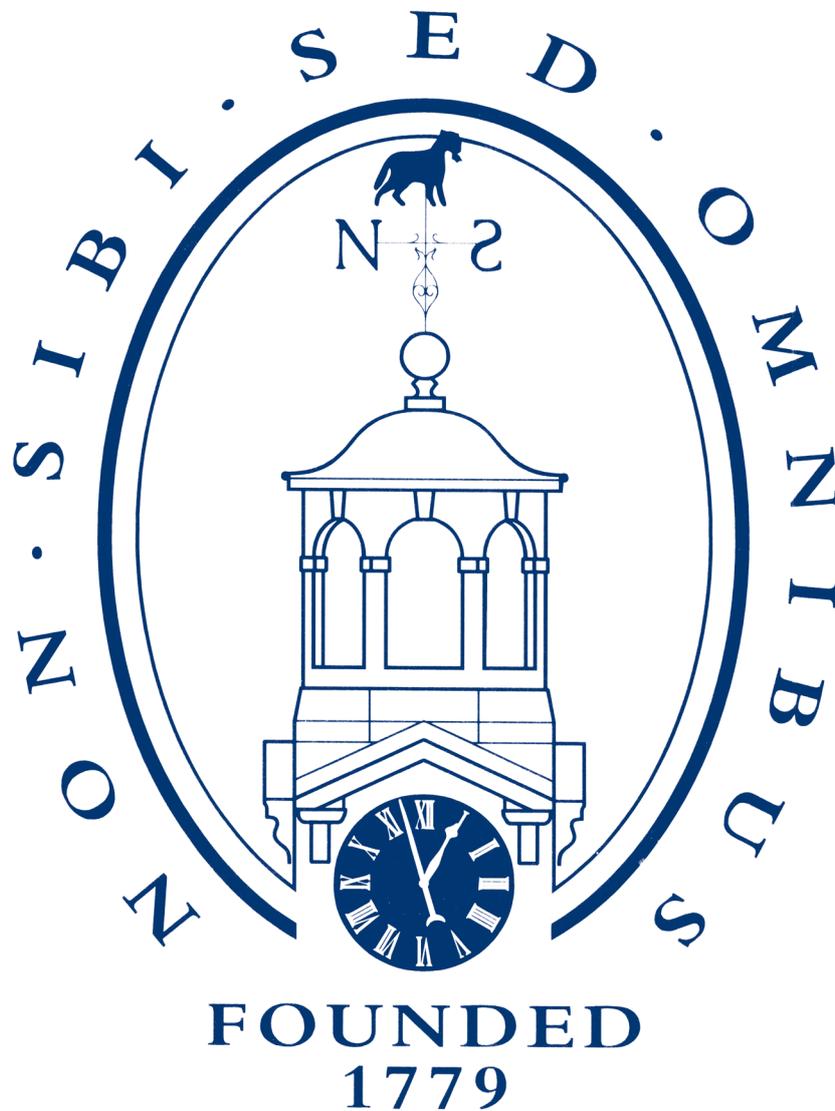


# Ackworth School



## A Guide to Sixth Form Courses 2019



# Ackworth School – Guide to Sixth Form Choices

This guide to the Sixth Form courses at Ackworth gives a brief description of each of the subjects available in the Sixth Form. It should be used in conjunction with advice from the Careers staff, your teachers and your family. In choosing your subjects, you should, of course, play to your strengths and interests.

As the Government's changes to the structure of A Levels takes effect, we have found that the new specifications require additional teaching time. For this reason, we expect students to choose THREE A Levels only, for study in both Lower and Upper Sixth. Students will sit internal school examinations at the end of the Lower Sixth year, taking the terminal public examinations at the end of the Upper Sixth. It may be possible to timetable Further Maths as a fourth subject, and we have also made provision for students who wish to study three Science subjects, by offering a 'Maths for Scientists' course. Students considering either of these should discuss this with us, and make it clear on the choices form. Additionally, all pupils will be expected to participate in Games.

It is important to be aware at this stage of any entry requirements for universities and colleges – some courses demand specific subjects; for others there is a wider choice. We will try to meet your subject choices, but it may not be possible to timetable every subject combination. Please note also that later changes to these intentions can cause real difficulties in timetabling – we will always do our best to fulfil requests, but we cannot guarantee that an A Level course combination will be available, if it was not originally specified. If there is a problem with your choices, we will contact you to discuss a way forward.

If you are at Ackworth School now, please ask your teachers if you would like more information about any of the courses described – the Sixth Form Open Evening will give you a good opportunity to do this. If you are thinking of coming to Ackworth from another school, please contact us to find out more.

## Entry to the Sixth Form

The standard required for studying A Levels is a significant step up from the level at GCSE. For this reason, the normal entry requirement for the Sixth Form is 3 '6' grades and 2 '5' grades or the International equivalent.

'6' grades would be expected in the subjects a pupil wishes to study to A level.

Progression from the Lower to the Upper Sixth is dependent on a minimum of three pass grades [grade E] at end of year internal examinations.

## Procedure

We ask you to choose THREE subjects which you would like to study for the two years of the Sixth Form.

Accompanying this booklet should be the A Level Choices Form. We ask you to complete this and return it by **Wednesday 27 February**, so that we can start to plan next year's timetable. Although we hope that we can fulfil everyone's wishes, we cannot guarantee at this stage that every combination of subjects will be available. If there is a problem with your choices, we will contact you to discuss a way forward.

This booklet contains a brief description of all the subjects which are available to you next year. These descriptions are designed to give you a flavour of each subject – further information and advice are available from your teachers, the Careers Staff or the Deputy Head (Academic). Note also that text/course books and examination entry fees will be charged on the School Bill.

At the Sixth Form Open Evening on **Wednesday 30 January**, at 7 p.m., you will be able to meet and talk with the Heads of Departments of the option subjects and to ask any questions you may have. There will also be an opportunity to talk with Alexandra Collingwood, Head of Sixth Form and Pip Langfield, Head of Careers. We look forward to seeing you there.

Jeffrey Swales  
Deputy Head (Academic)

# What does it mean to be a Sixth Form Student at Ackworth School?

**You will receive a high-quality, rigorous and challenging academic education.** You will work with highly-skilled, passionate teachers, who know their subjects. As you begin a more intense and exciting period of study, these teachers will stretch and support you, empowering you to reach the very best of your potential.

**Your learning experience goes beyond those expectations.** We do more than teach subjects – we teach individuals. Lessons are informed and shaped by our personal understanding of each student’s individual context. Your Sixth Form learning experience will be personalised, flexible, dynamic and collaborative: students are encouraged to question, challenge and take ownership.

**You will become a better learner for every circumstance.** We take the time to deconstruct, analyse and model critical study skills. From personal organisation to note taking, from active engagement to using feedback, you will be equipped with the tools you need to ensure that you can confidently face any situation.

