

THE KING'S SCHOOL

Guide to Sixth Form
Courses

2016-2018

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INTRODUCTION

This booklet provides a brief outline of the A Level courses available to students. Subject Leaders and subject teachers will wherever possible give supplementary talks about their subjects during timetabled lessons as well as presenting at the Year 11 Options Evening to be held in the School Hall at 6.30pm on Thursday 19 November.

A LEVEL REFORM 2016-18

From September 2015, the A Level system in England and Wales has begun to introduce significant changes following the government's decision to replace the AS/A2 system which has been in existence since 2000. There will be a period of up to three years during which candidates will take new A Levels in some subjects and old A Levels in others.

Consequently, King's is unable to provide its guidance for A Level options with our usual detail and certainty at this stage. However, the subjects offered at A Level will remain essentially very similar in nature to how they have been in recent years. It is primarily the structure of subject delivery and the method of assessment that will be changing.

Happily this means that the reasons underpinning every student's decision-making at this time, which are outlined later in this booklet, should remain the same.

How will the new A Level system be different from the present one?

- The new A Levels will be fully linear, with all A Level examinations being taken at the end of two years of study in May-June of the Upper Sixth/Year 13.
- The AS qualification will still exist but will no longer count towards the final grade of an A Level (A2) becoming a separate qualification in its own right which will examine the content covered over the previous two years.
- There will be less coursework, with the amount of coursework for English and History reduced from 40% to 20% for A Level and coursework removed from AS Levels entirely with the exception of Art & Design.

What will not change?

- There will be no change to the standard of the A Level and the AS Level.
- Grades will remain the same: A* to E for A Level and A to E for AS Level.

What is a facilitating subject?

Some A Level subjects are more frequently required for entry to degree courses than others. The Russell Group calls these subjects 'facilitating' because choosing them at advanced level leaves open a wide range of options for university.

However, and this is most important to note, the Russell Group does not require all subjects being offered at A-level to be facilitating ones .

"Our consistent advice is that taking two facilitating subjects will keep a wide range of degree courses and career options open to you. This is because these are the subjects most commonly required by our universities and hundreds of courses require one or more facilitating subjects."

Dr Wendy Piatt, Director General of the Russell Group

Which are the facilitating subjects?

Biology; Chemistry; English Literature; French; Geography; German; History; Mathematics & Further Mathematics; Physics.

A King's perspective on facilitating subjects and making the right choice for you

The three most common mistakes made by students are:- firstly, failing to fully consider the guidance provided in this section; secondly, believing that they are an exception to the general 'rules' and finally, having fixed career aspirations and plans based on inaccurate perceptions about entry requirements to degree courses which see them embarking on unnecessarily over-demanding study programmes.

Before selecting your options please factor in the following:-

1. Students at King's, as anywhere else, have different ability levels and potential so it is hardly surprising that some are better suited to certain subject combinations than others. Find the combination that you are most certain to succeed with!
2. Balance ambition with realism and pragmatism! (Students who flourish on a study programme of exclusively facilitating subjects are almost without exception those students who average A-Grades or better across all subjects at GCSE. Successful students on an exclusively Maths and Science programme tend to have profiles of 4A* or better). Starting on an overambitious study programme can be dangerous because if more than one subject becomes unsustainable there is limited scope for adjustments to be made and the experience can damage confidence.
3. If you don't know what you want to study or are uncertain about your ability at this stage then our suggested "rule of thumb" is that taking two facilitating subjects will keep a sufficiently wide range of degree courses open to you whilst providing flexibility in the event of your transition to A Level proving difficult.
4. Ultimately your university offer will be made on the basis of examination grades. An ABC set of grades including 1 or 2 facilitating subjects is likely to be of far more use to your application than BCD grades in facilitating ones.

OPTIONS

When making your choices there are a number of obvious but important factors to consider:

1. Base your decisions primarily on your aptitude and the enjoyment you experience from studying a particular subject.
2. Where possible consider future career plans. In general terms there are still many more careers that are not degree or A Level specific than otherwise. Likewise most degree courses do not specify particular A Level combinations. If you are seriously considering a science or engineering based degree there is little doubt that TWO Sciences often including Maths represents the safest minimum combination but there is rarely, if ever, a need for THREE sciences including Maths. Please note that any student planning this type of route will have extra demands put on them and so normally have an overall GCSE performance averaging A or above. You are advised to investigate and consider the following hyperlink which will provide information about the 'Entry Profile' and A Level subjects which universities are currently specifying for their published specific degrees <http://www.ucas.com/students/choosingcourses/choosingcourse/chooserrightcourse>
3. Do not base decisions on any positive or less positive impressions you might have formed of individual staff (at A Level you will be taught each subject by 2, 3 or even 4 members of staff).
4. Do not base your decisions on those being made by friends and peers (who may have different abilities and career plans anyway)
5. Do not opt for a subject simply because it is 'new'. At A Level ALL subjects will demand a much more rigorous approach as outlined in the sixth form handbook.
6. In the event of a subject being oversubscribed, students will be selected by a combination of their average GCSE points score in their best 8 subjects and their grade in the relevant subject.
7. You may not study more than ONE subject that is 'new' to you other than in exceptional circumstances.
8. With the new funding arrangements in place any student starting an AS course is expected to complete it.
9. If a student fails to make the necessary progress in Y12 there will be no automatic transition to Year 13.
10. If a student has failed to establish a consistently appropriate work ethic in a given subject at GCSE it is most unlikely that continuation to A Level will be sensible or possible.

The option blocks are set up so that all students are led to make a well balanced choice of A Level subjects which optimise university and career plans. However, depending on an individual student's ability, taking into account both the GCSE grades in their elected A Level subjects and their average GCSE points score in their best 8 subjects, certain subject combinations will not be open to them. If you have specific concerns about the career implications of your choices you may discuss the matter with Mr Barton, Mr Dixon, Mr Collins, Mr Whales, or Mrs Wood, our independent careers advisor, at any time. Most students will receive their university offers based on three A Level grades (sometimes including General Studies) but some of the higher ranking universities may specify an additional AS grade. However, the majority of our A Level students drop to three academic subjects after completing AS in July of Year 12. Consequently, if you experience difficulties finding four subjects which fit the available blocks, our best advice is for you to focus first on the three subjects you consider yourself most likely to be studying to A Level.

No King's student can assume that they have an automatic right to transfer into the Sixth Form. In a recent letter to parents regarding the 'Routes and Pathways' day we outlined the more challenging entry expectations for Sixth Form of 6 Bs at GCSE and at least a C grade in Maths and English. It would also be desirable for a student to have an A in each subject they intend to study at A Level, particularly in facilitating subjects. It was also explained that we would look closely at the contribution each pupil has made to the school, and consider each pupil's behaviour record. The school has emphasised that the Post 16 educational landscape is changing. Our students will undoubtedly have to be more competitive and industrious if they wish to gain places in increasingly selective Sixth Forms and Universities and secure fulfilling and successful careers. Increasingly too, Year 11 students are competing with external applicants who wish to take advantage of the benefits afforded by a high quality Grammar School education. Nevertheless, students can be reassured that if they have built up a reputation for routinely 'trying their best' the school will certainly try its best to find a programme of study that will suit their attitude and abilities.

Dates for Your Diary

Student interviews during the week beginning Monday 30 November with a senior member of staff. We shall expect each student to bring a completed Sixth Form application form to this meeting or information relating to external courses.

The Year 11 Progress Evening on Monday 29 February will offer an opportunity for you and your son to come into school to discuss his progress and to establish what needs to be done over the remaining few months for him to maximise his potential.

The Y11 into Y12 Induction Week Monday 27 June provides a full week of A Level teaching. Many subjects will both introduce and start the AS course. Similarly tests and homework and holiday work may be set to facilitate a smooth transition.

GCSE Results Thursday 25 August will be when students can confirm their programmes of study.

It is important that you understand the school's expectation that all students attend each of these events. Failure to do so may jeopardise a chosen programme of study or even entry into the sixth form itself.

You are encouraged to take the time to carefully consider your options and the advice you receive. Finally, it is most important that you take every advantage of the remaining study and revision time both at school and home. If you achieve or exceed your target grades you will have a very secure foundation from which to build a successful future.

A LEVEL ART

The Art course is aimed at students who have a genuine interest and enjoyment of the visual arts. Students are encouraged to make informed personal and imaginative responses to specific themes with guidance and instruction by the teacher.

Students who choose to take Art will take part in offsite activities as well as practical based studies, visiting major galleries and exhibitions in the UK and in Europe as part of their critical element of the course and allowing students to gain knowledge, understanding of the history of Art and different cultures. Students will also make visits to local places for practical workshops and drawing sessions to inform their project work.

During the course, students are required to complete 2 units at AS level and 2 units at A Level. Each student is to complete 1 unit of coursework and one externally set exam per year. Students are required to keep a work journal (sketch book) throughout the course, which alongside their preparatory work, artist research and final piece makes up a unit of work.

The course is exciting, challenging and rewarding, allowing each student to build on their skills in critical studies and in a broad range of media, from many different starting points and themes.

If you are interested in the course and have further questions please see Mr Radbourne.

