



THE KING'S SCHOOL
GRANTHAM

**A GUIDE TO SIXTH
FORM COURSES**

2019 - 2021

CONTENTS

CONTENTS	2
I. INTRODUCTION	3
II. OPTIONS	5
III. DATES FOR YOUR DIARY	6
IV. SUBJECT INFORMATION	7
A LEVEL ART	7
A LEVEL BIOLOGY	8
A LEVEL BUSINESS	9
A LEVEL ECONOMICS	11
CERTIFICATE IN FINANCIAL STUDIES	13
A LEVEL CHEMISTRY	14
A LEVEL COMPUTING	17
LEVEL 3 CAMBRIDGE TECHNICAL ICT	18
A LEVEL DESIGN & TECHNOLOGY - PRODUCT DESIGN	19
A LEVEL ENGLISH LITERATURE	21
A LEVEL ENGLISH LANGUAGE AND LITERATURE	24
A LEVEL GEOGRAPHY	26
A LEVEL HISTORY	29
A LEVEL MATHEMATICS	31
A LEVEL FURTHER MATHEMATICS	32
A LEVEL FRENCH & GERMAN	34
LEVEL 3 IN MATHEMATICAL STUDIES (EQUIVALENT TO AN AS)	37
A LEVEL MUSIC	38
A LEVEL PHILOSOPHY	41
A LEVEL PHYSICAL EDUCATION	42
A LEVEL PHYSICS	43
A LEVEL POLITICS	45
A LEVEL PSYCHOLOGY	47

I. INTRODUCTION

This booklet provides an 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 15 November.

A Level reform

Following the government's decision to replace the AS/A2 system which had been in existence since 2000, the A Level system in England has undergone changes.

How is the new A Level system different?

The new A Levels are fully linear, with all examinations taken at the end of two years of study in May-June of Year 13.

There is no longer the opportunity to re-sit individual units.

There is a significant reduction in examination via coursework.

What has not changed?

There is no change to the standard of the A Level and grades remain the same: A* to E.

What is a facilitating subject?

Some A Level subjects may be more frequently required for entry to specific 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, in fact far from it.

"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:

Failing to fully consider the guidance provided in this section.

Believing that they are an exception to the general 'rule'.

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 it is most important that you factor in the following:

Students at King's, as anywhere else, have different ability levels and potential so unsurprisingly some are better suited to certain subject combinations than others. Find the combination that you are most certain to succeed with!

Balance ambition with realism and pragmatism! Students who flourish on a study programme of exclusively facilitating subjects are almost without exception those students who achieve 4 Grade 9 and 6 Grade 8 Grades or better at GCSE. Successful students on an exclusively Maths and Science programme tend to have performed even 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.

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 at a high performing university whilst providing flexibility in the event of your transition to A Level proving difficult. NB Many students access competitive university courses offering no facilitating subject.

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.

II. OPTIONS

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

Base your decisions primarily on your aptitude and the enjoyment you experience from studying a particular subject.

If possible, consider future career plans. In general terms there are many more careers that do not require a specific A Level or degree 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 Grade 8 or above.

Avoid basing 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).

Avoid basing your decisions on those being made by friends and peers (who may have different abilities and career plans anyway).

Avoid opting 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.

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.

You may not study more than ONE subject that is 'new' to you other than in exceptional circumstances.

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.

All students will select four A Level subjects to start with but approximately $\frac{3}{4}$ of students will have dropped to three academic subjects by the end of Year 12. 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 Whales, Mr Dixon, Mr Hinchcliffe, or Mrs Wood, our independent careers advisor, at any time. Most students will receive their university offers based on three A Level grades and/or UCAS points.

No King's student has an automatic right to transfer into the Sixth Form. Students who wish to return to Sixth Form must reach the entry criteria of at least 6 GCSE passes in different subjects at Grades 6-9 and at least a Grade 5 in GCSE Mathematics and English. Pupils should also have a Grade 6 or above in the subjects to be studied at A Level. The school has emphasised that the Post 16 educational landscape is changing. Our students need to be competitive, interested and industrious if they hope to gain places in increasingly Post 16 providers 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 Post 16 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.

The Mock Examination results will be published to parents during the week beginning Monday 14 January 2019. Each student will receive guidance regarding the number of facilitating and non-facilitating subjects they should select based on their performance in the Mock Examinations. The school expects students and parents to base their decisions on the following guidelines, except in exceptional circumstances, in which case they must be agreed with the Head of Sixth Form:

If his targets and performance place him in the top quintile within the year he has a free range of option choices

If his targets and performance place him in the 2nd or 3rd quintile within the year he **may** choose **up to three** facilitating subjects and **must have at least one** non-facilitating subject

If his targets and performance place him in the 4th quintile within the year he may choose **up to two** facilitating subjects and **must have at least two** non-facilitating subjects

If his targets and performance place him in the 5th quintile within the year he may choose **one** facilitating subjects and **must have at least three** non-facilitating subjects

If a student, on agreement with the Head of Sixth Form, opts to start his A Level programme on 3 subjects only, thereby reducing the scope for subjects to be changed subsequently, a more cautious approach will probably be required.