**You will learn beyond the boundaries of the curriculum.** The Sixth Form receives a variety of enrichment lectures and workshops, designed to extend your intellectual, moral and cultural awareness. You can explore new ideas and gain different experiences. We purposefully push you out of your comfort zone, by allowing you to safely engage with subjects about which you know little, without fearing your ignorance. For some, these events are the most exciting and relevant learning you do in your time at Ackworth.

**But yours is more than just an academic education.** Ackworth’s Sixth Form is built upon the ideal that a student’s quality of character is as important as their intellectual growth. The personalised learning experience you have is underpinned by outstanding pastoral care that gives you emotional, spiritual and academic support. We believe that each student has their own unique talents, and that realising what these are gives you self-belief and the confidence to act with integrity. You will be part of small, international form groups that promote the ideals of community and integration. Your form tutor works with you throughout your A Levels, guiding your progress. You can access a wide support structure that gives you the time to discuss your strengths and weaknesses, your aims and targets, and what interventions or support you may need to fulfil your aspirations.

**We offer you a “best of both worlds” transition to A Level learning.** You have the independent expectations that you would look forward to at college. You can choose to make use of – and, indeed, create – any and every opportunity that you believe can develop your interests in the way you see fit. You are, genuinely, an independent learner, a young person with greater autonomy, working in a setting that is truly international, appropriate to our globalised reality. Yet, as you adjust to these new expectations, you have a safety net: the supportive framework of an all-through school. We offer the extracurricular provision, the wraparound 24-hour care, and the reassurance, stability and continuity of a structured school day. This semi-structured transition allows you to learn how to manage and use your independence; it allows you to safely take risks, to make mistakes, and to become more resilient.

**But we feel you can do more.** “Knowledge is power,” said Francis Bacon; “Knowledge has power,” clarified Peter Drucker – the power to access “opportunity and advancement.” But the opportunity for what, and advancing where? Towards “love,” says Helen Keller: “love and light and vision.” The power of knowledge is empty without character – without a deep understanding of who you are, what you stand for, what you aspire to be. We will help give you purpose and direction to your knowledge, by helping you gain a greater understanding of who you are. Our rich and challenging education will allow you to thrive, academically and emotionally; and if you feel cared for and happy, ambitious and ready for your future, then you are able to appreciate the real value of the power of knowledge.

**You can make a huge difference to your community through service and volunteering.** We promote a socially-responsible Sixth Form education that emphasises service, social action and learning by experience. Sixth Form Service ensures that you have the opportunity to make a difference in your community, to increase your confidence and to gain future employability and life skills. We facilitate a flourishing programme of community service activities, both independently and in partnership with local organisations and initiatives. This service may be local (supporting students in the school’s Autism Resource Unit); it may be national (volunteering for the Wakefield Christmas Hamper appeal); it may be international (raising money to take part in charity projects in Ghana). This service may occur regularly (in which you work as a primary school’s learning mentor on a weekly basis) or this service may be a unique one-off event (where you organise and conduct events for the Sixth Form’s annual Charity Week). These voluntary activities form an integral part of your wider education, and will give you crucial experience as you prepare for your future.

**At the heart of your academic education, your pastoral welfare, your service contributions, is a profound awareness of our Quaker heritage.** While only a tiny proportion of our school is Quaker, the values and practices of a Quaker education is at the heart of what we do. What does this mean for you? It means that your voice is valued and encouraged. It means that you will understand your potential to effect peace and social justice in our community and in the world. It means that you understand the importance of being yourself and speaking the truth. It means that you understand that you have both a personal and a social responsibility, to act with integrity, trust and respect, not just for

yourself but for others, and for the world around you. Yours will be an academic education, yes – but also an emotional education, a social education, a moral education and a spiritual education. We share the conviction of the writer Janet Galbraith, who believes that the foundation of your education must be rooted in hope and imagination: hope, to believe that you can change the world you live in; and imagination, to find ways of doing so.

As a Sixth Form student at Ackworth School, you will be preparing to become a citizen of the world.

**Alexandra Collingwood**

**Head of Sixth Form**

## Careers Advice and Guidance

The Careers Library is within the main Library and houses a wide range of careers information, along with prospectuses for UK Higher Education institutions (and some for study abroad), information regarding student finance, and advice on other options such as gap years and apprenticeships.

In the Spring Term of each year, representatives from a wide range of universities and training companies come together at a Careers and Higher Education Event held on the school site. Students and parents can attend a range of short talks on specific topics, or discuss their options on a one-to-one basis. These institutions are joined by representatives from a number of career areas; in the main, Old Scholars and current parents.

In the Lower Sixth this event is followed by an individual interview with the Head of Careers. In the Summer Term, students are introduced to the online UCAS application system. Work on the Personal Statement begins in this term, with students supported by their Form Tutor, the Head of Careers and the Head of Sixth Form. A visit to a Higher Education Fair is organised for the whole year group, and students are encouraged to attend university Open Days.

In the Upper Sixth, completion of the UCAS application is carefully and individually monitored. There is also advice available for those students who wish to follow an alternative path to Higher Education, or who wish to apply to a Higher Education Institution outside of the UK. Students are entitled to as much individual support as they feel they need and can make appointments with the Head of Careers as required.

## Recommended Subject Combinations for University Study

Universities are committed to operating a fair admissions policy, regardless of the model for subject number and choice adopted by an applicant's school. Most universities, including members of the Russell Group, have released statements regarding A-level qualification reform, affirming that offers will be made over 3 full A levels with no requirement for a fourth AS/A level subject. Where previously clinical courses such as Medicine and Dentistry may have required an additional AS level as a condition of entry, many universities have revised their policies to reflect qualification reform and have removed this requirement. Applicants are expected to show a passion for, and engagement with, their chosen degree subject, alongside the best A-level grades they can achieve; both of which are supported by the focus on 3 full A level subjects.

- To study Biological Sciences, Chemistry is often desirable.
- To study Engineering, Mathematics and Physics are advisable.
- To study Physics, Mathematics is advisable and strongly recommended.
- To study Mathematics, Mathematics is required but Further Mathematics and/or Physics are also desirable.
- To study Medicine, Dentistry or Veterinary Science, Biology and Chemistry are essential.
- To study Medicine, it is recommended that you also take Mathematics or Physics alongside Biology and Chemistry.
- To study Economics or Business-related courses, Mathematics is advisable.
- In you wish to study languages at university, you should consider taking two foreign languages at A Level.
- To study Law, Management and Accountancy, subject choice is less important than the grades you obtain. Consult with the Head of Careers or Head of Sixth Form if you are unsure.