A LEVEL BIOLOGY

Biology at A Level covers a wide array of exciting topics to enthuse, motivate and develop skills enabling students to pursue a whole range of careers in the future. Biology is never out of the news, whether it be another breakthrough in stem cell research, the impact of diseases on populations, the destruction of more and more fragile habitats and the discovery of new species on our planet.

The exam board students will follow is the AQA one. A lot more information can be found on their website but the main points about the course are summarised below

- All exams are taken at the end of the course and AS exams do not count towards the full A Level.
- There is a greater emphasis on application and the transfer of knowledge than previous specifications
- Modernisation of topics to keep up to date with an ever changing subject.
- There is no controlled assessment anymore
- There is a practical endorsement which is separate to the A level
- At least 15% of the A level Biology marks will be the assessment of practical skills
- At least 10% of the A level Biology marks will be the assessment of mathematical skills

COURSE CONTENT

AS and A Level

- Biological molecules
- Cells
- Organisms exchange substances in their environment
- Genetic information, variation and relationships between organisms

A Level ONLY

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

Each A Level Biology group is taught by two teachers working closely together to deliver each section of work. Lessons incorporate class discussion and debate, interactive presentations, written tasks where students have to apply their knowledge, practical activities and ICT tasks. The department provides students with textbooks and access to online teaching resources to complement lessons and the textbook.

Students interested in careers in medicine, biomedical science, veterinary science, dentistry, biochemistry, zoology, physiotherapy, sport science, environmental science, psychology, marine biology, scientific journalism, agriculture and physiotherapy are especially advised to consider Biology A Level.

A LEVEL BUSINESS

Business is about analysing and evaluating the decisions that businesses make in the real world. To be able to do this well, students must be able to use the knowledge that they learn throughout the course. They must pull apart the advantages and disadvantages of decisions, the factors effecting the decisions and be able to recommend strategies for real businesses to follow.

The Business course aims to:

- develop an enthusiasm for studying business
- gain holistic understanding of business in a range of contexts
- develop a critical understanding of organisations and their ability to meet society's needs and wants
- understand that business behaviour can be studied from a range of perspectives
- generate enterprising and creative approaches to business opportunities, problems and issues
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
- acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis
- apply numerical skills in a range of business contexts.

Students do not need to have studied Business before but those who have a GCSE in Business will find the approach very similar, although the content more demanding.

Topics to be covered:

1. What is business? [AS & A Level]
2. Managers, leadership and decision making [AS & A Level]
3. Decision making to improve marketing performance [AS & A Level]
4. Decision making to improve operational performance [AS & A Level]
5. Decision making to improve financial performance [AS & A Level]
6. Decision making to improve human resource performance [AS & A Level]
7. Analysing the strategic position of a business [A Level only]
8. Choosing strategic direction [A Level only]
9. Strategic methods: how to pursue strategies [A Level only]
10. Managing strategic change [A Level only]

Assessments at AS Level:

Paper 1: Business 1	+	Paper 2: Business 2
<p>What's assessed</p> <p>1–6 above</p>		<p>What's assessed</p> <p>1–6 above</p>
<p>Assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 30 minutes 80 marks in total 50% of AS 		<p>Assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 30 minutes 80 marks in total 50% of AS
<p>Questions</p> <p>Three compulsory sections:</p> <ul style="list-style-type: none"> Section A has 10 multiple choice questions (MCQs) worth 10 marks Section B has short answer questions worth approximately 20 marks Section C has two data response stimuli with questions worth approximately 25 marks. 		<p>Questions</p> <p>One compulsory case study consisting of approximately seven questions.</p>

Assessments at A Level:

Paper 1: Business 1	+	Paper 2: Business 2	+	Paper 3: Business 3
<p>What's assessed</p> <p>All content above</p>		<p>What's assessed</p> <p>All content above</p>		<p>What's assessed</p> <p>All content above</p>
<p>Assessed</p> <ul style="list-style-type: none"> written exam: 2 hours 100 marks in total 33.3% of A-level 		<p>Assessed</p> <ul style="list-style-type: none"> written exam: 2 hours 100 marks in total 33.3% of A-level 		<p>Assessed</p> <ul style="list-style-type: none"> written exam: 2 hours 100 marks in total 33.3% of A-level
<p>Questions</p> <p>Three compulsory sections:</p> <ul style="list-style-type: none"> Section A has 15 multiple choice questions (MCQs) worth 15 marks. Section B has short answer questions worth 35 marks. Sections C and D have two essay questions (choice of one from two and one from two) worth 25 marks each. 		<p>Questions</p> <p>Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions.</p>		<p>Questions</p> <p>One compulsory case study followed by approximately six questions.</p>

A LEVEL ECONOMICS

Economics is about how we allocate scarce resource in society. How decisions are made about:

- What goods and services should we produce?
- How should those goods and services be produced?
- Who should get the goods and services?
- How will changes affect the economy?
- What is the best way to implement economic change?

A significant component of both the AS and A Level qualification focuses on microeconomics. From a base of microeconomic theory, it will enable students to discuss and evaluate how well this theory explains our observations of economic agents in the real world. The theoretical workings of the free market provide a useful starting point for explanation and analysis. Imperfections and market failures provide a lead into discussing the merits and drawbacks of government intervention and the usefulness of theory in explaining observations taken from the real world of economics.

Both AS and A Level qualifications will also focus on 'macroeconomics'. It will provide students with the technical and analytical tools required to understand how the economy functions both domestically and globally. The course encourages students to adopt a critical approach to their study of policy through understanding the limitations and conflicts that they present. Policy approaches are also considered in a historical context to understand how macroeconomics has changed over time.

AS

Subject content

The operation of markets and market failure

- 1) Economic methodology and the economic problem
- 2) Price determination in a competitive market
- 3) Production, costs and revenue
- 4) Competitive and concentrated markets
- 5) The market mechanism, market failure and government intervention in markets

The national economy in a global context

- 6) The measurement of macroeconomic performance
- 7) How the macroeconomy works: the circular flow of income, AD/AS analysis and related concepts
- 8) Economic performance
- 9) Macroeconomic policy

Assessments

Paper 1: The operation of markets and market failure

What's assessed?

Content 1 – 5 above

Assessed

- Written exam: 1 hour 30 minutes
- 70 marks
- 50% of AS

Questions

- Section A: 20 multiple choice questions worth 20 marks
- Section B: data response questions requiring written answers, choice of one from two contexts worth 50 marks

Paper 2: The national economy in a global context

What's assessed?

Context 6-9 above

Assessed

- Written exam: 1 hour 30 minutes
- 70 marks
- 50% of AS

Questions

- Section A: 20 multiple choice questions worth 20 marks
- Section B: data response questions requiring written answers, choice of one from two contexts worth 50 marks

All the question papers are compulsory

A-Level

Subject content

Individuals, firms, markets and market failure

- 1) Economic methodology and the economic problem
- 2) Individual economic decision making
- 3) Price determination in a competitive market
- 4) Production, costs and revenue
- 5) Perfect competition, imperfectly competitive markets and monopoly
- 6) The labour market
- 7) The distribution of income and wealth: poverty and inequality
- 8) The market mechanism, market failure and government intervention in markets

The national and international economy

- 9) The measurement of macroeconomic performance
- 10) How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts
- 11) Economic performance
- 12) Financial markets and monetary policy
- 13) Fiscal policy and supply-side policies
- 14) The international economy

Assessments

Paper 1: Markets and market failure

What's assessed?

Content 1-8 above

Assessed

- Written exam: 2 hours
- 80 marks
- 33.3% of A-level

Questions

- Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks
- Section B: essay questions requiring written answers, choice of one from three worth 40 marks

Paper 2: National and international economy

What's assessed?

Content 9-14 above

Assessed

- Written exam 2 hours
- 80 marks
- 33.3% of A-level

Questions

- Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks
- Section B: essay questions requiring written answers, choice of one from three worth 40 marks

Paper 3: Economic principles and issues

What's assessed?

All content 1-14 above

Assessed

- Written exam: 2 hours
- 80 marks
- 33.3% of A-level

Questions

- Section A: multiple choice questions worth 30 marks
- Section B: case study questions requiring written answers, worth 50 marks

All the question papers are compulsory.

A LEVEL CHEMISTRY

WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

The qualification builds on the knowledge, understanding and process skills inherent in GCSE. It is expected that students will have achieved at least a GCSE Grade B in Chemistry.

WHAT WILL I LEARN ON THIS A LEVEL COURSE?

The qualification aims to:

- stimulate and sustain students' interest in, and enjoyment of Chemistry
- enables students to gain a knowledge and understanding of Chemistry appropriate to AS/A Level and to appreciate the inter-linking patterns which are a distinguishing feature of the subject
- show the inter-relationship between the development of the subject and its application (social, economic, environmental and technological) and recognise the value of Chemistry to society and how it may be used responsibly
- develop students' skills in laboratory procedures and techniques
- develop students' ability to acquire knowledge by means of practical work
- provide opportunities for students to bring together knowledge of how different areas of Chemistry relate to each other.

FOR WHAT KIND OF STUDENT IS THIS QUALIFICATION SUITABLE?

This qualification is suitable for students who:

- have an interest in, and enjoyment of Chemistry
- enjoy carrying out investigation by the application of imaginative, logical and critical thinking
- want to use Chemistry to support other qualifications or progress onto further studies.
- are willing to work hard and consistently from day one.

