



Prince Henry's  
Grammar School

**SIXTH FORM**

# Professional Academic Pathway - Medical

This pathway is designed for academically able and hardworking students looking for careers in Medicine, Dentistry and Veterinary Science.

Applicants for these degrees require excellent academic grades and must also demonstrate commitment through work experience and other activities.

The Professional Academic (Medical) Pathway offers opportunities to gain work experience to enhance your prospects. You can also take part in a range of visits and presentations to improve your knowledge in your chosen field. This programme changes each year depending on the needs of the students but may include:

- Organised volunteering and work experience placements
- Pre-Med courses in both the UK and overseas
- Preparation for BMAT and UCAT (the entrance examinations for some medical courses)
- Mock interview day with other Red Kite schools
- Early applicants' advice evening for students and parents
- Visits to hospitals
- Talks from professionals in the healthcare field
- Individual careers advice interviews
- Talks from former students studying medical courses
- Pathway support network with other students applying for similar courses
- Medical careers mailing list with all available opportunities sent to you directly
- Regular pathways group meetings to develop awareness and skills

You will also be given individual support in preparing your University application to give you the best possible chance of gaining a place on the course of your choice.



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# Open Options Pathway - Teaching

This pathway is aimed at students who want to enter a teaching career at either Early Years, Primary or Secondary level.

Teachers are important people and a career in teaching can be incredibly fulfilling as you help young people to achieve their potential. For these reasons, there is always strong competition for places on teaching courses at the good universities and you need to offer more than simply academic qualifications to stand out.

As part of the Red Kite Teaching Schools' Alliance with a cluster network of primary schools, Prince Henry's can arrange many different opportunities for work experience and teaching taster activities. These are designed to give you the best chance in your university applications but also to help develop the skills needed to succeed in teaching. The programme will vary year on year but may include:

- Volunteering as a teaching assistant in lower school classes
- Volunteering to work with Sums Club or Reading Club
- Assisting with GCSE booster activities
- Taking part in assemblies
- Volunteering to support homework clubs
- Regular volunteering or week long work experience in local primary schools
- University visits
- Teaching Pathway mailing list with all opportunities and information sent to you directly
- Individual careers advice about the range of different routes into teaching
- Talks from PGCE and BEd. course leaders

In addition, you will be given individual support in preparing your university application and in selecting appropriate courses to maximise your chances of gaining a place.



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# Open Options Pathway – Law

This pathway is designed for able and hardworking students who wish to pursue a career in law and related careers.

There is strong competition to get into the top universities for these courses and you need to aim for high academic grades in the correct subjects. You also need to show your commitment to your chosen subject through work experience and by undertaking activities that give insight into the varied careers in the legal industry.

Prince Henry's has a strong track record of helping students to gain places on law related degree courses. Our programme is tailored to meet the needs of individuals and may include:

- University visits
- Visits to the Houses of Parliament
- Talks from former students studying Law
- Talks from solicitors and barristers
- Work experience and internship opportunities with local companies
- Pathway support network with other students applying for similar courses
- Law Pathway mailing list with all opportunities sent to you directly

In addition, you will be given individual support in preparing your university application and in selecting appropriate courses to maximise your chances of gaining a place.



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# Oxbridge Academic Pathway

This pathway is designed for academically able and hardworking students looking to apply to Oxford or Cambridge University.

All the courses at these top universities are very competitive and, in addition to high grades at A level, you need to show a strong independent interest in your chosen course. This pathway is designed to give you the best possible chance to stand out from the crowd. The programme will vary year on year depending on the needs of the individual students involved, but may include:

- Academic seminars programme to prepare for interviews
- Oxbridge conferences at other local Sixth Form providers
- Mock interview day with other Red Kite schools
- Support with entrance examinations
- Early Applicants' advice evening for students and parents
- Opportunities to apply for Oxford and Cambridge Summer Schools and support with applications
- Network group with other Pathway students
- Talks from former students attending Oxford or Cambridge
- Advice from Admissions Tutors

In addition, you will be given individual support in preparing your university application and in selecting appropriate colleges to maximise your chances of gaining a place.



## Why Study Biology?

Biology is one of the most popular A Level subjects in the country, attracting students studying a wide range of other subjects. It is a challenging course that provides students with a broad scientific understanding. The course allows students to take responsibility for their own learning, evaluate data and develop practical, written and communication skills. Most students go on to study degree courses in Biomedical or other Health-related Sciences.