## The Sixth Form – The Students’ Perspective

Being part of Ackworth School sixth form encourages a person to be the best they can be, by accessing opportunities to develop skills and confidence. Through numerous and varied social events we’ve had ample time to relax and get to know each other better, for example the trip to Alton Towers and the Founders’ Day walk. Our focus is on high academic achievement and ensuring everybody is confident to be themselves. At Ackworth it’s not about being the best, it’s about being your best!

Students find the courage to push themselves, starting with Charity Week in October. We are required to plan and execute a variety of school events, allowing us to develop our interpersonal skills and gain an insight into the working environment.

As a sixth form we have been the first students to have the privilege of using the new Westwood building; an area for study and peer collaboration. We have every opportunity to excel academically because of the individual, tailored attention from teachers who are committed to our success. The Westwood building complements the Sixth Form Centre, which is where we socialise during our free time. Sixth form students come to Ackworth from around the world, which gives us a natural insight into other cultures and allows us to form unique friendships, giving us strong community spirit and a genuine empathy and understanding of people from diverse backgrounds.

Our collective social awareness is improved by the numerous quality speakers we have for sixth form specials and also by voluntary work we are encouraged to do in the Autism Resource and at Coram House. The careers advice that we receive is exemplary and bespoke to each student, in consultation with dedicated and knowledgeable staff and is made accessible from the start of your journey in the Sixth Form.

Eleanor White and Jason Lok Kin Long  
Head Girl and Head Boy 2018-2019

## The Sixth Form – What Makes Us Special

- Proven Record of Academic Success
- Small class sizes make for a stronger student/teacher focus
- Excellent ‘Value-Added’ – clearly demonstrated progress from GCSE
- Strong Community Spirit - opportunities to befriend students from many different countries
- Opportunities for Social Witness
- Sixth Form Social Evenings
- Sixth Form Travel Scholarships
- Private Study Rooms
- Regular Guest Speakers
- Leadership Day
- Opportunities to participate in
  - Duke of Edinburgh’s Award
  - Young Consumer Competition
  - Voluntary Work within Autistic Unit and Coram House
- Experienced Careers Staff
- Recently improved WiFi/Internet Leased Line, especially in Sixth Form areas and Library



Students should produce practical and critical/contextual work in one or more areas of study, for example, drawing, painting, mixed-media, sculpture, installation, printmaking and photography.

## Component 1 Portfolio (60%)

This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by:

- clarifying the focus of the investigation
- demonstrating critical understanding of contextual and other sources
- substantiating decisions leading to the development and refinement of ideas
- recording ideas, observations and insights relevant to intentions by reflecting critically on practical work
- making meaningful connections between, visual, written and other elements.

Students should carefully select, organise and present their work for their Personal investigation to ensure it is well structured and provides evidence that meets the requirements of all four assessment objectives.

## Component 2 Externally set assignment (40%)

Separate question papers will be provided for each title. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date. Preparatory period – from 1 February. Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

Supervised time – 15 hours. Following the preparatory period, students must complete 15 hours of unaided, supervised time and produce a finished outcome or a series of related finished outcomes, informed by their preparatory work. Annotation and/or notes should use appropriate specialist vocabulary and be legible with accurate use of language so that meaning is clear. Preparatory work and the work produced during the 15 hours of supervised time will be assessed together, as a whole, against all four assessment objectives.

Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response. There is no restriction on the scale of work produced.

Students should carefully select, organise and present work to ensure that they provide evidence which meets the requirements of all four assessment objectives.

Cost: Students will be required to purchase sketchbooks, canvasses, etc. where appropriate.

Biology continues to make a tremendous contribution to our society, revolutionising medicine and agriculture. During the A level course, we will study organisms on many levels from molecular to ecosystems, using a variety of mathematical and problem solving skills. We also consider the moral and social issues raised by new biological technologies.

## Topics

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

## Practical work

Practical work is a vital part of Biology and you will develop your skills throughout the course, using a variety of apparatus and techniques. There are 5 practical competencies:

1. Follows written procedures
2. Applies investigative approaches and methods when using instruments and equipment
3. Safely uses a range of practical equipment and materials
4. Makes and records observations
5. Researches, references and reports

A separate endorsement of practical skills is taken alongside the A level. This is assessed by observation as you complete the required practicals and other activities.

## Field Trip

The A level Field Trip will take place in the Summer Half Term Holiday in the Lower Sixth Year. All students who intend to take A level Biology in the Upper Sixth are expected to attend. We will study the abundance and distribution of freshwater organisms in a stream; the regeneration of moorland following burning; the distribution of organisms across a rocky shore and succession patterns across a major sand dune system.

## Examinations

The examinations will measure your ability to:

- demonstrate knowledge and understanding of scientific ideas and procedures;
- apply knowledge and understanding of scientific ideas and procedures in theoretical and practical contexts;
- analyse, interpret and evaluate scientific ideas, procedures and evidence.

There are three examination papers for A level Biology and you will take these at the end of your Upper Sixth.

- In Paper 1, you will be assessed on topics 1-4, including relevant practical skills. There are 76 marks for a mixture of short and long answer questions, and 15 marks for extended response questions.
- In Paper 2, you will be assessed on topics 5-8, including relevant practical skills. There are 76 marks for short and long answer questions and 15 marks for a comprehension question.
- In Paper 3, you will be assessed on topics 1-8, including relevant practical skills. There are 38 marks for structured questions, including practical techniques, 15 marks for critical analysis of given experimental data and 25 marks for one essay from a choice of two titles.

10% of the overall assessment of Biology will contain mathematical skills.

At least 15% of the overall assessment of Biology will assess knowledge, skills and understanding in relation to practical work.

## What is Business Studies about?

- Does the uber employment ruling threaten the gig economy?
- How big is the pound coin problem for UK businesses?
- How could Kelloggs make cereals grrreat again?
- Who will win the battle for breakfast?

These are the types of issues you might consider when studying Business at A level. You will look at a number of different organisations facing different problems.

You are expected to analyse the key factors involved in a given context and have to recommend the best course of action for a business given its existing position: should it launch a new product? Should managers increase staff pay or give more to investors? Should a business target more emerging economies? How should you raise the money need to fund expansion – should you borrow from a bank or friends and family?

Essentially the course is about debating and decision-making in a business context and as such it develops invaluable skills whatever you want to do next. You need to learn and understand the theory but then apply it to a context. The “right” answer will depend on the problem in front of you and you need to be able to think issues through logically, put together well reasoned arguments and make recommendations. It involves analysing situations and making choices.

## What does the course consist of?

Starting from September 2015 the A level Business course is linear. This means that the A level is assessed after two years. The subject is based around the concept of choice and decision making. Students need to consider factors such as objectives, risk, costs, returns, constraints and ethics to decide what to do in any situation.