METHODS OF TEACHING & LEARNING

In Chemistry you will be taught by a variety of methods, involving listening, reading, watching, discussing, researching and doing experimental work. You will learn, to various extents, from each of these approaches, but you will not learn sufficiently well unless you devote sufficient time outside class to thorough, independent study. You will be taught by two teachers who will focus on the different aspects of the syllabus. We provide home access to an e-book specifically designed with the new examination format in mind as well as loan access to traditional textbooks.

TOPICS COVERED IN THE A LEVEL SYLLABUS

AS and A Level:

- Practical skills
- Atomic structure and bonding
- Acids and redox
- Periodicity
- Energy, rates and equilibria
- Organic chemistry and analysis

A Level only:

- Transition elements
- Equilibrium constants and pH
- Energy and entropy
- Fuel cells
- Advanced organic chemistry and spectroscopic analysis

HOW CAN I DEVELOP MY FULL RANGE OF SKILLS BY DOING THIS QUALIFICATION?

As well as covering advanced level study of Chemistry, this course will enable you to develop some Key Skills, which will be essential to you whatever you go on to do afterwards. The Key Skills you can develop during this course are:

- Communication
- Application of number
- Information technology
- Problem solving
- Working with others
- Improving own learning and performance

HOW WILL I BE ASSESSED ON THIS COURSE?

The A Level will be assessed by completing three written examinations:

- Periodic table, elements and physical chemistry (37% of the qualification)
- Synthesis and analytical techniques (37% of the qualification)
- Unified chemistry (26% of the qualification)

The A Level candidates will also be awarded a Practical Endorsement by their teachers on a pass/fail basis. This will be awarded based on evidence collected from a large series of specifically designed practical assessments completed over the two years. The skills learned during these practical assessments will also be assessed in all written examinations.

If you decide to only complete the AS qualification you will sit two examinations based on the work covered in Year 12:

- Breadth in chemistry (50% of the qualification) this examination will contain a selection of multiple choice and structured questions.
- Depth in chemistry (50% of the qualification)

The AS course will still require you to complete the practical assessments in order to fully prepare for the skills aspects on both examination papers. However, you would not be awarded the Practical Endorsement on your AS Level.

WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?

- Follow a degree course in Chemistry, Environmental Science, Medicine or Pharmacy.
- Follow a Higher National programme in Chemical Science.
- Careers in Pharmacy or Biotechnology.

A LEVELS FOR UNIVERSITY COURSES

This list on A Level requirements for a range of University subjects has been compiled following a survey with British Universities. With the right combination of subjects you can keep your options open:

UNIVERSITY SUBJECTS	A-LEVELS IN ORDER OF IMPORTANCE
BIOLOGICAL SCIENCES Agriculture Micro Botany Horticulture Marine Biology Biology Soil Science Zoology	Biology CHEMISTRY Maths Physics
CHEMICAL SCIENCES Biochemistry Colour Chemistry Physics Chem Eng Chem	CHEMISTRY Maths Physics Biology
ENGINEERING Aeronautical Agricultural Bio Engineering Civil Engineering Electrical Engineering Electronics Instrumental Maths Eng Mech Eng Mining	Maths Physics or CHEMISTRY Technology Engineering Science & Design

ENVIRONMENTAL STUDIES		
Archaeology Architecture Oceanography Ecology Safety & Health Forestry	Geography Surveying	CHEMISTRY Maths Physics Biology
GEOLOGICAL SCIENCES		
Geochemistry Geophysics	Mineralogy Mining	CHEMISTRY Maths Physics Geology
MATERIAL SCIENCES		
Eng Material & Polymer ScienceTechnology Metallurgy Materials Eng		Mathematics Physics CHEMISTRY
MEDICAL SCIENCES		
Bacteriology Environmental Health Genetics	Nursing Nutrition Pharmacy Physiology	CHEMISTRY Biology Physics Maths
MEDICINE AND DENTISTRY		CHEMISTRY Physics Biology Maths
PHYSICAL SCIENCES		
Acoustics Astronomy Technology Biophysics	Electronics Energy	Physics Mathematics CHEMISTRY

A LEVEL COMPUTING: AQA 7517

The overall aim of the syllabus is to encourage candidates to develop an understanding of the principles of problem solving and programming using computers. They will learn a range of applications and the effects of their use and apply this understanding to develop computer-based solutions to problems. Candidates will develop an awareness of systems analysis and design, and methods of implementation, testing and documentation. It would benefit the student if they have a good grasp of mathematics.

If you are interested in how computers really work; in solving problems and learning to design and write software, then this course could be right for you. The course covers computer architecture, programming, operating systems, the Internet and all the basic hardware and technology issues.

The course is split into 3 units, covering all aspects of the AQA A level syllabus. There are 2 exams and one piece of coursework. One of the exams is a practical programming exercise. The coursework unit allows you to design, code and test software for a problem/client of your own choice. The main programming language is VB.net but you will get a good overview of other languages. If you intend to undertake a degree in Computer Science or a computing related subject this may be a good option for you.

SCHEME OF ASSESSMENT

The A level Computing (AQA) is a three unit specification, all of which are required to complete the A Level. We do not initially offer the AS level qualification.

SPECIFICATION UNITS

Unit	Name	Format	Duration
1	Programming	Online Assessment	2½ hrs
2	Theory paper	Exam	2½ hrs
4	Practical Project	Internal Assessment	40 hours

What will Computing lead to?

The course prepares students who wish to go on to higher education courses or employment, where knowledge of Computing and its principles would be beneficial.

The demand for IT professionals – from Programmers and Game Designers to Network Administrators – makes a Computing qualification a highly marketable asset. Some other aspects of Computing are particularly applicable to technical disciplines such as engineering and science, but knowledge of how to manage change in IT systems is a valuable skill in just about any profession from accountancy to medicine.

A LEVEL ICT

WHAT IS IT?

This is a multi-disciplined course that will teach you many theory-based and practical ICT skills including multimedia design, spreadsheet and database development, networks, website creation and programming, to name just a few.

Most of the units you study are coursework based and culminate with you presenting an e-portfolio of your work (often a website). If you enjoy ICT, or think that ICT may be part of your future study, then this may be a good option for you. Applications used include Microsoft Office, Dreamweaver, Flash, Publisher, Project Manager, plus others.

You will study 6 units over two years and will need to be able to work steadily in lessons and at home, to complete the units and meet the coursework deadlines. There will be ample opportunity to get regular teacher feedback to help you attain the highest mark possible.

WHO IS IT FOR?

The course is aimed at students who want to study ICT at A Level, but who wish to allow themselves flexibility at the end of their course in the choice of their future universities and careers. The course is designed to allow a wider breadth of study than A Level Computing, encompassing a wider range of ICT-based topics, more suited to the broad opportunities available both in higher education and careers.

The course allows students to prove that they have mastered understanding of ideas by putting those ideas into practice in a series of projects. In particular, it would appeal to a student who enjoys a hands-on approach to ICT as the assessment is primarily focussed on coursework.

HOW DOES THE COURSE WORK?

Over two years students have to pass the required number of units.

These units are:

Single	Unit		Assessment
	40	Using ICT to communicate	cwk
	41	How organisations use ICT	cwk
	42	ICT solutions	exam
	48	Working to a brief	cwk
	49	Spreadsheets	cwk
	53	Developing websites	cwk

What will Applied ICT lead to?

ICT A Level covers general ICT topics and can be applied to almost any future study or career. There are five pieces of coursework and one exam, covering areas that will be familiar to any student who has studied ICT at GCSE level.

A LEVEL DESIGN & TECHNOLOGY

A Level with AQA

Product Design – Product Design (3D-Design)

Students will be expected to have achieved a **grade B or above in either GCSE Resistant Materials or Graphic Products** in order to be able to complete GCE Product Design.

Design is part of everyday life, from the moment we get up with products we use to make life easier to the architectural structures we live and work in where the process of design has been applied. It is the role of the designer to use this process in a structured way to provide solutions to problems.

In GCE Product Design you will have the opportunity to develop skills in using the process of design. You will understand: possible design influences from the past and in the future; the properties of materials and their relevant industrial processes in relation to the needs of the design along with the social and ethical needs of the design from the cradle to the grave.

For the GCE two units are examined as independent projects which require pupils to be self-motivated and able to meet deadlines. Pupils will need to have strong communication skills: written, 2D & 3D sketching, ICT. Students will be encouraged to “think out of the box” and will need to have the confidence to work with the more imaginative of their ideas.

Students will have access to the workshop including vacuum former/injection mould, band saw and the ICT area. They will need to be able to work with CAD/CAM and will have use of: Photoshop, Techsoft, Solidworks, Laser Cutter, Cutter plotter, Router and 3D printer.

A Level **Product Design** can lead you down many different career paths and is accepted widely by many universities for students to study anything from medicine to architecture because of its strengths in independent learning and the development of high order skills in research, analysis and evaluation. Possible career paths are: Product Design and Management, Civil Engineering, Structural Engineering, Engineering, Architecture, Theatre stage/set design, Graphic Design, Furniture Design, Sport Equipment Design, Industrial design, Electronics and Robotics, to name but a few.