III. DATES FOR YOUR DIARY

Sixth Form Options Meeting – Week Beginning 11 February 2019

During the week beginning Monday 11 February 2019 every Year 11 student will attend an individual meeting 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.

Year 11 Parents' Evening - Wednesday 6 March 2019

The Parents' Evening 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.

Year 11 into Year 12 Induction Week - Week Beginning Monday 1 July 2019

Provides a detailed insight into A Level teaching and learning. Many subjects will both introduce and start the A Level course. Similarly tests and homework and holiday work may be set to facilitate a smooth transition.

GCSE Results Thursday 22 August

It is important that you understand the school's expectation that all students attend each of these events. 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.

IV. SUBJECT INFORMATION

A LEVEL ART

Exam Board: Edexcel

The specification and assessment structure can be found at the link below:

<https://qualifications.pearson.com/content/demo/en/qualifications/edexcel-a-levels/art-and-design-2015.html>

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 4 units at A Level. 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

Exam Board: AQA

The specification and assessment structure can be found at the link below:

<https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402>

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 AQA. A lot more information can be found on their website but the main points about the course are summarised below:

There are three exams students will sit at the end of the two years.

All exams are 2 hours in length.

Paper 1 assesses year 1 content.

Paper 2 assesses year 2 content.

Paper 3 assesses all content from both years and includes a 25 mark essay.

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.

All papers will require students to demonstrate their knowledge and understanding of practical skills.

There is a practical endorsement element to the course which students need to pass.

At least 10% of the A Level Biology marks will be the assessment of mathematical skills.

Course Content

Year 1

Biological molecules.

Cells.

Organisms exchange substances in their environment.

Genetic information, variation and relationships between organisms.

Year 2

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 advised to consider Biology A Level.

A LEVEL BUSINESS

Exam Board: AQA

The specification and assessment structure can be found at the link below:

<https://www.aqa.org.uk/subjects/business-subjects/as-and-a-level/business-7131-7132>

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:

What is business?

Managers, leadership and decision making.

Decision making to improve marketing performance.

Decision making to improve operational performance.

Decision making to improve financial performance.

Decision making to improve human resource performance.

Analysing the strategic position of a business.

Choosing strategic direction.

Strategic methods: how to pursue strategies.

Managing strategic change.

Assessment

Paper 1: Business 1	Paper 2: Business 2	Paper 3: Business 3
What's assessed All content above	What's assessed All content above	What's assessed All content above
Assessment Written exam: 2 hours 100 marks in total 33.3% of A Level	Assessment Written exam: 2 hours 100 marks in total 33.3% of A Level	Assessment Written exam: 2 hours 100 marks in total 33.3% of A Level
Questions Three compulsory sections. Section A has 15 multiple choice questions worth 15 marks. Section B has short answer questions worth 35 marks. Sections C and D have two essay questions worth 25 marks each	Questions Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions.	Questions One compulsory case study followed by approximately six questions.

A LEVEL ECONOMICS

Exam Board: AQA

The specification and assessment structure can be found at the link below:

<https://www.aqa.org.uk/subjects/economics/as-and-a-level>

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 the 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.

The A Level qualification 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.

Subject content

Individuals, firms, markets and market failure

- Economic methodology and the economic problem.
- Individual economic decision making.
- Price determination in a competitive market.
- Production, costs and revenue .
- Perfect competition, imperfectly competitive markets and monopoly.
- The labour market.
- The distribution of income and wealth: poverty and inequality.
- The market mechanism, market failure and government intervention in markets.

The national and international economy

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

Assessment

Paper 1: Markets and Market Failure	Paper 2: National and International Economy	Paper 3: Economic Principles and Issues
What's assessed? Content 1-8 above	What's assessed? Content 9-14 above	What's assessed? Content 1-14 above
Assessment Written exam: 2hours 80 marks 33.3% of A Level	Assessment Written exam: 2hours 80 marks 33.3% of A Level	Assessment Written exam: 2hours 80 marks 33.3% of A Level
Questions Section A: data response questions requiring written answers, choice of one from two context worth 40 marks. Section B: essay questions requiring written answers, choice of one from three worth 40 marks.	Questions Section A: data response questions requiring written answers, choice of one from two context worth 40 marks. Section B: essay questions requiring written answers, choice of one from three worth 40 marks.	Questions Section A: multiple choice questions worth 30 marks. Section B: case study questions requiring written answers, worth 50 marks

CERTIFICATE IN FINANCIAL STUDIES

The specification and assessment structure can be found at the link below:

<https://www.libf.ac.uk/docs/default-source/financial-capability/qualification-specifications/cefs-qualification-specification.pdf?sfvrsn=18>

The Certificate in Financial Studies course, provided by the London Institute of Banking and Finance, provides pupils with the opportunity to gain a thorough understanding of personal finance. The course aims to provide pupils with the necessary financial skills to successfully manage their own finances in what is an ever changing fiscal landscape.