Decisions will include:

- Marketing decision such as what markets to target, how best to position the business, how to communicate effectively and distribute in a digital world.
- Financial decisions such as how to raise finance, how to manage cashflow and how to increase profitability, operational decisions such as how to increase efficiency, how to improve quality and how to improve productivity, human resource decisions such as how to manage employees effectively, how to motivate and build employee engagement.
- Strategic decisions such as how to compete abroad, how to compete digitally, whether to act socially responsibly and how to manage growth

Students needs to understand theory, they need to know various studies and models and then they need to apply this knowledge to a particular situation.

## Whom does the subject suit?

A level Business suits students who like business! If you enjoy watching the Apprentice or Dragon’s Den or if you like the idea of buying shares, if you want to manage a business then this is the subject for you. You need to want to know more about why people set up in business, what makes them successful and how can they do things even better.

To do well on the course you need to be:

- Flexible in your thinking - there is no set answer in Business: you need to weigh up a situation to make a decision.
- Analytical to identify the key issues in a situation.
- Able to make supported judgements. Having an opinion is one thing but being able to put together a logical recommendation building on analysis is another.
- Comfortable using numbers to support your arguments. The maths involved is not particularly demanding but clearly to make decisions you must be able to compare the likely returns with the investment, assess the value of different projects and interpret data to assess a situation
- Able to appreciate that there are different perspectives to any decision. What might be good for investors may not be good for employees!

You may have some of these skills already but obviously we will hope to develop them during the course.

## A level Examination

Component 1: Business Opportunities and Functions, 2 hours and 15 minutes

Component 2: Business Analysis and Strategy, 2 hours and 15 minutes

Component 3: Business in a Changing World, 2 hours and 15 minutes

Chemistry continues to shape the modern world with discoveries of new elements over the last decade. While most of us have grown up thinking chemicals are bad for us, it is vital to understand the role of chemicals in various industries such as energy, agriculture, automotive, petrochemical and pharmaceutical. It has led to the discovery of alternative sources of power, better productivity of crops and life-saving drugs including antibiotics, painkillers and cancer treatment. This makes chemistry a rather challenging but an extremely rewarding subject.

## The course

This is a linear qualification which requires you to sit all A-level exams at the end of the A-Level course.

The course comprises:

- Physical Chemistry which covers topics such as atomic structure, bonding, energetics, kinetics, chemical equilibria, oxidation, reduction and redox equations, thermodynamics, acids and bases and equilibrium constants.
- Inorganic Chemistry which covers periodicity, the alkane earth metals, halogens, properties of period 3 elements and their oxides, transition metals and reactions of ions.
- Organic Chemistry covers topics such as alkanes, halogenoalkanes, alkenes, alcohols, organic analysis, isomerism, aldehydes and ketones, amines, polymers, amino acids, proteins and DNA, chromatography and nuclear magnetic resonance spectroscopy.

Practical work gives you the opportunity to develop essential technical skills and better understand the chemical concepts. There will be no practical exam at the end but the competencies are assessed in the written exams. The main competencies assessed include:

- Independent thinking
- Use of appropriate equipment
- Use and application of scientific methods and practices
- Numeracy and the application of mathematical concepts
- Ability to formulate valid conclusions

## Assessment

Paper 1 - Time: 2 hours - 105 marks - 35% of the A-Level Course

- Relevant Physical Chemistry Topics
- Inorganic Chemistry
- Relevant Practical Skills

Paper 2 - Time: 2 hours - 105 marks - 35% of the A-Level Course

- Relevant Physical Chemistry Topics
- Organic Chemistry
- Relevant Practical Skills

Paper 3 - Time: 2 hours - 90 marks - 30% of the A-Level Course

- Any Content
- Any Practical Skills

Overall, at least 20% of the marks in assessments for chemistry will require the use of mathematical skills.

## **GCSEs required:**

The course is suited to students who have some prior knowledge of the subject, but this is not essential. Students who have taken a GCSE in Design & Technology must have obtained a grade C or above.

## **The course could lead to:**

Product Design is a versatile course which can lead to a variety of creative and technical careers, some of which include Industrial Designer, Furniture Designer, Quality Assurance, Engineering (Mechanical, Civil, Structural), Architecture, Computer Aided Design, Computer Aided Manufacturing, Sustainable Technologies, Graphic Designer, Set Designer and Interior Designer.

## **What will I be studying?**

The Product Design course has been designed to encourage students to take a broad view of Design and Technology and to give the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries.

You will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice.

Below are some examples of the areas of knowledge that will be taught during the course:-

- Identify a design need and respond effectively and creatively.
- Investigate current solutions to problems and develop improvements based upon the existing products.
- Research and analyse information that can be used in the development of a solution.
- Knowledge of particular technological concepts and the ability to apply them.
- The ability to develop ideas based upon a design criteria.
- Materials and their applications
- The requirements for product design, development and manufacture
- Design Communication
- How technology and cultural changes can impact on the work of designers.
- Responsible design
- Protecting designs and intellectual property
- Enterprise and marketing in the development of products

## **Are there any trips or extra-curricular activities linked to this course?**

Where possible we seek to observe design and manufacture in action. This is carried out by visiting several commercial sites.

## **What benefits does this subject have for University entrance?**

Product Design prepares students to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages students to make positive changes to their quality of life. The course encourages young people to become autonomous and creative problem-solvers, as individuals and as part of a team. The understanding and use of new and emerging technologies is an important part of this process and is a key part of the course.

## **What skills or learning approach do I need for this subject?**

Imagination, creative problem solving, enthusiasm and a willingness to work hard will be essential for a successful completion of the course. The ability to recognise and overcome challenges and constraints when working towards a final solution. An understanding of how to draw on a range of skills and knowledge from other subject areas.

## **How is it examined?**

Paper 1: A 2 hour written theory paper that is a combination of short answer, multiple choice and extended response. The focus is on the core technical principles and core designing and making principles. This contributes to 25% of the total A Level marks.

Paper 2: A 2 hour written theory paper that is a combination of short answer, multiple choice and extended response. The focus on the of the paper is specialist knowledge, technical and designing and making principles with is split into 2 parts. Section A uses Products Analysis as its main theme and Section B looks at commercial manufacture in Product Design.

## **Non-exam Assessment (NEA):**

A coursework project in the form of electronic portfolio that records the evidence of a single design and make activity that requires you to demonstrate practical applications of technical principles, designing and making principles and specialist knowledge. The coursework contributes to 50% of the total A Level marks and will last 45 hours.

## Component 1:

Theatre Workshop: Internally assessed, externally moderated 20% of qualification

Students will be assessed on either acting or design.

Students participate in the creation, development and performance of a piece of theatre based on an extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.