Product Design is based on 4 units:

AS

Unit 1– 80 marks:

2 hour written paper

Materials, Components and Application

Section 1 contains compulsory limited response questions

Section 2 offers a choice of one question from two

Section 3 contains one compulsory question

Unit 2 - approximately 50 hours.

A design and make project in relation to a specific need to include:

- Product investigation (analysis & evaluation skills)
- Product design (design skills)
- Product manufacture (making skills)

Students will produce a portfolio that contains evidence for all 3 sections, this will be marked in school and externally moderated by the board.

A Level

Unit 3: Design and manufacture:

Assessed by 2 hour external exam paper – 84 marks.

Based primarily on Design and Manufacture and consisting of two sections. Candidates answer three questions: one question from three in each section, plus a final question from either section. Includes a synoptic assessment.

Unit 4: Design and Making Practice:

Coursework approximately 60 hours.

Students are given the opportunity to design and make a substantial product of their choice for a client. This unit results in the development and realisation of an appropriate product, which is evaluated to show that it meets the needs of the target audience and is viable for commercial production through the A3 design folder. The folder and product will be marked in school and externally moderated by the board.

A LEVEL ENGLISH LITERATURE

Welsh Board (EDUQAS)

Teaching of the new A Level English Literature course began this September.

Literature that has survived the test of time has done so because it is still relevant to us today. **It is about LIFE and it is about YOU.** And the great thing about studying English Literature is that it embraces so many other areas in which you might be interested – history, philosophy, art and psychology being just a few.

Component 1: Prose Fiction

Texts for Section A

The Mayor of Casterbridge by Thomas Hardy

Under the powerful influence of the rum, Michael Henchard, a hay-trusser by trade, sells his wife Susan and their child Elizabeth-Jane to Newson, a sailor, for five guineas....

In this powerful depiction of a man who overreaches himself, Hardy shows his acute psychological grasp and his deep-seated knowledge of mid-nineteenth century Dorset.

A Room With A View by E.M Forster

Set in Italy and England, the story is both a romance and a critique of English society at the beginning of the 20th century.

Component 2: Poetry and Drama

Texts for Section B

Selected Poems: Ted Hughes

Drawing on nature, mythology, ancient lore and the occult, Ted Hughes' work cast a spell over readers from the publication of his first volume of poetry. It was a voice that took on an increasingly personal tone, culminating in the searing power of Birthday Letters, his final volume and only account of his relationship with Plath, the iconic poet and Hughes' former wife who committed suicide in 1963.

Dr Faustus by Christopher Marlowe

Marlowe had a reputation as a rule-breaker and outsider. Does this early seventeenth century play criticise or seek to arouse audience sympathy for its protagonist, who sells his soul to the devil in exchange for 24 years of power and pleasure. Is this pioneering drama a medieval morality play or a tragedy?

AS and A LEVEL ENGLISH LITERATURE:SUMMARY OF ASSESSMENT

Component 1: Prose (closed-book) Written examination: 2 hours 50% of qualification	Component 1: Poetry Written examination: 2 hours 30% of qualification
Section A: Prose fiction pre-1900 One question in two parts based on the reading of one prose fiction pre-1900 text from a prescribed list	Section A: Pre-1900 Poetry (open-book, clean copy) One two-part question based on the reading of one pre-1900 poetry text from a prescribed list Section B: Post-1900 Poetry (open-book, clean copy) One question from a choice of two based on the reading of two post-1900 poetry texts from a prescribed list
Section B: Prose fiction post-1900 One question from a choice of two based on the reading of one prose fiction post-1900 text from a prescribed list	Component 2: Drama Written examination: 2 hours 30% of qualification
Component 2: Poetry and Drama Written examination: 2 hours 50% of qualification	Section A: Shakespeare (closed-book) One two-part question based on the reading of one Shakespeare play from a prescribed list Section B: Drama (closed-book) One question from a choice of two based on the reading of a pair of plays: one pre-1900 and one post-1900, from a prescribed list
Section A: Poetry (open-book, clean copy) One question from a choice of two based on the reading of one poetry text from a prescribed list	Component 3: Unseen Texts Written examination: 2 hours 20% of qualification
Section B: Drama (closed-book) One question in two parts based on the reading of one play from a prescribed list	Section A: Unseen prose One question from a choice of two, analysing an unseen passage of prose, taken from one of two prescribed periods for study Section B: Unseen poetry One question from a choice of two, analysing an unseen poem or poetry extract
	Component 4: Prose Study Non-exam assessment: 2500-3500 words 20% of qualification One 2500-3500 word assignment based on the reading of two prose texts from different periods, one pre-2000 and one post-2000, nominated by the centre

Decisions on the texts for year 13 have not been finalised. However, there will be an exciting range of novels to choose from for the coursework option which should enable any candidate to embrace his wider interests.

Take a look at the English Literature pages on the VLE for more details.

How is the course delivered?

For each unit you will be provided with background and underpinning knowledge. However, you will increasingly be expected to work independently and seek out additional research.

You will have opportunities to learn through small group discussion, seminar, teacher led note-making and annotation of hand-outs, independent reading, personal research (including use of the net) and presentations. This will be supported by reference to relevant TV and DVDs as well as live productions and 'cultural visits'. Your personal enjoyment and success will of course be increased by reading a range of other texts and critical works.

What qualities and qualifications do I need to study English Literature?

Under normal circumstances you will have passed GCSE English and English Literature at Grade B or better. You are likely to enjoy the course if you:

- Enjoy reading a range of literature
- Want to keep your options open for a wide range of college/university courses and careers
- Enjoy thinking about, debating and discussing key issues
- Want to study a subject that relates to your past, present and future experiences
- Enjoy completing coursework and undertaking a degree of personal research
- Can accept a degree of personal responsibility for your development
- Think you will enjoy it!!!

Studying this subject will provide you with the opportunity to read a wide range of texts from different genres, cultures and historical periods. You will be able to pursue personal interests linked to the texts, to explore different interpretations and to further develop your analytical skills. If you pursue the course rigorously and energetically your qualifications will provide you with the 'transferable skills' (the ability to work both independently and within a group, to think, read and evaluate at an advanced level, and the ability to construct a cogent, sustained and substantiated argument) much prized by universities and employers.

What will English Literature lead to?

- Virtually whatever you want! A solid/good result in English Literature will secure you an acknowledged qualification. It confirms your grasp of a wide range of transferable skills - your ability to communicate effectively, to construct logical and well substantiated arguments, to be objective, and to respond appropriately to the written word. All these skills are valuable in themselves, but are also much prized by universities and employers.
- English Literature can be studied as an honours degree, a joint honours degree or as part of a 'general arts' degree all of which provide an excellent basis for success in most professions/occupations. The 'A' Level provides a firm foundation for the study of arts, humanities and social sciences at college or university (e.g. law, languages, history, philosophy, psychology, journalism, media studies).

A LEVEL ENGLISH LANGUAGE AND LITERATURE

The syllabus is OCR AS/A Level GCE English Language and Literature (EMC) - H074, H474

AS LEVEL

Component 01 focuses on an OCR anthology of spoken and written texts across different time periods and contexts.

Component 02 focuses on exploring the nature of narrative in **one** prose fiction text from a choice of six and exploring the poet's use of language and techniques in **one** poetry text from a choice of six.

***Component 01* 50% AS Level:**

Section A – Reading spoken and written non-fiction

Students will:

- compare two texts
- analyse how language choices shape meanings
- consider the ways in which the texts relate to each other and to the contexts in which they are produced and received
- apply concepts and methods from integrated linguistic and literary study, including, as appropriate: phonetics, phonology, prosodics; lexis and semantics; grammar and morphology; pragmatics; discourse.

Section B – Writing non-fiction

- demonstrate knowledge and understanding of the influence of the contexts in which texts are produced
- demonstrate expertise and creativity in the use of English to communicate in different ways.

Component 02 50% AS Level

Section A: The prose text we shall study is: Chinua Achebe: *Things Fall Apart*

Students will:

- identify how meanings and effects are created and conveyed in texts
- draw on generic and literary contexts to analyse a narrative text
- identify aspects of narrative such as:
 - the use of voice
 - point of view
 - time and chronology
 - dialogue
 - characterisation
 - genre
 - symbols and motifs
 - structure and settings.

Section B: The poetry collection that we shall be studying is: William Blake: *Songs of Innocence and Experience*

- identify aspects of the poem foregrounded through the use of repetition, pattern-making, pattern breaking and deviation to develop an interpretation of the set poems
- identify and describe how meanings and effects are created and conveyed
- explore contexts and connections between two poems.

A LEVEL

This is split into three examination units and one independent study (coursework) unit. As yet, no concrete decisions have been made regarding the choice of course texts but, as with all of the new A Level syllabuses, there is some repetition of the AS texts in the A Level course.