The course encourages students to become responsible borrowers and sensible savers, and to appreciate the need for financial planning throughout their life. It prepares them for further study by developing the core skills of critical analysis and evaluation, verbal communication (through classroom discussion) and written communication.

CeFS is included in the 16-19 Applied General Performance Tables, has been accredited by Ofqual at Level 3 and is part of the Regulated Qualifications Framework. This carries the same UCAS points tariff as an AS Level, however it is important to note that this course is not considered an 'AS Level'.

Course Content

The course is split into two units:

Unit 1: Financial Capability for the Immediate and Short Term

Unit 2: Financial Capability for the Intermediate and Long Term

In both unit's pupils will study a variety of topics including: the selection of financial products, methods of making payments, savings, borrowing and budgeting.

Assessment

The course is graded from A*- E and pupils must achieve a pass in both units to successfully complete the course. This qualification is modular, this means that pupils will be assessed for each unit separately. Unit 1 will be assessed in January and Unit 2 in April.

Each of the examinations will consist of two papers:

Part A: 35 Multiple Choice Questions – 45 minutes. This is completed electronically

Part B: Written paper (65 marks) – 1 hour 30 minutes. This paper will also include a pre-release case study section.

There is also the opportunity for pupils to re-sit each of these examinations should they need/want to improve their scores. There are no additional costs for these resits. Only the highest mark will carry forward so there is no risk attached to resitting any of the examinations.

Successful completion of the Certificate in Financial Studies will allow pupils to access the Diploma in Financial Studies in Year 13, which holds the equivalent UCAS tariff of a full 'A Level'.

A LEVEL CHEMISTRY

Exam Board: OCR

The specification and assessment structure can be found at the link below:

<https://www.ocr.org.uk/qualifications/as-a-level-gce/chemistry-a-h032-h432-from-2015/specification-at-a-glance/>

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. Successful students in A Level Chemistry would have received a GCSE Grade 7 in Chemistry and a GCSE Grade 6 in Mathematics.

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

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

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.

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 Level for University courses

This list of 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 AgricultureMicro Biology Botany Soil Science Horticulture Zoology Marine Biology	Biology Chemistry Maths Physics
Chemical Sciences Biochemistry Chem Eng Colour Chemistry Physics Chemistry	Chemistry Maths Physics Biology
Engineering Aeronautical Electronics Agricultural Instrumental Bio Engineering Maths Eng Civil Engineering Mech Eng Electrical Engineering Mining	Maths Physics or Chemistry Technology Engineering Science & Design
Environmental Studies Archaeology Architecture Oceanography Ecology Safety & Health Forestry Geography	Chemistry Maths Physics Biology
Geological Sciences Geochemistry Mineralogy Geophysics Mining	Chemistry maths physics geology
Material Sciences Eng Material & Polymer ScienceTechnology Metallurgy Materials Eng	Mathematics Physics Chemistry
Medical Sciences Bacteriology Nursing Environmental Nutrition Health Pharmacy Genetics Physiology	Chemistry Biology Physics Maths
Medicine And Dentistry	Chemistry Physics Biology Maths
Physical Sciences Acoustics Electronics Astronomy Energy Technology Biophysics	Physics Mathematics Chemistry

A LEVEL COMPUTING

Exam Board: AQA

The specification and assessment structure can be found at the link below:

<https://www.aqa.org.uk/subjects/computer-science-and-it/as-and-a-level/computer-science-7516-7517>

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.

Specification Units

Unit	Name	Format	Duration
1	Programming	Online Assessment	2½ hours
2	Theory paper	Exam	2½ hours
3	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.

LEVEL 3 CAMBRIDGE TECHNICAL ICT

Exam Board: OCR

The specification and assessment structure can be found at the link below:

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

What is it?

Cambridge Technical Introductory Diploma in ICT

This is a multi-disciplined course that will teach you many theory-based and practical IT 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 IT, or think that IT 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 5 units (3 exams and two projects) spread out 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 (which does allow for re-sits). There will be ample opportunity to get regular teacher feedback to help you attain the highest mark possible. There is also a component of exposure to industry professionals within the course.

Who is it for?

The course is aimed at students who want to study ICT, 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.

What's in it?

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

Unit	Format	Cambridge Technical Diploma in IT
1	2 hour exam	Fundamentals of IT
2	1hr 30 min pre-release exam	Global Information
3	1hr pre-release exam	Cyber Security
4	30 hour project	Application Design
5	30 hour project	Web Design

What will the A Level ICT Diploma lead to?

This course covers a wide range of topics so can lead to any IT based higher education.

A LEVEL DESIGN & TECHNOLOGY - PRODUCT DESIGN

Exam Board: Edexcel

The specification and assessment structure can be found at the link below:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/design-technology-product-design-2017.html>

Component 1: Principles of Design and Technology

Develop knowledge and understanding of:

A wide range of materials; including modern and smart materials, and processes used in product design and manufacture.