## Course Content and Assessment

The A Level Biology course is composed of 8 units of work:

- Biological molecules
- Cells
- Exchange of substances with their environment
- Genetic information and variation
- Energy transfers in and between organisms
- How organisms respond to their internal and external environments
- Populations, evolution and ecosystems
- The control of gene expression

Students will be assessed on their practical skills over the 2 years and will be awarded a practical skills endorsement at the end of Year 13, if they reach the required standard.

Students are also assessed at the end of Year 13 by 3 written exams, each of which is 2 hours long. The papers consist of a mixture of short and long answer questions, data analysis and essay questions.

## **Progression Routes**

This course will provide a sound basis for those who want to go on to study Biology, Biochemical Sciences, Nursing, Medicine, Dentistry or Veterinary Science to degree level.

## **Entry Requirements**

In order to cope with the demands of the course, students should have gained at least grade 6 in Biology or 6,6 in Trilogy Science at GCSE and a grade 5 in English and Maths.



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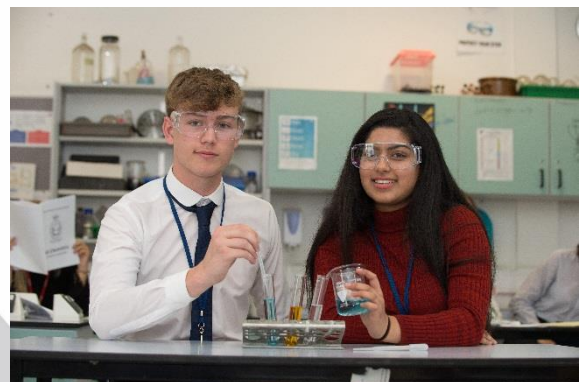
**SIXTH FORM**

# TVQ Applied General Science

**Course Leader:** Mrs V Moss

## Why Study Applied Science?

The Level 3 Extended Certificate in Applied Science is a course that is designed to allow students to continue to study Biology, Chemistry and Physics without having to choose between them. It is an excellent extension for students who want to continue studying a general science course without choosing A Levels in Biology, Chemistry or Physics.



## Course Content and Assessment

The Level 3 Extended Certificate in Applied Science consists of 6 units studied over the two years. Each unit is worth 16.7% of the total mark. The units are set in the context of how science is used in the world around us and especially the workplace.

The units are assessed by both an external exam and internal assessment of portfolios produced.

- **Unit 1** – Key Concepts in Science. An **examined** unit consisting of questions in Biology, Chemistry and Physics.
- **Unit 2** – Applied Experimental Techniques. A **portfolio** unit consisting of your report of 6 experiments carried out in the lab.
- **Unit 3** – Science in the Modern World. An **examined** unit where you will analyse and evaluate scientific information to develop critical thinking skills and understand the use of media to communicate scientific ideas and theories.

*It is possible for students to study the one-year certificate course only.*

- **Unit 4** – The Human Body. An **examined** unit including questions on the digestive system, musculoskeletal system, nervous system and oxygen transport.
- **Unit 5** – Investigating Science. A **portfolio** unit consisting of your report on an extended investigation with Chemistry.
- **Unit 6** – Medical Physics **or** Microbiology. A **portfolio** unit consisting of your report on use of Physics/Microbiology in medicine. (the choice of unit will depend on staff specialism available for the timetable in year 13)

The final grade will be reported as a Pass, Merit, Distinction or Distinction\*. Students must gain at least a pass in every unit to pass the course overall.

## Progression Routes

Applied Science is a good choice for students considering Higher Education in any general science based course or employment within a science based industry.

## Entry Requirements

At least grade 4,4 in GCSE Trilogy Science or at least one grade 4 in either GCSE Biology, Chemistry or Physics and preferably a grade 4 in **both** GCSE English and GCSE Mathematics.





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# BTEC National Diploma in Sport

**Course Leader:** Mr D Hyam

## Why Study BTEC Level 3 National Diploma in Sports (Performance and Excellence)?

Year on year the sport and active leisure sector outperforms the rest of the UK economy. This has been a trend since the end of the economic recession of the late 1990s, and researchers predict will continue to be the case for years to come, long after the sports legacy of the London 2012 Olympic and Paralympics Games and the 2015 Rugby World Cup.



## Course Content and Assessment

The BTEC National in Sport provides an introduction to the sector for students looking to build a career in sport. It is a course for people who enjoy practical activities and have a genuine interest in sport. The BTEC Diploma in Sports Performance and Excellence allows students to select optional units that reflect their aspirations and the diverse nature of the sector. The Edexcel BTEC Level 3 Diploma in Sports and Excellence is a qualification that is largely coursework based though consists of an exam at the end of each year. There are a total of 9 units covered across 2 years, 6 mandatory units plus 3 external units. It is equivalent to two A Level qualifications.