The course details appear below:

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> Component 01 focuses on an OCR (EMC) anthology of 20 non-fiction spoken and written texts across different time periods and contexts. Comparative and contextual study based on the anthology and unseen texts. 	Exploring non-fiction and spoken texts (01) Closed text 32 marks Written paper: 1 hour	16% of total A level
<ul style="list-style-type: none"> Component 02 focuses on one poetry collection from a choice of six and one drama text from a choice of six. Exploration of the texts through stylistic and dramatic analysis. 	The language of poetry and plays (02) Closed text 64 marks Written paper: 2 hours	32% of total A level
<ul style="list-style-type: none"> Component 03 focuses on exploring the nature of narrative in one prose fiction text from a choice of six. Writing as a reader develops the understanding of narrative technique through a creative writing task (500 words) and a commentary (250 words). 	Reading as a writer, writing as a reader (03) Open text 64 marks Written paper: 2 hours	32% of total A level
<ul style="list-style-type: none"> Independent study allowing learners to pursue particular interests and develop their expertise through an analytical comparative essay on a set text from a list of 12 non-fiction texts and a second free choice text. One text must be post-2000. Learners also produce a piece of original non-fiction writing. 	Independent study: analysing and producing texts (04)* Non examined assessment: 40 marks	20% of total A level

What will English Language and Literature lead to?

- Virtually whatever you want! A solid/good result in English Language and Literature confirms your grasp of a wide range of transferable skills - your ability to communicate effectively, to construct logical and well substantiated arguments, to be objective, to use language in order to create specific effects and to respond appropriately to the written word. All these skills are valuable in themselves, but are also much prized by universities and employers.
- The 'A' Level provides a firm foundation for the study of arts, humanities and social sciences at college or university (e.g. law, languages, history, philosophy, psychology, journalism, media studies).

A LEVEL GEOGRAPHY

AIM

For the pupil to experience hard work, intellectual stimulation, enjoyment and success, consistent with his ability.

Methods of Teaching & Learning

At A level all students will study core human and physical geography. In each area of study, students will consider their own values and attitudes to the issues being studied and support their learning of ideas through the study of specific case studies. Students will also develop a variety of geographical skills, which will broaden and deepen existing knowledge and be employed with a greater degree of independence. It is expected that the department staff will use a range of appropriate teaching skills for whole group lectures, as well as tutorial style work for individuals and small groups. Pupils will be encouraged to learn through independent work which will be structured to include ICT and practical work. Fieldwork and research skills are a mandatory part of the course in order to be able to produce a fieldwork project and undertake an issue evaluation exercise. It is anticipated that two experienced KS5 geography teachers will be attached to each group.

Qualities and Qualifications Needed to Study Geography

To be accepted for the course the department follows the school policy of accepting six GCSEs and a minimum of a B grade in Geography. Elements of the analytical part of the subject require a keen understanding of science and an ability to apply mathematics through statistics is also an advantage. The most significant attribute required is a willingness to quest individually for a wider and deeper knowledge of our world and to accept the challenges this may bring.

Why Study Geography?

Geography is a topical subject which intrudes constantly into our way of life and as such has a significant bearing on the modern world. Current issues of both the physical and human environment are of major concern at both the world and local scale. The subject focuses on a wide range of key skills transferable both to further academic study and the world of work. The subject is readily studied alongside either science or arts subjects, and can be read at University in both disciplines, leading to a BA or BSc depending on the focus. Geography is eagerly accepted in the work place as being a sound subject providing analytical and practical skills appropriate to a range of careers.

AS Level Geography

Paper 1: (*Paper code: 8GEO/01)

Written examination: 1 hour and 30 minutes
50% of the qualification
80 marks

Content overview

- Area of study 1 Topic 1: Tectonic Processes and Hazards
- Area of study 1 Topic 2: Landscape Systems, Processes and Change – including optional sub-topics from which students choose **one** from two: 2.1 Glaciated Landscapes and Change or 2.2 Coastal Landscapes and Change

Assessment overview

An externally-assessed written examination comprising three sections. Students answer:

Section A and **either** Section B **or** Section C

Section A: Tectonic Processes and Hazards

Section B: Glaciated Landscapes and Change

Section C: Coastal Landscapes and Change

The examination may include multiple-choice questions, short open, open response, calculations and resource-linked questions. The examination includes 9-mark and 12-mark extended writing questions. Calculators may be used.

Section A, Question 2 contains a 12-mark synoptic question that assesses students' understanding of one of three synoptic themes and of one of the core geographical concepts.

Section B, Question 5 will assess fieldwork in relation to Glaciated Landscapes and Change and Section C, Question 8 will assess fieldwork in relation to Coastal Landscapes and Change.

Paper 2: Dynamic Places (*Paper code: 8GEO/02)

Written examination: 1 hour and 30 minutes

50% of the qualification

80 marks

Content overview

- Area of study 2 Topic 3: Globalisation
- Area of study 2 Topic 4: Shaping Places – including optional sub-topics from which students choose **one** from two: 4.1 Regenerating Places or 4.2 Diverse Places

Assessment overview

An externally-assessed written examination comprising three sections. Students answer:

Section A and **either** Section B **or** Section C.

Section A: Globalisation

Section B: Regenerating Places

Section C: Diverse Places

The examination may include multiple-choice questions, short open, open response, calculations and resource-linked questions. The examination includes 9-mark and 12-mark extended writing questions. Calculators may be used.

Section A, Question 2 contains a 12-mark synoptic question that assesses students' understanding of one of three synoptic themes and of one of the core geographical concepts.

Section B, Questions will assess fieldwork in relation to Regenerating Places and Section C, Question 8 will assess fieldwork in relation to Diverse Places.

A-LEVEL GEOGRAPHY

Paper 1 (Paper code: 9GE0/01)

Written examination: 2 hours

30% of the qualification 90 marks

Content overview

- Area of study 1 Topic 1: Tectonic Processes and Hazards
- Area of study 1 Topic 2: Landscape Systems, Processes and Change
- Area of study 3 Topic 5: The Water Cycle and Water Insecurity
- Area of study 3 Topic 6: The Carbon Cycle and Energy Security
- Area of study 3 Topic 7: Climate Change Futures

Assessment overview

An externally-assessed written examination comprising four sections. Students answer **all** questions in Section A (Tectonic Processes and Hazards), Section C (The Water Cycle and Water Insecurity) and Section D (The Carbon Cycle and Energy Security). Students answer **either** Question 2 (Glaciated Landscapes and Change) **or** Question 3 (Coastal Landscapes and Change) in Section B (Glaciated Landscapes and Change and Coastal Landscapes and Change).

The examination may include short open, open response and resource-linked questions. The examination includes 10-mark and 15-mark extended writing questions.

Paper 2 (Paper code: 9GE0/02)

Written examination: 2 hours

30% of the qualification 90 marks

Content overview

- Area of study 2 Topic 3: Globalisation
- Area of study 2 Topic 4: Shaping Places
- Area of study 4 Topic 8: Superpowers
- Area of study 4 Topic 9: Global Development and Connections

Assessment overview

An externally-assessed written examination comprising four sections. Students answer **all** questions in Section A (Globalisation) and Section C (Superpowers). Students answer **one** question from Section B (Regenerating Places and Diverse Places) and **one** question from Section D (Health, Human Rights and Intervention; Migration, Identity and Sovereignty).

The examination may include short open, open response and resource-linked questions. The examination includes 10-mark and 15-mark extended writing questions.

Paper 3 (*Paper code: 9GE0/03)

Written examination: 1 hour and 45 minutes
20% of the qualification 60 marks

Content overview

The specification contains three synoptic themes within the compulsory content areas:

- Players
- Attitudes and actions
- Futures and uncertainties
- The synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas.

Assessment overview

An externally-assessed written examination comprising three sections. A resource booklet will contain information about the geographical issue. Students answer **all** questions in Section A, Section B and Section C.

Sections A, B and C all draw synoptically on knowledge and understanding from compulsory content drawn from different parts of the course. The examination may include short open, open response and resource-linked questions. The examination includes 6-mark, 15-mark and 18-mark extended writing questions. Calculators may be used.

Coursework: Independent Investigation (9GE0/04)

Non-examined assessment 20% of the qualification 60 marks

Content overview

- The student defines a question or issue for investigation, relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification.
- The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data.
- The fieldwork which forms the focus and context of the individual investigation may be either human, physical or integrated physical-human
- The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing

Assessment overview

- The investigation report is internally assessed and externally moderated. The student will produce a written report of 3000–4000 words.

A LEVEL GENERAL STUDIES

AQA specification A: AS 1761; A2 2761. The specification can be found on the examination board website at aqa.org.uk.

What will I study?

The format and content of the units will be studied, and practice at answering questions will be undertaken. Appropriate topics will be studied to widen the knowledge, skills and understanding of the candidates, but these will vary with the teacher and the modules to be taken.

How will I be assessed?

AS Unit 1: Culture and Society (90 minutes).

There are thirty objective test questions and compulsory source analysis questions.

AS Unit 2: Science and Society (90 minutes).

There are thirty objective test questions and optional source analysis questions.

A2 Unit 3: Culture and Society (2 hours).

There will be one compulsory source evaluation exercise; a choice of one essay on culture; and a choice of one essay on society.

A2 Unit 4: Science and Society (2 hours).

There will be short answers based on pre-released materials and a choice of one essay on science and society.

Where could it lead?

Universities of all types are increasingly recognising that General Studies A Level is a very good indicator of overall ability and are therefore taking it in to account when considering UCAS applications. Even those institutions that state that they do not use it as part of their entry requirements often take it into consideration when deciding the fate of those students who have not reached their entry requirements. Historically, about ten percent of our students across all abilities will need General Studies A Level to gain entry to the HE institution of their choice.