Contemporary industrial and commercial practices applied to designing and manufacturing products, and to appreciate the risks involved. Students should have a good working knowledge of health and safety procedures and relevant legislation.

ICT and systems and control, including modern manufacturing processes and systems, and students will be expected to understand how these might be applied in the design and manufacture of products.

Designers from the past provide inspiration for present and future designing. Students should be aware of the important contribution that key historic movements and figures have on modern design thinking.

Wider issues in design and technology, that design and technological activities can have a profound impact on the environment and on society and that these, together with sustainability, are key features of design and manufacturing practice.

Mathematical and scientific principles are an important part of designing and developing products and students will be expected to apply these principles when considering the designs of others.

Component 1: Principles of Design and Technology

Written examination: 2 hours 30 minutes

50% of the qualification

Content overview

Topic 1: Materials.

Topic 2: Performance characteristics of materials.

Topic 3: Processes and techniques.

Topic 4: Digital technologies.

Topic 5: Factors influencing the development of products.

Topic 6: Effects of technological developments.

Topic 7: Potential hazards and risk assessment.

Topic 8: Features of manufacturing industries.

Topic 9: Designing for maintenance and the cleaner environment.

Topic 10: Current legislation.

Topic 11: Information handling, Modelling and forward planning.

Topic 12: Further processes and techniques.

Assessment overview

Students must have calculators and rulers in the examination.

The assessment is 2 hours and 30 minutes.

The paper includes calculations, short-open and open-response questions, as well as extended-writing questions focused on:

Analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others

Analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts.

The paper will include questions that target mathematics at higher-tier level in a GCSE Qualification in Mathematics.

Component 2: Independent Design and Make Project

The purpose of this component is to undertake a substantial design, make and evaluate project which will test students' skills in designing and making a prototype. The term 'prototype' means an appropriate working solution to a need or want that is sufficiently developed to be tested and evaluated (for example, full-sized products, scaled working models or functioning systems).

Students are required to individually and/or in consultation with a client identify a problem and design context from which they develop a range of potential solutions and then realise one through practical making activities. The project must allow candidates to apply knowledge and understanding in a product development process to design, make and evaluate prototypes.

In this project, students will be encouraged to use creativity and imagination to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.

Students are expected to take ownership of all aspects of their work in this project, in order to allow them total control of their responses and to target assessment criteria effectively, and to maximise their achievements. In order to reach high attainment levels, students must adopt a commercial design approach to their work, reflecting how a professional designer might deal with a design problem and its resolution.

Mathematical and scientific principles are an important part of designing and developing products and students will be expected to be able to apply these principles when considering their designs and the designs of others.

Assessment information

Non-examined assessment

50% of the qualification

Students will produce a substantial design, make and evaluate project.

The project will consist of a portfolio and a prototype.

Students individually and/or in consultation with a client identify a problem and design context.

The final prototype must be produced under immediate guidance or supervision.

A LEVEL ENGLISH LITERATURE

Exam Board: EDUQAS

The specification and assessment structure can be found at the link below:

<https://www.eduqas.co.uk/qualifications/english-literature/as-a-level/>

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 - Poetry

Section A: Poetry pre-1900 (open-book, clean copy)

Chaucer's *The Merchant's Tale*

In the face of vociferous protestations from his friends, age-withered January selects a radiant young wife. His beloved—innocence embodied, to the untrained eye—wastes little time acquainting herself with his servants. Taking advantage of her husband's blindness, she explores her carnal appetite with little regard for dignity. Chaucer's genius is to elevate her transgression to the level of gender politics; as deities intervene to decide the plight of future man and woman, the full import of January and May's relationship is revealed.

Section B: Poetry post-1900 (open-book, clean copy) 30%

One question from a choice of two based on the poetry of **Ted Hughes** and **Sylvia Plath**. 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.

"Whether Plath wrote about nature, or about the social restrictions on individuals, she stripped away the polite veneer. She let her writing express elemental forces and primeval fears. In doing so, she laid bare the contradictions that tore apart appearance and hinted at some of the tensions hovering just beneath the surface of the American way of life in the post war period." Oates put it more simply when she wrote that Plath's best-known poems, "many of them written during the final, turbulent weeks of her life, read as if they've been chiselled, with a fine surgical instrument, out of arctic ice."

Component 2 - Drama

Section A: Shakespeare (closed-book)

One two-part question based on the reading of *King Lear* - possibly the greatest play ever written about the human condition.

... since the Sixties the play has been regarded as Shakespeare's greatest tragedy. It speaks with special power to a world of global conflict and a sense of impending apocalypse. The on-stage blinding of Gloucester ("Out, vile jelly!") is **the most terrifying moment in all Shakespeare**. For a long time, *King Lear* seemed either too vast or too horrific for the stage. Charles Lamb, writing in the early 19th century, was typical in proposing that Shakespeare's anatomy of the human condition was so profound and tempestuous that the play could not be staged...

Section B: Drama (closed-book)

One pre-1900 and one post-

***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?

Lucy Prebble's *Enron*

One of the most infamous scandals in financial history becomes a theatrical epic. Mixing classical tragedy with savage comedy, it reviews the tumultuous 1990s and casts new light on the financial situation we find ourselves in today.