Students must produce:

- a realisation of the performance or design
- a creative log

## Component 2:

Text in Action: externally assessed by a visiting examiner 40% of qualification

Students will be assessed on either acting or design.

Students participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC:

1. A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1)
2. An extract from a text in a different style chosen by the learner. Students must realise their performance live for the visiting examiner.

Students choosing design must also give a 5-10 minute presentation of their design to the examiner.

Students produce a process and evaluation report within one week of completion of the practical work.

## Component 3:

Text in Performance Written examination: 2 hours 30 minutes 40% of qualification

Sections A and B – Two questions, based on two different texts, one written pre-1956 and one written post-1956.

Section C – A question based on a specified extract from: *The Curious Incident of the Dog in the Night-Time*, Mark Haddon, adapted by Simon Stephens

## Why study Economics at A Level?

Economics is a fascinating subject to study, as it helps you to look more deeply into the world around you – how and why it functions as it does. It can also give new perspectives on some of the most pressing and challenging problems facing the world today.

Economics does not revolve solely around wealth creation, or peaks and troughs in financial markets and their effects on business performance. Economic decisions and activities impact on many different areas of society and on our own everyday lives – interest rate fluctuations, levels of taxation, unemployment, labour force migration and football transfer prices, to name but a few.

In a world where there is increasing debate about scarcity of resources, economics plays a key role in that it is fundamentally concerned with how to allocate those resources most efficiently.

Economics at A Level is a discussion based subject which requires students to form opinions on the world around and much use is made of resources including the internet, newspapers and magazines. Students should have a good grasp of English and Mathematics. (Students who proceed to study Economics at University may require A Level Mathematics.)

Students are encouraged to get involved in the ‘wider world’ of economics outside the classroom; competitions such as the Bank of England Target 2.0 and the IFS Student Investor are very popular.

## The Course

The subject content is divided between micro and macroeconomics.

Paper 1 Markets and Market Failure; 33.3% of A Level, 2 hour written exam

Paper 2 National and International Economy, 33.3% of A Level, 2 hour written exam

Paper 3 Economic Principles and Issues, 33.3% of A Level, 2 hour written exam

English Literature is not a subject which exists in a vacuum. It gives tantalising glimpses into the past and into the way that writers have confronted issues and themes of their times – issues and themes which are often equally urgent in our own era. At A-Level, cross-curricular links are particularly fascinating: English Literature sits comfortably not only with its conventional bed-fellows of Drama, Art, History, Modern Foreign Languages and Geography, but it is forging increasingly intriguing and sophisticated relationships with more unexpected companions, such as Mathematics and the Sciences. Much like the English Language, our English Literature is a mongrel subject, and is all the more vibrant for it.

But as a subject, it's much more than that. It's inherently humanist and empathic: English Literature is about a fundamental communication within humanity on the issues it feels strongest about. It is through literature that we learn more about what it means to be human – what it means to be ourselves. We communicate these varied political, emotional, religious, historical ideologies through unstable literary forms – unstable because they can be interpreted completely differently from one person to the next. This multiplicity of meaning gives English Literature an incomparable dynamism and vivacity that rewards students who read the poems, plays and prose we study with an understanding that they really can “make things new”. In Literature, you can think things no one else has ever thought of, read things in ways no one else has yet done – creativity and originality are authentic concepts and give you genuine opportunities to be unique and innovative.

In all subjects, the ability to express yourself articulately both orally and on paper is of the essence and English hones these skills. We study the key literary forms – poetry, prose and plays – in great depth at A Level. We aim to understand the potency of form and structure as well as content, as these help carry critical meaning of the text as a whole. We tackle challenging texts for the terminal examinations, and the coursework element provides the opportunity for independent enquiry and extended, original critical analysis.

We sit a two-year, terminally-assessed course. All examinations are closed-text, which means there is a demand for English students to be able to prioritise and memorise key material in the build up to examinations, as well as to apply this material appropriately and analytically under timed pressure. We plan to help assist you in learning how to memorise this material, as well as give you opportunities to review and revise material throughout the two-year course. Over the two years of the course, students are encouraged to read widely and independently; to explore literary texts for their own intrinsic significance; and to set them within their appropriate literary, cultural and historic contexts.

As such, we have factored into the course opportunities to teach you beyond the core number of texts. The minimum number of texts you need to study in order to sit the A Level examination is 8; we can teach 11. What we do will be dependent on the desires and abilities of the students themselves. We do this not just to give you a greater breadth and range to your study, but to also improve the element of choice you face under exam conditions. The questions you will be asked in the exam are textually and thematically extremely specific, and we feel that being able to answer questions on more than one text will give you an added safety net under the timed pressure of the exam, to be able to respond to an examiner's question to the best of your ability.

A word on our ethos. A “no-fear” approach is cultivated: teachers and students strive to inculcate an atmosphere of experimentation, where students can follow interpretations and discuss ideas in a safe space, without fear of judgement or failure, where criticism is designed to be constructive rather than harmful. Ours is a positive, student-centric, empathic approach to learning, the model of which is rooted in independent and inter-dependent learning: we use seminar-based formats, single- and group-led peer presentations, debates, arguments, broader critical research and web-based learning environments. We teach and learn, and succeed and fail, as a community: we work together, with and for each other. Our lessons are important – vital – because our lessons are not linear and didactic, but demanding, collaborative and co-creative, where the students are accountable: the learning of all is founded on their determination and efforts.

## A Level Coursework & Assessment

### Component 1: Drama and Poetry pre-1900 – Closed text – 2½ hour written paper (60 marks; 40% of total A level)

- Section 1: Shakespeare (respond to one part question [passage/essay], worth 30 marks)
  - Students will answer using one of two texts studied, either *Hamlet* or *Twelfth Night*
- Section 2: Drama and Poetry pre-1900 (one thematic question, comparing one poetry text with one prose text, worth 30 marks)
  - Drama: *A Doll's House* Henrik Ibsen
  - Poetry: *Selected Poems* Christina Rossetti
- There may be an opportunity to also study *The Merchant's Prologue and Tale* Geoffrey Chaucer, which may be used as an alternative poetry text.

### Component 2: Comparative and Contextual Study – Closed text – 2½ hour written paper (60 marks; 40% of total A level)

- Section 1: Unseen prose extract from the thematic topic of The Gothic (close analysis, worth 30 marks)
- Section 2: Comparative study of two Gothic prose texts from three studied (one thematic question, cross comparing core prose text with one other, worth 30 marks)
  - Core texts: *The Bloody Chamber and Other Stories* Angela Carter and *Dracula* Bram Stoker
- There may be an opportunity to also study *The Picture of Dorian Gray* Oscar Wilde which may be used as an alternative Gothic prose text.