A LEVEL HISTORY

AIM

To encourage pupils to develop their interest in and enthusiasm for History, and an understanding of its intrinsic value and significance. Pupils will build on their understanding of the past through experiencing a broad and balanced course of study which looks at both British and European History. Over the two years pupils will develop the ability to ask relevant and significant questions about aspects of the past and understand that history is concerned with judgements based on evidence, and that judgements may conflict or change over time.

By the end of the course pupils will have developed into independent learners and researchers and as critical and reflective thinkers.

Methods of Teaching & Learning

At both AS and A Level pupils will use historical terms, concepts and skills and make links and draw comparisons across different time periods or national boundaries. Pupils will be taught through a variety of methods, including whole group lectures, as well as tutorial style work for individuals and small groups. Pupils will be encouraged to learn through independent study, particularly with the Historical Investigation module at A Level.

Qualities and Qualifications Needed to study History In The Sixth Form

It is expected that pupils will have at least a grade B in History at GCSE. Pupils need to be good at essay work, source evaluation and willing to work independently. The most important quality needed is the willingness to work, ask questions and take ownership of your learning.

Why Study History?

By studying History pupils will gain an understanding of the past and also of the world around them. The subject furnishes the student with valuable skills for a variety of future careers, provides a context to enable us to understand developments in the modern world and is a fascinating study in its own right. Today's events – the coalition government, economic depression, involvement in conflicts in the Middle East – all have historical antecedents. The study of History enables us to place the modern world in an intelligent context and to understand the events of our time. Knowledge of current affairs is often an essential skill sought by employers and tested at job interviews. The History student usually impresses with his broad understanding of the background to modern political and social events.

History is a subject which is highly valued by both employers and universities due to the many transferable skills pupils will develop. In fact the Russell Group universities view History as a "facilitating" subject i.e. one which is frequently required by universities and is seen as having prepared students for degree level study. They described History as "particularly effective in equipping students with the skills they need for a large number of competitive courses and in increasing a student's chances of getting on to those courses." History is a subject which complements Arts subjects and gives a good balance for students.

AS HISTORY COURSE CONTENT

Breadth Study: The British Empire, c1857–1967 (1J)

Part One: The High Water Mark of the British Empire, c1857–1914

The development of Imperialism, c1857–c1890

Imperial consolidation and Liberal rule, c1890–1914

AS Exam

- Written exam: 1 hour 30 minutes
- Two questions (one compulsory)
- 50 marks
- 50% of AS

Depth Study: Italy and Fascism, c1900–1945 (2L)

Part One: The Crisis of Liberal Italy and the Rise of Mussolini, c1900–1926

The Crisis of Liberal Italy, c1900–1915

The Collapse of Liberal Italy and Mussolini's Rise to Power, 1915–1922

Mussolini and the establishment of Fascist Italy, 1922–1926

AS Exam

- Written exam: 1 hour 30 minutes
- Two questions (one compulsory)
- 50 marks
- 50% of AS

A LEVEL HISTORY COURSE CONTENT

Breadth Study: The British Empire, c1857–1967 (1J)

Part One: The High Water Mark of the British Empire, c1857–1914

The development of Imperialism, c1857–c1890

Imperial consolidation and Liberal rule, c1890–1914

Part Two: Imperial Retreat, 1914–1967

Imperialism challenged, 1914–1947

The winds of change, 1947–1967

A Level Exam

- Written exam: 2 hours 30 minutes
- Three questions (one compulsory)
- 80 marks
- 40% of A-level

Depth Study: Italy and Fascism, c1900–1945 (2L)

Part One: The Crisis of Liberal Italy and the Rise of Mussolini, c1900–1926

The Crisis of Liberal Italy, c1900–1915

The Collapse of Liberal Italy and Mussolini's Rise to Power, 1915–1922

Mussolini and the establishment of Fascist Italy, 1922–1926

Part Two: Fascist Italy, 1926–1945

Fascist society, 1926–1940

Fascist foreign policies, 1926–1940

Fascist Italy and war, 1940–1945

A Level Exam

- Written exam: 2 hours 30 minutes
- Three questions (one compulsory)
- 80 marks
- 40% of A-level

Historical Investigation

This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for the breadth and depth study.

Assessed

- 3000-3500 words
- 40 marks
- 20% of A-level
- Marked by teachers
- Moderated by AQA

A LEVEL MATHEMATICS

Methods of Teaching & Learning

In Mathematics you will learn predominately via a whole class interactive teaching style similar to that experienced at GCSE. There will be increased opportunity to share in discussion and present solutions. You will be taught by two teachers, with one concentrating on the pure and the other on the applied. The homework will be set frequently requiring a quick turn round to support the learning ready for the next lesson. Mathematics is expected to appear in only one block. This means some setting can and will take place, enabling the teachers to pitch the teaching at the appropriate level.

Qualities and Qualifications Needed to Study Mathematics

It is expected that boys will have at least grade B (if they have studied in a low set at GCSE then a strong commitment will need to have been demonstrated.)

Why Study Mathematics?

Mathematics is of great value in its own right; in addition, it supports many other areas of study at A Level and beyond; for example: Geography, Economics, Computing, Design and Technology, and the Sciences. It is also a subject which is greatly valued by employers.

THE COURSE

The course is Mathematics set by the Edexcel Board and consists of six modules, four in Pure Mathematics and two in Applied Mathematics.

These modules will be taken at different times during the course.

2 Pure and 1 Applied in June of Year 12

2 Pure and 1 Applied module June of Year 13

There is a limited opportunity to re-sit modules, this will generally be discouraged and should only be considered by candidates in exceptional circumstances.

The Pure Mathematics contains all the methods and ideas that are essential for a wide range of applications. The Mechanics and Statistics modules cover the foundations of two important areas of application.

Students who have been taught in the top set in year 11 may wish to consider doing Mathematics and Further Mathematics. Students who have been taught in the second set in year 11 may wish to consider doing Mathematics and AS Further Mathematics, the details for both courses are on the next page.

Pupils who are intending to do AS Mathematics completing the course in the lower 6th will study 2 Pure modules and 1 Applied module.

A LEVEL FURTHER MATHEMATICS

Methods of Teaching & Learning

In Further Mathematics you will learn predominately via a whole class interactive teaching style similar to that experienced at GCSE. There will be increased opportunity to share in discussion and present solutions. You will be taught by three teachers, with two concentrating on the Pure and Decision and the other on the Mechanics and Statistics. The homework will be set regularly and frequently requiring a quick turn round to support the students learning ready for the next lesson. An AS in Further Mathematics will be taught in block E on 4 hours a fortnight for two years and should be considered by students in set 1, 2 and 3 in year 11. An A Level in Further Mathematics will be taught in block E with an extra 5 hours a fortnight for two years and should be considered by students in set 1 and the top end of set 2.

Qualities and Qualifications Needed to Study Further Mathematics

Pupils aiming for an A* at GCSE with an interest in Mathematics or Science should seriously consider A Level or AS Further Mathematics as one of their 3, 3 1/2 or 4 A Levels (excluding General Studies). If a student wishes to study the A Level in Further Mathematics and they were not in the top set in year 11 then they would need to follow a catch up programme after completing their GCSE's and before commencing the course.

Why Study Further Mathematics?

In addition to those already mentioned for Mathematics; Further Mathematics is for the most able students aiming for the top; at school, university, and beyond. It is a means of standing out from the crowd when 40% of students taking A level Mathematics, nationally, gain an A or an A* grade. It is essential for studying Mathematics or Computer Science at Oxbridge and a considerable advantage if applying for Natural Sciences or when applying to good Universities for any Mathematics rich course.

THE COURSE

Further Mathematics A Level involves taking an additional, six or seven modules, to those taken by the Mathematics students. These will be selected from Pure FP1, FP2, FP3; Mechanics M2, M3; Statistics S2; Decision D1.

These modules will be taken at different times during the course:

C1, C2, C3, M1, S1 and FP1 in Year 12.

C4, FP2, M2, M3, D1, and S2 Year 13.

This scheme involves them being taught for 15 periods every two week cycle. The additional periods required come from General Studies and Thursday afternoon activities time. This does not prevent them from taking the General Studies examination.

AS Further Mathematicians will take the following at different times during the course:

C1, C2, M1, and D1 in year 12

C3, C4, S1, S2 and FP1 in year 13.

Below are some comments made by pupils at the end of their first term studying Further Mathematics.

"The course is difficult, but also enjoyable. I find the group makes a good working environment."

"Not quite as difficult as I had expected."

"I have found the work more challenging than Maths which has resulted in my having to spend more time on the work to grasp the concepts."

Note: If you need further advice about the range of Mathematics courses available, Mr Brook or any other of the Mathematics staff will be pleased to help.

A LEVEL MODERN LANGUAGES

French/German

As with all subjects in years 12 and 13, students should expect to consolidate upon work covered at GCSE and to make rapid progress during study towards AS or A2 level. The information below relates to both French and German.