### Units to be covered:

- Anatomy and Physiology (Exam) (EM) \*Sports Leadership (M)
- Fitness Training and Programming for Health (EM), Sport and well-being (Exam) (EM)
- Professional Development in the Sports Industry (M) \*Skill Acquisition in Sport (M)
- Sports Leadership (O)
- Sports Psychology (O)
- Investigating Business in Sport and the Active Leisure Industry (EM)

- Rules, Regulations and Officiating in Sport \*Technical and Tactical Demands of Sport
- Sports Event Organisation
- Skill acquisition in Sport

(M) – Mandatory Units (EM)	(EM) – Externally Examined Mandatory Unit	(O) – Optional Units
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Delivery strategies are designed to reflect the nature of employment within sport wherever possible and encourage students to research and carry out assessment in simulated working conditions. Students are expected to take responsibility for their own learning and achievement, taking into account industry standards for behaviour and performance.

## Progression Routes

BTEC Nationals are designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give students the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for students to higher education, degree and professional development programmes. BTEC Nationals accredit the achievement for courses and programmes of study for full time or part time learners in schools, colleges and other training provider organisations.

On successful completion of a BTEC National qualification, a student can progress to or within employment and/or continue their study in the same, or a related, vocational area.

## Entry Requirements

The BTEC qualification is assessed continually. It is therefore essential that students have an appropriate attitude to learning, and particularly towards attendance. Although it is not necessary to be a practically able performer, students must have a passion for sport and have achieved at least grade 4 in GCSE PE, if taken, plus preferably a grade 4 in English and Maths.



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# BTEC Business

**Course Leader:** Mrs B Hall

## Why Study Business?

The Level 3 National Extended Certificate in Business provides an exciting insight into the dynamic world of business, developing many of the skills that are required to be successful in enterprise or industry. The units studied focus on the fundamental concepts that employers and universities ask for, including marketing, finance and human resources. More importantly, the course focuses on applied learning, bringing together knowledge and understanding with practical and technical skills and always approached using real and relevant business scenarios and examples.



## Course Content and Assessment

- **Unit 1** - Exploring Business (25%) – An internally assessed unit investigating the fundamental principles of Business.
- **Unit 2** - Developing a Marketing Campaign (25%) – An externally set and assessed task that is completed under supervised conditions.
- **Unit 3** - Personal and Business Finance (33.3%) – An externally assessed written exam taken in Year 13.
- **Unit 27** – Work experience in Business (16.6%) – A final optional unit that is internally assessed and is selected from a range of topics.

The grade range for the Level 3 National Extended Certificate in Business is Distinction\* (equal to A Level grade A\*), Distinction (equal to grade A), Merit (equal to grade C), Pass (equal to grade E).

## **Study Methods**

The course is designed to promote active learning and achievement and is highly practical and industry focused. You are required to work independently and carry out your own research and investigations. Due to the varied assessment methods including internal, externally set tasks and an externally set exam, study methods are varied and highly appropriate to the unit being studied. Unit 1 and 27 will involve more independent and practical enquiries, whereas Unit 2 and 3 will be more classroom based.

You will need to be organised and have effective time management skills, as well as being able to respond effectively and quickly to feedback.

## **Progression Routes**

The course effectively equips students to follow a wide range of progression options. This could include a degree or diploma in Business, Management, Finance, Marketing or Human Relations. Equally, the course provides the basis for a wealth of employment or apprenticeship opportunities including Accountancy, Management, Retail, Marketing and Human Resources.

## **Entry Requirements**

Prior knowledge of Business Studies is not required. However, students who have studied GCSE Business must have achieved at least grade 4 in the subject. Due to the high financial content of the course, students must have achieved a grade 5 in Mathematics at GCSE and at least 4 in GCSE English Language. However, a grade 5 is strongly recommended.



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# Business A Level

**Course Leader:** Mrs B Hall

## Why Study Business?

The Business (A Level) course aims to equip students with the ability to make sense of many contemporary business issues. It aims to give students an understanding of how businesses operate in an ever-changing, dynamic environment, focusing on topics such as Marketing, People and management, Finance and Business strategy. Students are encouraged to use an enquiring, critical and thoughtful approach to the study and to appreciate that business behaviour can be studied from a range of perspectives.



## Course Content and Assessment

Business A Level subject content is divided into four units that are assessed through external examination.

### Theme 1 – Marketing and People

Students will develop an understanding of the importance of Marketing to the success of the business, covering fundamental concepts such as understanding and meeting customer needs, marketing mix and appropriate marketing strategy. It also focuses on the importance of people to meet the strategic vision of businesses and the critical role of effective management.