Component 3 – Unseen Prose & Poetry

Unseen Texts Section A: Unseen prose 20% One question from a choice of two, analysing an unseen passage of prose, taken from one of two prescribed periods (1880-1910 and 1918-1939.) Bring what you are interested in to class and take ownership of your studies.

Section B: Unseen poetry

One question from a choice of two, analysing an unseen poem or poetry extract.

Component 4 - Prose Study

One 2500-3500 word assignment based on the reading of two prose texts from different periods, one pre-2000 and one post-2000. There is lots of CHOICE!!!

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 6 or better. You are likely to enjoy the course if you:

Enjoy reading a range of literature.

Want to keep our 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

Exam Board: OCR

The specification and assessment structure can be found at the link below:

<https://www.ocr.org.uk/qualifications/as-a-level-gce/english-language-and-literature-emc-h074-h474-from-2015/>

Split into three examination units and one independent study (coursework) unit.

The course details appear below:

Content Overview	Assessment Overview	Total of A Level
<p>Component 1 focuses on an OCR anthology of 20 non-fiction spoken and written texts across different time periods and contexts.</p> <p>Comparative and contextual study based on the anthology and unseen texts.</p>	<p>Exploring non-fiction and spoken texts.</p> <p>32 marks</p> <p>Written paper: 1 hour</p>	16% of total A Level
<p>Component 2 focuses on one poetry collection from a choice of six and one drama text from a choice of six.</p> <p>Exploration of the text through stylistic and dramatic analysis.</p>	<p>The language of poetry and plays</p> <p>63 marks</p> <p>Written paper: 2 hours</p>	32% of total A Level
<p>Component 3 focuses on exploring the nature of narrative in one prose fiction text from a choice of six.</p> <p>Writing as a reader develops the understanding of narrative technique through a creative writing task (500 words) and a commentary (250 words)</p>	<p>Reading as a writer, writing as a reader</p> <p>64 marks</p> <p>Written paper: 2 hours</p>	32% of total A Level
<p>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.</p> <p>Learners also produce a piece of original non-fiction writing.</p>	<p>Independent study: analyzing and producing texts</p> <p>Non examined assessment</p> <p>40 marks</p>	20% of total A Level

Course Texts per unit

Component 1: Students study an anthology of non-fiction texts from different genres and time periods. Ranging from obituaries, sports commentaries, speeches to a diary in the form of a graphic novel.

In the exam they must compare an unseen non-fiction text with one of the texts studied in class.

Component 2: Songs of Innocence and Experience by William Blake

An early rebel and outspoken radical, Blake hides fierce criticism of society behind seemingly simple childlike poems. Students study a selection of these poems in class and then compare one given poem on the exam paper with two or three of their choice.

Othello by William Shakespeare

Full of exciting themes such as revenge, jealousy, duplicity, race and gender, Othello contains possibly the greatest villain in any work of literature in the character of Iago. The play is studied in terms of its dramatic and stylistic features. In the exam, students receive an extract from the play and must analyse the dramatic, stylistic and contextual features of the extract.

Component 3: Things Fall Apart by Chinua Achebe

The novel deals with Nigerian tribal society pre-colonialism and the clash that occurs when the English missionaries try to change this traditional world.

The text is studied in class and the exam question asks the candidates to focus on a generic area of a novel such as characterisation or narration. Open book exam.

Then students are given a brief outline for a creative piece of writing and must produce 500 words in the exam room. They must then write a commentary on their creative piece justifying their language choices and chosen structure.

Independent Study

A chance for you to choose which texts you wish to write about! Your own choice of text from any genre must be compared to one of a list of 12 set texts in the non-fiction genre. You choose the focus and the title. 1500-2000 words

An opportunity for you to write about an area or issue which interests you! Create a non-fiction text in a recognised genre of 1000-1200 words.

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

Exam Board: Edexcel

The specification and assessment structure can be found at the link below:

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Geography/2016/specification-and-sample-assessments/Pearson-Edexcel-GCE-A-level-Geography-specification-issue-2-FINAL.pdf>

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 Grade 6 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.

Paper 1 – 30%

Content

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

An externally assessed written examination comprising four sections and lasting 2 hours. 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 – 30%

Content

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

An externally-assessed written examination comprising four sections and lasting 2 hours. 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 – 20%

Content

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

An externally assessed written examination comprising three sections and lasting 1 hour 45 minutes. 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 – 20%

Content

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

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

A LEVEL HISTORY

Exam Board: AQA

The specification and assessment structure can be found at the link below:

<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042>

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 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 6 in History at GCSE or a grade 6 in their English 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.

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

This paper will be a written examination worth 40% of the History A Level and will last 2 hours 30 minutes. There will be 3 questions and a total of 80 marks for the paper. The content of the paper will be:

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.

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

This paper will be a written examination worth 40% of the History A Level and will last 2 hours 30 minutes. There will be 3 questions and a total of 80 marks for the paper. The content of the paper will be:

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.