### Component 3: Literature post-1900 – non-examined assessment of 2 pieces of coursework (40 marks; 20% of total A Level)

- The three texts being studied are linked together by theme. We will be studying British Literature based on the theme of Time's Passing.
  - Jez Butterworth's play, *The Ferryman*
  - Virginia Woolf's novel, *To The Lighthouse*
  - Seamus Heaney's poetry collection *North*

Using these three texts, students complete two pieces of coursework:

- Assessment 1. Either:
  - Close reading piece on an excerpt (one poem of about 45 lines, or a 4-5 page excerpt) from one literary text (1000 words, excluding quotations)
  - Or, a recreative piece from the stimulus of the literary text (for example, devising your own poem mixing ancient and modern in response to the work of Heaney). An analytical commentary accompanies the (re) creative work.
- Assessment 2: Comparative essay on two literary texts (2000 words, excluding quotations, task title, footnotes and bibliography)

There is some scope for student choice in terms of what texts are used for which assessment.

	Option 1	Option 2a	Option 2b
<b>Task 1 (1000)</b>	Close reading A Streetcar Named Desire	Recreative Evie Shockley	Close-reading Evie Shockley
<b>Task 2 (2000)</b>	Cross Comparison Beloved + Shockley	Cross Comparison Beloved + Streetcar	

The two year A Level French course will build on the skills which have been acquired in the IGCSE course. It is intended to deepen students' understanding of the French language as well as their cultural knowledge. Studying a foreign language gives students an overview of the language and culture of the country so they will experience the history, literature and films of France and French-speaking countries during the two years.

The French A Level course provides a comprehensive study of all major aspects of French grammar; developing a varied vocabulary is also an essential part of the course. Students will study a variety of topics including:

- Aspects of French-speaking society: current trends
- Aspects of French-speaking society: current issues
- Artistic culture in the French-speaking world
- Aspects of political life in the French-speaking world

Students will have the opportunity to study authentic literary and non-literary texts as well as film in the target language. Students will also research an area of personal interest in preparation for the oral examination.

Students with a genuine interest in French and France will find this a challenging and stimulating course. We hope that they will become a student of French rather than somebody who is just doing French A Level. At the end of the course students should have the skills and confidence to live or work in a French-speaking country. The A Level course also provides a good grounding for university study.

The final A Level assessment will be made up of:

Paper 1: Written exam 2 hours 30 minutes 50% of A-level

Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Translation into English and translation into French.

Paper 2: Written exam 2 hours 20% of A-level

One text and one film or two texts from the list set in the specification

Paper 3: Speaking 30% of A-level

An Individual research project on one of four themes (Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world)

Discussion of a stimulus card.

Geography at A-Level is a challenging issue-based subject which engages with the relationship of human populations to each other over space and time and their relationship to the physical environment at a variety of scales from the local to the global. This subject will allow you to develop your own attitudes and values, develop key skills and experience a variety of fieldwork. It is closely linked to current affairs and politics, and you will find that what you study is often in the news!

Knowledge of all content will be assessed in three written exams at the end of the Upper Sixth.

## **Paper 1 – 22% of A Level**

Earth's Life Support Systems – the study of major stores of water and carbon at or near the Earth's surface and the systems associated with them. Understanding these systems is fundamental as a basis to physical geography. This knowledge will be illustrated by tropical rainforest and arctic tundra.

Glaciated Landscapes – the study of glaciated landscapes and landforms, and human activity within these landscapes.

## **Paper 2 – 22% of A Level**

Global Connections – the study of globalisation and the economic, political and social changes associated with increased interdependence between global economies and societies. We will place particular emphasis on migration and the role of global governance in sovereignty and conflict.

Changing Spaces; Making Places – the study of place perception, social inequality and the processes of economic change and rebranding.

## **Paper 3 – 36% of A Level**

Disease Dilemmas – the study of global patterns of disease, and how certain diseases can be managed, predicted and eradicated.

Hazardous Earth – the study of plate tectonics and associated hazards, including case studies of volcanic and seismic events and their management.

## **Independent Investigation - 20% of A Level. Recommended word count 3000 – 4000.**

One piece of **fieldwork** will be written up as a Geographical enquiry, which will be marked by teachers and moderated by the exam board.

Students are required to complete a minimum of four days of fieldwork which must relate to processes in both physical and human geography. This will take place across both years as day trips, and a residential trip to an FSC field studies centre. These compulsory trips will cost approximately £250.

The new two year A Level German course is intended to enable pupils to deepen their knowledge of the language as well as to enable them to develop cultural knowledge and understanding of German-speaking countries. You will need to commit two years of study for the course, but this will enable you to study the language in greater depth than previously, as there is no break to take external examinations at the end of the Lower Sixth, and additional teaching time is being made available over the two years.

Studying a language at A-level is challenging but very well-regarded by universities and employers. Pupils at Ackworth are taught in small groups and this means that, if you work hard, you will make rapid progress. It also means, though, that you will need to be a keen linguist who isn't afraid of learning a lot of new vocabulary and grammar. Having an interest in the culture of German-speaking countries is also a prerequisite.

Whether or not you continue your study of German after A-levels, the course will equip you with a wide range of skills to help you for life in the wider world, for example, from researching topics in depth to debating important topical issues, and also being able to analyse and interpret information. Fewer and fewer pupils are leaving British schools with the ability to speak German. Fewer than 4,000 candidates took the A Level examination in 2016. However, the declining popularity of the language could have a positive aspect, as over the last few years the acceptance rate to study the language at the best universities has been relatively high.

The course involves the study of a number of aspects of modern German life, including the family, the digital world, youth culture, multiculturalism, art, festivals, cultural life in Berlin, as well as political life. Additionally we will study a German film as well as a German literary text from the examination board's prescribed lists. These include films such as "Goodbye Lenin" and "Das Leben der Anderen", and texts such as "Die Verwandlung" and "Der Vorleser". Pupils will also undertake independent study of an area, relating to a country where German is spoken, of personal interest in preparation for the speaking examination.

## The A Level examinations

There are three components to the A Level examinations:

- 1) A comprehension paper including listening, reading and translating tasks, worth 50% of the A Level marks.
- 2) A written paper including essays on the film and text studied, worth 20% of the A Level marks.
- 3) A speaking paper including a discussion and a presentation and discussion of the individual research topic, worth 30% of the A Level marks.

This course offers an opportunity to study a diverse range of exciting History topics. Our aim is to provide you with an experience that will inspire you and help you to develop your knowledge, understanding and experience of the past. We believe that this course will help you to develop as independent learners as well as critical, reflective thinkers with curious and enquiring minds.

## **Unit 1: British History: (1 hour 30 minute exam - 25%)**

The Early Stuarts and the English Civil War (1603-1660)

This unit focuses on the causes and events of the English Civil War. You will consider the reasons why parliament defeated the royalist army and why Charles I was executed. You will study the role of Oliver Cromwell both within the Civil War and in the years that followed.

