry specialists. It has the right combination of knowledge, understanding and skills required for the 21<sup>st</sup> century. This course works well as a stand-alone course, or in combination with A Level courses such as Design and Technology, Maths and Physics, or as part of an IB programme of study.

### **What will I learn on this CTECH course?**

The course will comprise six taught units over the course of two years, with the teaching being split between the Design and Technology, Maths and Physics teams. The taught units are likely to be as follows:

- Mathematics:
  - Unit 01 – Mathematics for Engineering
- Physics:
  - Unit 02 – Science for Engineering
  - Unit 03 – Principles of Mechanical Engineering
  - Unit 04 – Principles of Electrical and Electronic Engineering
- Design and Technology:
  - Unit 09 – Mechanical Design
  - Unit 13 – Mechanical Operations

Units 01, 02, 03 and 04 are mandatory units to complete the qualification. Units 10 and 17 part of a suite of optional units that can be completed for the Design and Technology element of the course. The actual units delivered may differ and will be decided upon after collaboration with the learners.

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

It is important that pupils are genuinely interested in Engineering and have a clear focus on this as a possible/probable area of work for their future. Anyone who has applied for the Arkwright Engineering Scholarships would also benefit from considering this course as it will tie in neatly with any planned Engineering futures at college, university or in the world of work.

### **What assessments will I have to take to get my qualification?**

Units 01, 02, 03, and 04 (see above) are externally assessed by an OCR set and marked examination similar to the exams sat for most other subjects.

Units 10 and 17 (see above) are internally assessed and then externally moderated by OCR. These units are similar to the Non-Examined Assessment (NEA) units in other subjects such as Design and Technology and Geography.

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

A qualification in Engineering at this level will help candidates gain access to institutes of Higher or Further Education. Alternatively, they may wish to use this qualification to help gain access to study a wide range of Engineering focused apprenticeships. Typically, the qualification could lead to a potential career in a wide range of areas of Engineering.





## CAMBRIDGE TECHNICAL SPORT AND PE

<b>Do I need a GCSE to study this subject?</b>	Desirable
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	5
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	No

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

To study the Cambridge Technical extended certificate or Diploma in sport and physical activity, it would be advantageous to have previously studied GCSE PE and have high levels of interest in developing skills through sport and PE. Although useful, prior sporting experience is not essential.

### **What will I learn on this Cambridge technical course?**

The course explores sport and physical activity through a number of different lenses and lends itself to the independent style of learning found in most higher education pathways. Both course options consists of mandatory and optional units. These units will be covered across the two-year course and are usually delivered by subject specialists where available. As part of the Cambridge technical diploma in sport (2 A level equivalent), we must meet the 'meaningful employer involvement' criteria. This means that students will undertake structured experience in a specialist sporting field or be led by an industry professional for an extended period. The list of possible units across both pathways are found below:

# Warminster School Sixth Form Prospectus

## A Level 2023-2025

Unit number	Unit name	Guided learning hours	Method of assessment
1	Body systems and the affect of physical activity	90	External
2	Sports coaching and activity leadership	90	Internal
3	Sports Organisation and Development	60	External
4	Working Safely in Sport, Exercise, Health and Leisure	90	External
5	5 Performance Analysis in Sport and Exercise	60	Internal
8	Organisation of Sports Events	60	Internal
10	Biomechanics in sport	60	Internal
11	Physical Activity for Specific Groups	30	Internal
12	Nutrition and Diet for Sport and Exercise	30	Internal
14	Working in Active Leisure Facilities	60	Internal
17	Sports Injuries and Rehabilitation	60	Internal
18	Practical Skills in Sport and Physical Activities	60	Internal
19	Sport and Exercise psychology	60	Internal

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

This course would complement individuals who have a real passion for sport and Physical education and have interests in the different aspects of sport. Unlike the A level alternative, the Cambridge Technical has some flexibility on the units undertaken. The Cambridge technical is tailored to the cohort and can facilitate a student's own interests and aspirations in sport and physical education.

### **What assessments will I have to take to get my qualification?**

The Cambridge Technical varies its assessment methods from unit to unit. Students will sit some externally assessed exams across the two years. The other units will be internally assessed through coursework. Internally assessed content can be done using various modalities, ranging from interviews and presentations to written reports.

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

The Cambridge Technical extended diploma lends itself to life beyond school. Many students go onto further education, many onto sport related courses, but not exclusively. The independent learning style adopted by students on the Cam Tech course is highly transferable to higher education. Other avenues for Cam Tech sport students include apprenticeships and going into the working world.

# Warminster School Sixth Form Prospectus A Level 2023-2025



For prospective students looking to join our Sixth Form, please contact our admission team:

+44 (0) 1985 210160

Email: [admissions@warminsterschool.org.uk](mailto:admissions@warminsterschool.org.uk)

For current pupils seeking further advice and guidance on subject choices please contact:

Gillian Walmsley, Head of Sixth Form

Email: [Gwalmsley@warminsterschool.org.uk](mailto:Gwalmsley@warminsterschool.org.uk)