Paper 3 - 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. We currently study the period 1558 to 1642 examining the long and short term causes of the English Civil War. Pupils must include different historians' viewpoints and three primary sources to support the arguments made. The Historical Investigation will be between 3000 and 3500 words and will be worth 20% of the History A Level. It will be marked by teachers and moderated by the examination board.

A LEVEL MATHEMATICS

Exam Board: Edexcel

The specification and assessment structure can be found at the link below:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html>

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 an increased opportunity to share in discussion and present solutions. You will be taught by two teachers, with one concentrating on the pure/mechanics and the other on the pure/statistics. The homework will be set frequently requiring a quick turn round to support 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 6 and preferably 7 (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 and interest 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

We will be following the A Level Mathematics course with the Edexcel board which leads to the following possible examinations.

Year 12 AS Level Mathematics

Paper 1 - 2 hour Pure Paper

Paper 2 - 1 hour Statistics and Mechanics paper

These examinations will only be taken in exceptional circumstances.

Year 13 A Level Mathematics

Paper 1 - 2 hour Pure Paper

Paper 2 - 2 hour Pure Paper

Paper 3 - 2 hour Statistics and Mechanics paper

There is a no opportunity to re-sit exams, as the AS and A level are completely independent qualifications

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 follow.

A LEVEL FURTHER MATHEMATICS

Exam Board: Edexcel

The specification and assessment structure can be found at the link below:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html#tab-AlevelFurtherMathematics>

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 an 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. Those interested in AS level Further Mathematics will be taught for 14 hours a fortnight and should be considered by students in set 1, 2 and 3 in year 11. Those interested in an A Level in Further Mathematics will be taught for 15 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 8 or 9 at GCSE with an interest in Mathematics or Science should seriously consider A Level or AS level Further Mathematics as one of their 3, 3 1/2 or 4 A Levels. If a student wishes to study the A Level in Further Mathematics and they are not in set 1 or 2 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 ablest 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. In addition, 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

We will be following the A Level in Further Mathematics course with the Edexcel board which leads to the following examinations.

Year 13 AS Further Mathematics Exams

Paper 1 - 1 ½ hour Pure Paper.

Paper 2 - 1 ½ Applied Paper option in Mechanics.

Year 13 A level Further Mathematics

Paper 1 - 1 ½ hour Pure Paper.

Paper 2 - 1 ½ hour Pure Paper.

Paper 3 - 1 ½ hour option Paper (Mechanics).

Paper 4 - 1 ½ hour option Paper (Mechanics).

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 FRENCH & GERMAN

Exam Board: AQA

The specification and assessment structure can be found at the link below:

<https://filestore.aqa.org.uk/resources/french/specifications/AQA-7652-SP-2016.PDF>

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7662>

As with all subjects in years 12 and 13, students should expect to consolidate upon work covered at GCSE. 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.

The A Level exam is taken in its entirety at the end of Year 13.

There are four content areas to cover:

French

Year 1

Aspects of French-speaking society, current trends: the changing nature of family; the cyber-society; the place of voluntary work.

Artistic culture in the French-speaking world: a culture proud of its heritage; contemporary francophone music; cinema, the 7th art form. Two films are studied: *La Haine* and *L'Auberge Espagnole*.

Year 2

Aspects of French-speaking society, current issues: positive features of a diverse society; life for the marginalised; how criminals are treated.

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.

L'Étranger by Albert Camus is studied.

German

Year 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.

Year 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.

Grammar from GCSE is consolidated and built upon.

A Level Assessment in French & German

Paper 1 Listening, Reading and Writing (40%)

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%)

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 minutes including 5 minutes' preparation time at the start. The format will be as follows:

5-6 minutes on a stimulus card – cards relate to specification themes. Questions relate to candidate's knowledge of the topic in target language country as well as own opinion.

2 minute presentation of individual research project (must relate to target language speaking country) followed by 9-10 minutes 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.

Why languages?

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 literary texts, DVD and CD libraries.

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 languages other than French and German as part of their languages degree.

Studying 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 Year 12 and, more particularly, Year 13.

LEVEL 3 IN MATHEMATICAL STUDIES (EQUIVALENT TO AN AS)

Exam Board: AQA

The specification and assessment structure can be found at the link below:

<https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/mathematical-studies-1350>

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 an increased opportunity to share in discussion and present solutions. You will be taught by two teachers, with one concentrating on the pure/mechanics and the other on the pure/statistics. The homework will be set frequently requiring a quick turn round to support 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 students will have at least Grade 4 in Mathematics

Why Study Core Mathematics?

Mathematical Studies is designed to enable students to continue to study mathematics into the Sixth Form as a supporting subject for their other studies or because they enjoy mathematics but the challenges of A Level mathematics are more than they can manage successfully. This is being taught alongside financial literacy enabling the students to pick up UCAS points to the value of an A Level and an AS level.

The Course

We will be following the Level 3 Mathematical Studies (Statistics option) course with the AQA board.