## **Unit 2: Non-British History: (1 hour exam - 15%)**

Russia 1894-1941

This unit focuses on the Russian Revolution of 1917 and the beginning of Communist rule in Russia. As well as studying the fall of Nicholas II, the last Russian tsar, you will also plot the rise of Lenin and Stalin.

## **Unit 3: Thematic Study: (2 hour 30 minute exam - 40%)**

Popular Culture and the Witch craze of the 16th and 17th Centuries

This theme focuses on the rise and decline of witchcraft, not only in Britain, but throughout Europe and America. You will study aspects of popular culture, the reasons for the growth in the persecution of witches and the response of authorities to witches.

## **Unit 4: Independent Investigation: (non-examination unit - 20%)**

This is a topic-based essay of between 3000-4000 words. It can be an opportunity for you to study an aspect of Units 1 or 2 in more detail, or you may wish to study an event or period of History that reflects your own interest. This might even be a topic that you studied at GCSE.

This is a new A Level course and consequently it is supported by new text books designed specifically for the course.

Come and speak to us in the department to find out more!

We would like to offer a suitable Information Technology Course. With the Government's reforms of A Level, we are considering the Cambridge Technical Extended Certificate in IT, which is the equivalent of an A Level. It is accepted by universities, and attracts UCAS points equivalent to A Levels.

This course offers an opportunity to study three mandatory units assessed externally (Fundamentals of IT, Global Information, Cyber Security) and two optional units (assessed internally) selected from: Project management, Product development, Systems analysis and design, and Internet of Everything. As this is a course new to Ackworth, the selection of the optional units is under review.

#### **Unit 1: Fundamentals of IT: (1 hour 30 minute exam)**

This unit focuses on understanding computer hardware, computer software, business IT systems, communication skills used in an IT environment, and ethical and operational issues and threats to computer systems.

#### **Unit 2: Global Information: (1 hour 30 minute exam)**

This unit focuses on where information is held globally and how it is transmitted, the styles, classification, and the management of global information, the use of global information and the benefits to individuals and organisations, the legal and regulatory framework governing the storage and use of global information, the process flow of information, and the principles of information security.

#### **Unit 3: Cyber Security: (1 hour exam)**

This theme focuses on what is meant by cyber security, the issues surrounding cyber security, measures used to protect against cyber security incidents, and how to manage cyber security incidents.

Mathematics A level is a two year course which will build on the skills developed from the IGCSE Mathematics course. At this level Mathematics is dependent on an ability to use and manipulate algebra.

The course emphasises how mathematical ideas are interconnected and how Mathematics can be applied to help make sense of data, to understand the physical world and to solve problems in a variety of contexts, including social sciences and business. It prepares students for further study and employment in a wide range of disciplines involving the use of mathematics

The course involves studying Pure Mathematics, Mechanics and Statistics. There are three separate papers in the external examination at the end of the two years. These are fairly equally weighted and are a combination of Pure Mathematics, Statistics and Mechanics.

A Level Mathematics is a linear qualification, with no options. The content includes:

1. Mathematical processes consisting of mathematical argument and language, problem solving and mathematical modelling
2. Pure mathematics includes proof, algebra, graphs, sequences, trigonometry, logarithms, calculus and vectors
3. Mechanics includes kinematics, motion under gravity, working with forces including friction, Newton's laws and simple moments
4. Statistics includes working with data from a sample to make inferences about a population, probability calculations, using binomial and Normal distributions as models and statistical hypothesis testing.

## Requirements

You will need to have gained a level 6 or higher in your GCSE/IGCSE Mathematics to do this course

You will require a calculator that can calculate Binomial and Normal probabilities directly from values. The minimum standard for this is an advanced scientific calculator, such as the Casio 991EX ClassWiz or the TI-30X Pro. (about £24)

It is expected that the use of graphing tools should be permeating the study of A level Mathematics so students need to use a graphical calculator; this can be instead of an advanced scientific calculator. (£60 - £120)

Also students should have access to some other graphing tool during their study, such as GeoGebra and Desmos, alongside their advanced scientific/graphical calculator so a tablet, ipad or laptop with wireless internet capabilities and the GeoGebra app downloaded will be an expectation.

# Further Mathematics

A Level in Further Mathematics is both deeper and broader than A level mathematics. A level Further Mathematics builds from GCSE level and A level Mathematics. It is studied along side A level Mathematics for those who enjoy Mathematics or wish to study Mathematics or a related subject at a higher level.

As well as building on algebra and calculus introduced in A level Mathematics, the A level Further Mathematics core content introduces complex numbers and matrices, fundamental mathematical ideas with wide applications in mathematics, engineering, physical sciences and computing.

A level Further Mathematics prepares students for further study and employment in highly mathematical disciplines that require knowledge and understanding of sophisticated mathematical ideas and techniques.

The content consists of Mathematical processes consisting of mathematical argument and language, problem solving and mathematical modelling which is assessed in every unit. There is a set core pure content and there are a number of Mechanics, Statistics and Pure areas covered.

There are three final papers in the external examinations at the end of the two year course.

## Requirements

You will need to have gained a level 7 or higher in your GCSE/IGCSE Mathematics to do this course

The calculator/graphing tool requirements are as detailed above, under Mathematics.

Music is a stimulating and enriching course for students, and provides an excellent basis for lifelong learning and for higher education courses in music. Students experience all three main musical disciplines of performing, composing, and listening and understanding.

## Assessment

### Unit 1 – Written examination (40%)

A listening section comprising three questions covering the three areas of study covered.

An analysis section including short answers and extended writing on two extracts from the areas of study.

An essay question on one area of study from a choice of all three.

### Unit 2 – Performance (35%)

A 10-12 minute recital which is internally recorded and sent to the awarding body for assessment.

### Unit 3 – Composition (25%)

Two compositions - one is a response to an external brief and the other is freely composed by the student.

## Prerequisites

GCSE music is desirable, although not crucial as grade 5 theory (ABRSM) is also sound preparation. You should be at least at grade 5 performance standard (or equivalent).

Students will have the opportunity to develop further their performing, composition, and listening and appraising skills. They will learn about the historical context of a wide range of music and be able to analyse music on a functional level, developing an insight into how composers work.

All A level music students are expected to attend an extra curricular ensemble which supports their main instrument, as well as attending Senior Choir. Students with limited music theory knowledge will also be expected to attend Theory Club.

The course will offer an in depth study to the academic study of Physical Education and sport science. This consists of the following modules:

- Applied Anatomy and Physiology
- Skill Acquisition
- Sport and Society
- Exercise Physiology
- Biomechanical Movement
- Sports Psychology
- Sport and Society and the role of Technology in Physical Activity and Sport
- An extensive written coursework element

We firmly believe in making lessons as interactive and interesting as possible.