The general aims to be achieved in years 12 and 13 may be summarised as follows:

- students are able to write and speak relatively fluently in the foreign language
- vocabulary and grammatical knowledge are expanded
- the accuracy of work is improved
- the need for good pronunciation and intonation is emphasised
- comprehension skills are improved
- linguistic skills acquired enable students to use language more effectively and spontaneously and to manipulate language accurately
- linguistic skills are allied to the ability to analyse and to structure arguments
- study of the language provides an insight into the culture and customs of the country with visits abroad being encouraged.

Whilst AS previously formed a component part of the full A level exam, this is no longer the case. AS exists as a stand-alone qualification which can be co-taught alongside the full A level exam. AS would therefore normally be taken at the end of year 12. The A level exam is taken in its entirety at the end of Year 13.

There are four content areas to cover:

A. French

AS + A level yr.1

- Aspects of French-speaking society, current trends: the changing nature of family; the cyber-society; the place of voluntary work.
- Aspects of French-speaking society, current issues: positive features of a diverse society; life for the marginalised; how criminals are treated.

A level yr. 2

- Artistic culture in the French-speaking world: a culture proud of its heritage; contemporary francophone music; cinema, the 7th art form.
- Aspects of political life in the French-speaking world: teenagers, the right to vote and political commitment; demonstrations, strikes – who holds the power; politics and immigration.

B. German

AS + A level yr. 1

- Aspects of German-speaking society, current trends: the changing state of the family; the digital world; youth culture, fashion and trends, music, television.
- Artistic culture in the German-speaking world: festivals and traditions; art and architecture; cultural life in Berlin past and present.

A level yr. 2

- Multiculturalism in German-speaking society: immigration, integration, racism.
- Aspects of political life in the German-speaking world: Germany and the European union; politics and youth; German reunification and its consequences.

As a minimum, candidates study one film and one set text from lists provided by the Board. (AS candidates would study one film as a minimum).

Grammar from GCSE is consolidated and built upon.

- A level assessment

Paper 1 Listening, Reading and Writing (40%) 2h30

This paper tests both listening and reading comprehension. There is translation from English to the target language based on a given passage and a translation from the target language to English.

Paper 2 Writing (30%) 2h

Essays in French or German (either on 2 books or 1 book + 1 film – 2 questions set on each work).

Paper 3 Speaking (30%) 21-23 mins including 5 mins prep time at start. a) 5-6 mins on a stimulus card – cards relate to specification themes. Questions relate to candidate's knowledge of the topic in TL country as well as own opinion.

b) 2 mins presentation of individual research project (must relate to TL speaking country) followed by 9-10 mins discussion.

The research project demonstrates the ability to research using range of sources as well as the Internet. Candidates may choose a subject linked to themes in the specification.

AS assessment:

Paper 1 has similar format to A level above but does not include translation into TL.

Paper 2 translation into TL + essay on one book or film.

Paper 3 speaking 12-14 mins + 15 mins prep time before exam. Discussion of 2 sub themes based on stimulus card.

NOTE: the above details are based on draft specifications and assessment materials. As at November 2015, we still accreditation of the specification from Ofqual.

Study of a language in years 12 and 13 therefore opens horizons beyond the specification offered at GCSE. The approach is designed to be more mature in terms of both language and content, with an emphasis upon more spontaneous use of language. Many pupils, who found the content of the GCSE specification somewhat constricting, relish the challenge of expanding their language and addressing more sophisticated topics. Class sizes tend to be relatively small and this provides the opportunity for students to be supported more comprehensively. Both the French and German departments are extremely well-equipped with satellite TV, DVD and CD libraries. There are currently foreign language assistants for both languages and regular lessons with the assistants allow a further insight into the language and culture of the country.

A language is an asset allied to any skill or discipline and has clear applications within the world of business at all levels including management and the entrepreneurial field. The same applies to, for example, the international legal system, work within the travel and tourism sector, work in the diplomatic service, local and national government, security, the retail industry or careers such as journalism. Language study could clearly lead to a career in translating as well as teaching, either secondary or primary. Where the latter is concerned, a male teacher with language skills would be particularly valued.

There are an increasing number of joint honours degrees at university level offering study of a language allied to another subject and with the possibility of studying or working abroad for one year as part of the course. This applies not only to language study with others Arts subjects, but also Business, Law and even subjects such as Engineering and Computer Studies. The study of French and German offered at King's prepares students for future acquisition of other Latin or Germanic based languages. Students who have recently studied A level language at King's have gone on to study Russian and the attraction of languages such as Mandarin also beckons.

Maintaining foreign languages at school will set King's pupils apart from many other students in this country and will make them an attractive potential employee in many higher-level and better paid positions. Male candidates able to offer advanced level language in the working environment will be much sought after, particularly in a world where international communication and travel is becoming more and more commonplace. There is currently a high demand for employees able to offer language skills and only a small supply of candidates able to satisfy this demand.

For candidates who already have a good GCSE result, the building blocks for advanced level study are already in place in terms of some of the basic principles of how languages work – for example, the concept of tense, gender and agreement. The two year course to A level builds upon this prior knowledge, but clearly also provides the opportunity for very significant linguistic progress to be made by the end of AS and, more particularly, A2.

A LEVEL MUSIC

This course is designed to inspire the next generation of students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills. Students will be encouraged to engage critically and creatively with a wide range of music and musical contexts. The course allows students to study music as a practical, intellectual and creative subject. It recognises that we live in an age of cultural diversity and the Areas of Study cover a wide range of music: classical, world, popular, film and jazz. Each area is seen within a broader cultural and historical context.

Key Features

- A flexible course that encourages diverse approaches to the teaching of music.
- A broad range of Areas of Study.
- An holistic approach to the teaching and assessment of music both at AS and A Level.
- Encourages the use of music technology as a compositional tool.
- A Level Music is excellent preparation for all higher education courses.
- The AS units alone can offer a broad and satisfying experience for those who want to conclude their musical studies at this point.

Studying Music at AS or A Level provides an excellent pathway to University with admissions tutors looking for well rounded students with cultural and creative awareness. Universities regard A Level Music as one of the strong academic qualifications relevant to any degree course because of the wide ranging high level skills required. In fact, music is the only subject to provide all seven skills identified by the Confederation of British Industry that define employability: self management, team work, business and customer awareness, problem solving, numeracy and ICT. The music and entertainment industry is big business in the UK providing over 6% GDP and AS/A Level Music could pave the way to any career within the industry. These might include artist management, accountancy, copyright law, events management, journalism, performer, publisher, sound engineer, teacher, tv/ radio presenter. Perhaps most importantly Music is a skill for life and provides opportunity for enjoyment, leisure, participation and social interaction. Our course also provides many opportunities to perform in a wide variety of musical styles with many ensembles. There are also opportunities to work and meet with industry professionals and attend workshops and concerts to deepen awareness and understanding.

Units of work

There are three units in AS and A Level music and it is 100% externally assessed. Both qualifications consist of one written paper and two non-examined assessments as follows:-

AS Level Music

Component 1: Performing 30% NEA (non-examined assessment)	Total performance time of 6 minutes Performance can be solo and/or ensemble
Component 2: Composing 30% NEA (non-examined assessment)	2 compositions 1 composition to a set brief and 1 free composition or from a set brief Total composition time is 4 1/2 minutes
Component 3: Appraising 40% Exam	6 areas of study with 2 set works in each: Vocal music Instrumental music Music for film Popular music and jazz Fusions New directions

A Level Music

Component 1: Performing 30% NEA (non-examined assessment)	Total performance time of 8 minutes Performance can be solo and/or ensemble
Component 2: Composing 30% NEA (non-examined assessment)	2 compositions choosing from 1 free composition or 1 composition from a choice of briefs 1 from a brief assessing technique Total composition time is 6 minutes
Component 3: Appraising 40% 2 hour Exam	6 areas of study with 3 set works in each: Vocal music Instrumental music Music for film Popular music and jazz Fusions New directions

The suggested set works are:

Vocal Music

- J. S. Bach, Cantata, Ein feste Burg, BWV 80: Movements 1, 2, 8
- Mozart, The Magic Flute: Excerpts from Act I no. 4 (Queen of the Night), 5 (Quintet)
- Williams, On Wenlock Edge: Nos. 1, 3 and 5 ('On Wenlock Edge', 'Is my team ploughing?' And 'Bredon Hill')

Instrumental Music

- Vivaldi, Concerto in D minor, Op. 3 No. 11
- Brahms, Clarinet Quintet, Op. 115: Movement 1
- Berlioz, Symphonie Fantastique: Movement 1

Music for Film

- Bernard Herrmann, Psycho: Prelude, The City, Marion, The Murder (Shower Scene), The Toys, The Cellar, Discovery, Finale
- Klaus Badelt and Hans Zimmer, Pirates of the Caribbean - The Curse of the Black Pearl: Fog bound, The medallion calls/black pearl, Swords crossed, To the pirates' cave
- Danny Elfman, Batman Returns: Main theme (Birth of a Penguin Part II), Birth of a Penguin Part I, Rise and fall from grace, Batman vs the Circus

Popular music and Jazz

- Beatles - Revolver: Eleanor Rigby, I'm only sleeping, Here, there and everywhere, I want to tell you, Tomorrow never knows
- Courtney Pine - Back in the Day: Inner state (of mind), Lady Day (John Coltrane), and Love and affection
- David Bowie - Low: Sound and vision, Be my wife, Warszawa, Weeping wall

Fusions

- Debussy, 'Estampes' : Nos. 1 and 2 ('Pagodes' and 'La soiree dans Grenade')
- Cubanismo: 'Descargo de Hoy' and Astrud Gilberto and Stan Getz: The Girl from Ipanema
- R. Rahman, 'Jai ho' ('You are my destiny') and Punjabi MC, 'Mundian to Bach Ke'

New Directions

- Cage - Three Dances for two prepared pianos: No. 1
- Britten, War Requiem: Nos. 15-17 (Sanctus, 'After the blast', Agnus Dei)
- Schoenberg, Two Piano Pieces: Op. 33a and 33b

A LEVEL PHILOSOPHY

The philosophy specification asks these questions:

- What can we know?
- Can the existence of God be proved?
- How do we make moral decisions?
- Are my mind and body separate?