Compulsory content

Analysis of Data.
Maths of personal finance.
Estimation.
Critical analysis of given data and models.

Optional Content

The Normal Distribution.
Probabilities and Estimation.
Correlation and Regression.

Year 13 Level 3 in Mathematical Studies

Paper 1 – 1 ½ hours Compulsory content.
Paper 2 – 1 ½ hours Statistical techniques (optional content).

A LEVEL MUSIC

Exam Board: Edexcel

The specification and assessment structure can be found at the link below:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.html#tab-0>

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 at A Level.

Encourages the use of music technology as a compositional tool.

A Level Music is excellent preparation for all higher education courses.

Studying Music at 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 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 A Level music and it is 100% externally assessed. The qualification consists of one written paper and two non-examined assessments as follows:

Component 1: Performing (30%)	Total performance time of 8 minutes. Performance can be a solo and/or ensemble
Component 2: Composing (30%)	2 compositions. Choice of 1 free composition or a composition from a choice of set briefs. There will also be a composition assessing musical techniques. The total time for the composition component 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 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).

Vaughan Williams - On Wenlock Edge: Nos. 1, 3 and 5 (On Wenlock Edge, Is my team ploughing?, Bredon Hill).

Instrumental Music

Vivaldi - Concerto in D minor, Op. 3 No. 11.

C Schumann - Piano Trio in G Minor: 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.

Rachel Portman - The Duchess: The Duchess, Mistake of your life, Six years later, Never see your children again.

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 Album: Eleanor Rigby, I'm only sleeping, Here, there and everywhere, I want to tell you, Tomorrow never knows.

Courtney Pine - Back in the Day Album: Inner state (of mind), Lady Day (John Coltrane), Love and Affection.

Kate Bush - Hounds of Love Album: Cloudbusting, And Dream of Sheep, Under Ice.

Fusions

Debussy – 'Estampes: Nos. 1 and 2 ('Pagodes' and 'La soiree dans Grenade').

Famililia Valera Miranda – Cana Quema: Se quema la chumbamba, Alla va candela.

Anoushka Shankar – Breathing Under Water Album: Burn, Breathing Under Water, Easy.

New Directions

Cage - Three Dances for two prepared pianos: No. 1.

Saariaho - Petals for Cello Solo and Optional Electronics.

Stravinsky - The Rite of Spring; Introduction, The Augurs of Spring, Ritual of Abduction.

A LEVEL PHILOSOPHY

Exam Board: AQA

The specification and assessment structure can be found at the link below:

<https://www.aqa.org.uk/subjects/philosophy/as-and-a-level/philosophy-7172>

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 for the 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 A Level Philosophy should have three Grade 7s at GCSE including English.

Year 12 Course Content:

Epistemology

Moral Philosophy

Year 13 Course Content:

Metaphysics of God

Metaphysics of Mind

Examinations

There will be two 3 hour examinations at the end of Year 13.

Paper 1: Epistemology and Moral Philosophy. There will be 5 questions on each topic.

Paper 2: Metaphysic of Mind. There will be 5 questions on each topic.

A LEVEL PHYSICAL EDUCATION

Exam Board: AQA

The specification and assessment structure can be found at the link below:

<https://www.aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7582>

Subject content

Applied anatomy and physiology.

Skill acquisition.

Sport and society.

Exercise physiology.

Biomechanical movement.

Sport psychology.

Sport and society and the role of technology in physical activity and sport.

Paper 1: Factors affecting participation in physical activity and sport

A 2 hour written examination worth 35% of the A Level PE.

Section A: Applied anatomy and physiology.

Section B: Skill acquisition.

Section C: Sport and society.

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

A 2 hour written examination worth 35% of the A Level PE.

Section A: Exercise physiology and biomechanics.

Section B: Sport psychology.

Section C: Sport and society and technology in sport.

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

An internal assessment worth 30% of the A Level PE which is moderated externally. Students are assessed as a performer or coach in the full sided version of one activity.

In addition there will be written/verbal analysis of performance.

A LEVEL PHYSICS

Exam Board: OCR

The specification and assessment structure can be found at the link below:

<https://www.ocr.org.uk/Images/171726-specification-accredited-a-level-gce-physics-a-h556.pdf>

The course is intended to satisfy the needs of all students 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

Content Overview	Assessment Overview	
There are six teaching modules:	Modelling Physics 2 hours 15 minutes	37% of total A Level
Module 1 – Development of practical skills in Physics.	Written paper (modules 1, 2, 3 and 5)	
Module 2 – Foundations of Physics.	Exploring Physics 2 hours 15 minutes	37% of total A Level
Module 3 – Forces and motion.	Written paper (modules 1, 2, 4 and 6)	
Module 4 – Electrons, waves and photons.	Unified Physics 1 hour 30 minutes	26% of total A Level
Module 5 – Newtonian World and astrophysics.	Written paper (all modules)	
Module 6 – Particles and medical Physics.	Practical Endorsement in Physics Non practical assessment	Reported separately

Topic Detail:

Year 12	Year 13
Module 1 – Development of practical skills in Physics Practical skills assessed in a written examination Practical skills assessed in the practical endorsement	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 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 three teachers in Year 12 and then two teachers in Year 13 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 POLITICS

Exam Board: Edexcel

The specification and assessment structure can be found at the link below:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html>

Aim

Develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom (UK) and globally.

Develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes.

Develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics.

Develop knowledge and an informed understanding of the rights and responsibilities of individuals and groups.

Develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements.

Develop an interest in, and engagement with, contemporary politics.

Methods of Teaching & Learning

At A Level pupils will use political terms, concepts and skills and make links and draw comparisons across different political systems. Students will gain understanding of abstract political concepts through grounding them in contemporary real world examples and case studies that will develop an international awareness and knowledge of multiple perspectives. 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.

Qualities and Qualifications

It is expected that pupils will have at least a grade 5 in English 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 Politics?

We don't always like politicians and the things that governments do but the business of politics touches every aspect of our lives. No matter whether government makes you feel angry or reassured, it's worth having a knowledge of how the whole process works. By studying Politics, you will investigate in detail how people and politics interact.

We live in an increasingly complex world with significant challenges, including global terrorism, poverty, economic instability, weapons proliferation, failing states and environmental degradation. These challenges require global co-operation if they are to be resolved. Global politics gives you an opportunity to develop an understanding of the local, national, international and global dimensions of political activity. It also gives you the opportunity to explore the political issues that affect all of us.

Many students who have taken the A Level in Government and Politics go on to study Politics at university. From there you might become a researcher, join local or national government or even start on the path to become a future Prime Minister! But there are other degree and job options too. If you fancy a career in journalism or law or the media, this course is very useful.

A Level Politics Course Content

There will be three two hour examinations that will examine the topics given below.

UK Politics

Democracy and participation
Political parties
Electoral systems
Voting behaviour and the media.

UK Government

The constitution
Parliament
Prime Minister and executive
Relationships between the branches.

Political Ideas

Liberalism
Conservatism
Socialism
Nationalism

Global Politics

The state and globalisation
Global governance: political and economic
Global governance: human rights and environmental
Power and developments
Regionalism and the European Union
Comparative theories.

A LEVEL PSYCHOLOGY

Exam Board: AQA

The specification and assessment structure can be found at the link below:

<https://www.aqa.org.uk/subjects/psychology/as-and-a-level>

The Psychology course has been designed to provide a broad and engaging introduction to the scope and nature of Psychology as a science. The emphasis is on applying knowledge and understanding rather than just acquiring knowledge, thereby developing students' transferable skills of analysis, evaluation and critical thinking.

Year 1

In year 1, the specification includes approaches and methods related to the core areas of Psychology – cognitive, social, biological, developmental, individual differences and research methods.

Topic	Further details about the topic
Social Influence	Conformity Obedience Explanations of resistance to social influence Minority influence The role of social influence processes in social change.
Memory	Models of memory Explanations for forgetting Factors affecting the accuracy of eyewitness testimony Improving the accuracy of eyewitness testimony
Attachment	Caregiver-infant interactions in humans Explanations of attachment Types of attachment Bowlby's theory of maternal deprivation. Effects of institutionalisation. The influence of early attachment on childhood and adult relationships Definitions of abnormality
Psychopathology	Phobias, depression and obsessive-compulsive disorder (OCD). The behavioural approach to explaining and treating phobias The cognitive approach to explaining and treating depression. The biological approach to explaining and treating OCD
Approaches	The behaviourist approach The cognitive approach The biological approach The psychodynamic approach Humanistic Psychology
Biopsychology	The divisions of the nervous system The structure and function of sensory, relay and motor neurons The function of the endocrine system Ways of studying the brain Biological rhythms
Research methods	The scientific process Data handling and analysis Inferential testing

Year 2

In year 2, there is a range of topic-based options which bring together explanations from different approaches and engage students in issues and debates in contemporary Psychology.

Topic	Further details about the topic
Issues and debates	Gender and culture in Psychology Free will and determinism The nature - nurture debate Holism and reductionism Idiographic and nomothetic approaches to psychological investigation. Ethical implications of research studies and theory
Schizophrenia	Classification of schizophrenia Biological explanations for schizophrenia Psychological explanations for schizophrenia: Drug therapy Cognitive behaviour therapy and family therapy The diathesis-stress model.
Relationships	The evolutionary explanations for partner preferences Factors affecting attraction in romantic relationships Theories of romantic relationships Virtual relationships in social media Parasocial relationships
Aggression	Neural and hormonal mechanisms in aggression The ethological explanation of aggression Social psychological explanations of human aggression Institutional aggression in the context of prisons Media influences on aggression

Examinations

Paper 1 - 96 marks (2 hours).

Memory, attachment, social influence and psychopathology.

Paper 2 – 96 marks (2 hours).

Approaches, biopsychology, research methods.

Paper 3 – 96 marks (2 hours).

Issues and debates, schizophrenia, aggression, relationships.