The practical element of the course involves students performing in their choice of sports, whether this be as a performer or coach, in addition to a written or verbal analysis of performance (Coursework). This is worth 30% of the A Level and is out of 90 marks.

Students should be competing /performing in their chosen sport or activity outside of school.

There are 2 written exams, both out of 105 marks and are worth 35% of the A-Level each (70% together). Candidates are permitted 2 hours to complete each paper.

Paper 1: Factors affecting participation in physical activity.

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

Students study the OCR Physics A course. This is a traditional, linear course, meaning that the students study Physics for two years before being assessed by means of three written papers.

Students starting an A level Physics course might be surprised, if reading the specification, to find themselves about to study topics which sound very familiar. Whilst the titles of some of the course components might have been seen before, the students should soon find that the demands made on them will be significantly greater than those made at GCSE. All students should find that there are ideas and tasks which will challenge and stretch them.

During the first year, students will study the following modules:

1. Forces and Motion – This module deals with some apparently familiar quantities and ideas but students will have to apply these to more challenging problems than those encountered previously. In addition, they will be introduced to one or two new ideas and they will begin to develop A level practical and data-handling skills.
2. Electrons, Waves and Photons – Students will extend their understanding of electrical circuits and they will be introduced to some areas of Physics which will be new to them. The work on waves and particles will provide them with the knowledge needed to understand a whole range of applications, from musical instruments to phased array antennas, and they will be introduced to the strange world of quantum mechanics.

During the upper-sixth year, students will study the following modules:

1. Newtonian World and Astrophysics – Students will extend their understanding of physical systems to include things which are rotating and oscillating. This should extend significantly the range of applications that they will be able to understand. The unit also allows students to explore cosmology using the knowledge that they have acquired to this point.
2. Particles and Medical Physics – In this module, students should make good use of what they have learnt earlier in the course to discuss nuclear physics and the wider sub-atomic world. They will also examine aspects of Physics used when trying to understand the actions of the human body such as hearing and vision and when designing medical imaging equipment.

Practical work is an important part of any A level Physics course and the department has always used a range of practical activities to develop in students an understanding of new concepts and to allow students to develop a range of new skills. For the new A level, there is no formal practical examination or coursework but there is the Practical Endorsement. To make their A level qualification complete, students must obtain the Practical Endorsement by carrying out a range of practical activities, using one from each of 12 areas defined by OCR. As well as completing the endorsement activities, we will use a range of other practical activities. One of the activities will require students to research a topic and present their findings to the class.

*“Psychology is the scientific study of the human mind and behaviour: how we think, feel, act and interact individually and in groups.”* The British Psychological Society

Psychologists are scientists, and they use Research Methods to investigate questions such as:

- Why do some people suffer from mental illness?
- Why do some people fear animals that others adore?
- Why should you believe what I say, just because I wear a suit?

Psychologists investigate many areas of thought and behaviour; a variety of methods exist to ensure that there is always one appropriate to the needs of the study. Students will learn to critically consider the choices researchers have made in designing their studies, evaluating the validity of research and the conclusions that have been made. They will see how a study evolves from an initial idea to a piece of published research, with the power to change the way society thinks and behaves.

Students will also have the chance to undertake practical work, recreating those studies which are deemed ethical by today's standards, alongside designing their own study, recruiting a small number of volunteers to take part in trials, and presenting their findings. Psychology equips students with skills transferable to any degree or career area, but our links with universities will give students the opportunity to find out if studying Psychology beyond Sixth Form is right for them.

We follow the AQA Psychology A-Level Specification, with three examinations taken at the end of the two-year course:

## **Paper One – Introductory Topics in Psychology**

- Social Influence
- Memory
- Attachment
- Psychopathology

Written examination 2 hours in length. 96 marks in total, worth 33.3% of the A-Level grade.

## **Paper Two – Psychology in Context**

- Approaches in Psychology
- Biopsychology
- Research Methods

Written examination 2 hours in length. 96 marks in total, worth 33.3% of the A-Level grade.

## **Paper Three – Issues and Options in Psychology**

- Issues and Debates in Psychology
- Cognition and Development
- Schizophrenia
- Forensic Psychology

Written examination 2 hours in length. 96 marks in total, worth 33.3% of the A-Level grade.

This qualification is designed to develop a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. Learners will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas.

The course consists of 3 units each worth 33% of the total marks:

## **Paper 1 - Philosophy of Religion (assessed by a 2 hour written examination)**

### Content:

- Ancient philosophical influences
- The nature of the soul, mind and body
- Arguments about the existence or non-existence of God
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- Ideas about the nature of God
- Issues in religious language.

## **Paper 2 - Religion and Ethics (assessed by a 2 hour written examination)**

### Content:

- Normative ethical theories
- The application of ethical theory to two contemporary issues of importance
- Ethical language and thought
- Debates surrounding the significant idea of conscience
- Sexual ethics and the influence on ethical thought of developments in religious beliefs.

## **Paper 3 - Developments in Religious Thought (assessed by a 2 hour written examination)**

### Content:

- Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- Sources of religious wisdom and authority
- Practices which shape and express religious identity, and how these vary within a tradition
- Significant social and historical developments in theology and religious thought
- Key themes related to the relationship between religion and society in the context of Christianity (option route 03)

Prior learning: It is strongly recommended that candidates have attained communication and literacy skills equivalent to IGCSE/GCSE at grade C or above in English.

The new two year A Level Spanish course will build on the skills which have been acquired in the IGCSE course. It is intended to deepen students' understanding of the Spanish language as well as their cultural knowledge. Studying a foreign language gives students an overview of the language and culture of the country so they will learn about the history, literature and films of Spanish and Spanish-speaking countries during the two years.

The Spanish A level course provides a comprehensive and in-depth study of all major aspects of Spanish grammar, and developing a varied vocabulary is also an essential part of the course. Students will study a variety of topics, including:

- Stereotypes, equality and gender
- Issues relating to the modern world
- Law and order
- Medical advances and ethical issues
- Aspects of political culture

Students will have the opportunity to study authentic literary and non-literary texts as well as film in the target language. They will also research an area of personal interest in preparation for the oral examination.

Students with a genuine interest in Spanish and Spain and other Spanish speaking countries, of which there are many, will find this a challenging and stimulating course. We hope to inspire them with passion as they become competent linguists. At the end of the course students should have the skills and confidence to live or work in a Spanish-speaking country. The new A Level course also provides an excellent grounding for university study.

The final A level assessment will be made up of:

- A comprehension paper to include listening reading and translation tasks = 50%
- A written paper including essays on film and text studied and an additional translation task = 20%
- A speaking paper including the discussion of a text and a presentation of an individual research topic = 30%







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