These questions are fundamental and the material covered in the specification not only provides students with a good understanding of how these debates have, so far, been framed, but also acts as a springboard for consideration and discussion of students' own ideas.

The range of question types at both AS and A Level ensures that students are assessed across a core of important philosophical skills. Short-tariff items assess the students' accuracy and precision; longer-tariff items assess their ability to articulate a particular argument in a clear and concise way; and open-ended writing tasks assess their ability to construct and evaluate arguments. The course has been designed to enable students to gain a thorough grounding in key philosophical concepts, themes, texts and techniques. Students will develop a range of transferable skills which can be applied far beyond the study of Philosophy.

Prior Learning

Candidates for AS Philosophy should have three A grades at GCSE including English.

AS Course Content:

Section A: Epistemology
Section B: Philosophy of Religion

A Level Course Content:

Section A: Ethics
Section B: Philosophy of Mind

Examinations

AS Examination:

3 hour written examination
Total marks: 80
All questions are compulsory

A2 Examination:

3 hour written examination
Total marks: 100
All questions are compulsory

A LEVEL PHYSICAL EDUCATION

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Subject content

1. Applied anatomy and physiology
2. Skill acquisition
3. Sport and society
4. Exercise physiology
5. Biomechanical movement
6. Sport psychology
7. Sport and society and the role of technology in physical activity and sport

Assessment

Paper 1: Factors affecting participation in physical activity and sport

What's assessed?

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

How it's assessed

Written exam: 2 hours
105 marks
35% of A-level

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

What's assessed?

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

How it's assessed

Written exam: 2 hours
105 marks
35% of A-level

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

What's assessed?

Students assessed as a performer or coach in the full sided version of one activity.

Plus:

written/verbal analysis of performance.

How it's assessed

Internal assessment, external moderation

90 marks

30% of A-level

A LEVEL PHYSICS

Course: OCR Physics A (H556)

The course is intended to satisfy the needs of all students including those who may wish to study the subject to AS Level only, and those who wish to study Physics to A Level as a preparation for higher study.

The aims of the course are to encourage students to:

- Develop essential knowledge and understanding in Physics and, where appropriate, the applications of Physics, and the skills needed for the use of this in new and changing situations.
- Appreciate how Physics has developed and is used in present day society.
- Show the importance of Physics as a human endeavour which interacts with social, philosophical, economic and industrial matters.
- Sustain and develop their enjoyment of, and interest in, Physics.
- Recognise the quantitative nature of Physics and understand how mathematical expressions relate to physical principles.
- Bring together knowledge of ways in which different areas of Physics relate to each other.
- Study how scientific models develop.

Course Content

AS Physics

Content Overview	Assessment Overview	
There are six teaching modules: <ul style="list-style-type: none">• Module 1 – Development of practical skills in Physics.• Module 2 – Foundations of Physics.• Module 3 – Forces and motion.• Module 4 – Electrons, waves and photons.	Breadth in Physics 70 marks 1 hour 30 minutes Written paper (all modules)	50% of total AS
	Depth in Physics 70 marks 1 hour 30 minutes Written paper (all modules)	50% of total AS I

A Level Physics

Content Overview	Assessment Overview	
<p>There are six teaching modules:</p> <ul style="list-style-type: none"> • Module 1 – Development of practical skills in Physics. • Module 2 – Foundations of Physics. • Module 3 – Forces and motion. • Module 4 – Electrons, waves and photons. • Module 5 – Newtonian World and astrophysics. • Module 6 – Particles and medical Physics. 	<p>Modelling Physics 100 marks 2 hours 15 minutes Written paper (modules 1, 2, 3 and 5)</p>	<p>37% of total A Level</p>
	<p>Exploring Physics 100 marks 2 hours 15 minutes Written paper (modules 1, 2, 4 and 6)</p>	<p>37% of total A Level</p>
	<p>Unified Physics 70 marks 1 hour 30 minutes Written paper (all modules)</p>	<p>26% of total A Level</p>
	<p>Practical Endorsement in Physics Non practical assessment</p>	<p>Reported separately</p>

Topic Detail:

AS and A Level	A Level (only)
Module 1 – Development of practical skills in Physics Practical skills assessed in a written examination Practical skills assessed in the practical endorsement	
Module 2 – Foundations of Physics Physical quantities and units Making measurements and analysing data Nature of quantities	
Module 3 – Forces and motion Motion Forces in action Work, energy and power Materials Newton's laws of motion and momentum	Module 5 – Newtonian world and Astrophysics Thermal Physics Circular motion Oscillations Gravitational fields Astrophysics and cosmology
Module 4 – Electrons, waves and photons Charge and current Energy, power and resistance Electrical circuits Waves Quantum Physics	Module 6 – Particles and medical Physics Capacitors Electric fields Electromagnetism Nuclear and particle Physics Medical imaging

Each A Level Physics group is taught by two teachers working closely together to deliver each unit. Lessons incorporate class discussion and debate, interactive presentations, written tasks where students have to apply their knowledge, practical activities and ICT tasks. The department provides students with text books and access to online teaching resources to complement lessons.

A LEVEL PSYCHOLOGY

A level Psychology offers an engaging and effective introduction to psychology. Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research.

This AQA A Psychology specification has been designed to provide a broad introduction to the scope and nature of Psychology as a science, bringing the content up to date while at the same time retaining the popular features of the previous Psychology Specification A.

A/S

Unit 1 – PSYA1

Cognitive Psychology (Memory), Social Influence and Attachment

1 hour 30 minutes

Structured compulsory questions based on Cognitive Psychology, Social Influence and Attachment. Questions include multiple choice, short answer, stimulus material and 12-mark extended writing questions in which QWC will be assessed.

Unit 2 – PSYA2

Approaches in Psychology, Psychopathology and Research Methods

1 hour 30 minutes

Structured compulsory questions based on Approaches in Psychology, Psychopathology and Research Methods. Questions include multiple choice, short answer, stimulus material and 12-mark extended writing questions in which QWC will be assessed.

A2

Cognitive Psychology (Memory), Social Influence and Attachment

2 hours

Structured compulsory questions based on Cognitive Psychology, Social Influence and Attachment. Questions include multiple choice, short answer, stimulus material and 16-mark extended writing questions in which QWC will be assessed.

Unit 2 – PSYA2

Approaches in Psychology, Psychopathology and Research Methods

2 hours

Structured compulsory questions based on Approaches in Psychology, Psychopathology and Research Methods. Questions include multiple choice, short answer, stimulus material and 16-mark extended writing questions in which QWC will be assessed.

Unit 3 – PSYA3

Topics in Psychology

2 hours

Structured compulsory questions based on 3 from 9 topics. Questions include multiple choice, short answer, stimulus material and 16-mark extended writing questions in which QWC will be assessed.

Three areas of study are chosen from nine topics:

Relationships

Gender

Cognition and development

Schizophrenia

Eating behaviour

Stress

Aggression

Forensic Psychology

Addiction

A LEVEL THEATRE STUDIES

Taught at KGGS by Miss Hall (Head of Drama, KGGS), two double periods and one single per week. The syllabus is AQA.

This course builds on skills learned at GCSE and requires a B or above at GCSE for entry.

There are two practical presentations, one in each year, both requiring written work about the rehearsal period and two written papers, one in each year.

AS examinations	Content	Taken/Performed
Unit 1 – DRAM1 60% of AS and 30% of A Level Live Theatre Production. Seen and Prescribed Play.	Written paper: 1hour 30 minutes. One question from Section A – response to live theatre seen during course (this involves at least three theatre visits, outside school hours, plus notes) One from Section B – Study of one set play (currently Sophocles’ Antigone)	May of AS year.
Unit 2 – DRAM2 40% of AS and 20% of A Level Presentation of an Extract from a play	Practical performance by a group of an extract from a published play. The assessment includes candidates’ preparatory and development work plus supporting notes – must be linked to a named practitioner e.g. Stanislavski, Berkoff, Brecht.	Performed in front of moderator in February/March of AS year.
A2 examinations	Content	Taken/Performed
Unit 3 – DRAM3 30% of A level Further Prescribed Plays including Pre-Twentieth Century	Study of two further set plays – currently Lorca’s ‘Blood Wedding’ and Goldoni’s ‘A Servant to Two Masters’	June of A2 year
Unit 4 – DRAM4 20% of A level Presentation of Devised Drama	Practical performance by a group of devised drama. Assessment includes candidates’ preparatory and development work plus supporting notes.	February/March of A2 year