### Theme 2 – Managing business activities

This theme focuses on the financial aspects of business management including raising, planning and managing finance. It also develops an understanding of resource management.

### **Theme 3 – Business decisions and strategy**

Students will develop an appreciation of objectives and business strategy using decision-making techniques and an understanding of the management of change. It also focuses on the external business environment and other influences that affect business decisions.

### **Theme 4 – Global Business**

Students will develop an understanding of: globalisation, global markets and business expansion, global marketing and the impact of multinational companies.

## **Progression Routes**

The course forms an excellent base for a wide range of university options including Law, Business, Finance and Accounting, International Business and Management. It also equips students with some of the skills and understanding to build a career in Finance, Marketing, Human Resources or Management.

## **Entry Requirements**

It is not necessary to have studied GCSE Business Studies in order to be considered for this course. However, students who have studied GCSE Business must have gained at least grade 5 in the subject. At least grade 5 in GCSE English and 4 in Mathematics is also required.





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# Chemistry

**Course Leader:** Mrs S Richards

## Why Study Chemistry?

Chemistry allows you to develop a range of generic skills requested by both universities and employers. A successful A Level Chemistry student will be an effective problem solver and be skilled at communicating efficiently. You will build a range of practical skills that require creativity and accuracy as well as developing a firm understanding of health and safety issues. Chemistry is a subject in which much learning stems from experimental work, so you will need to work effectively as part of a group, developing team participation and leadership skills.



## Course Content and Assessment

The A Level Chemistry course is split into 6 units.

During Year 12, three modules will be covered. The final two modules are taught in Year 13. Throughout the two year course, Module 1: Development of Practical Skills, will be taught alongside the five theory modules and can be assessed in all examination papers.

Assessment is through three examination papers at the end of the A Level course. Students may also be awarded an A Level Practical Endorsement which will be reported on separately to the examinations.

The course offers an innovative approach to teaching and learning in which chemical principles are developed through modern applications of Chemistry. Activities provide practical work as well as many other types of activities including research, group discussion and applications of ICT.

The content is chosen to provide a balanced and coherent study of Chemistry, in which chemical principles are developed, revisited and reinforced throughout the course. Examples of the use of basic chemical principles are drawn for modern applications of Chemistry, in industry, in everyday life and in the environment.

## **Progression Routes**

A Level Chemistry provides an excellent preparation for further study at university. UK higher education institutions currently offer over 200 courses where Chemistry is the primary subject. Often these courses can include an additional year's study, either in industry or at a university abroad. Some courses can include study in other related areas. Examples include Chemistry with Medicinal Chemistry, Chemistry with Forensic Science and Toxicology and Chemistry with Pharmacology.

## **Entry Requirements**

You should have studied science to GCSE at Higher Tier and will have attained at least a 6,6 in Trilogy Science or at least a 6 in triple science; Chemistry. In order to cope with the increasing mathematical demands in the new A Level Chemistry course, students should have preferably gained a grade 6 in Mathematics at GCSE.





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# Computer Science A Level

**Course Leader:** Mr B Mordue

## Why Study A Level Computer Science?

Computing skills are in very high demand in our modern economy. You should choose A Level Computer Science if you wish to go on to higher education courses or employment where knowledge of computing, programming and computer science would be beneficial. Computer Science is not to be confused with ICT, which is the other course we offer, and which is radically different and deals more with software applications.

This new course puts computational thinking at its core, helping you to develop the skills to solve problems, design systems and understand human and machine intelligence – it is scientific at its core with an exciting and interactive element, with around 60% of the course given to actual programming.

Even though it is not necessary for you to have studied Computer Science at GCSE level, it is important that you have a very keen and lively interest in computing and coding. Students will need a logical mind with a persistent and methodical approach to solving problems and writing computer programs. All students will be expected to work on their programming skills outside of the classroom. Traditionally, students with good maths skills do well on this course but a genuine interest in coding/programming is more important.

## Course Content and Assessment

The course consists of three mandatory units:

- Unit 1 – Computer Systems – theoretical written paper (40%)
- Unit 2 – Algorithms and programming (40%) – although this is a written paper, it is interactive in its teaching, as we believe that by learning much of it by actual programming you will gain the highest possible marks.
- Unit 3 – Programming project (20%). In this project, you will choose a computing problem to create a solution to.



More detail pertaining to content can be found at: <http://www.ocr.org.uk/Images/170844-specification-accredited-A-Level-gce-computer-science-h446.pdf>

## **Progression Routes**

If you wish to study a Computer-related or Electrical Engineering or Business IT Systems type degree, this course will give you a great advantage. A Level Computing is a respected qualification among employers, as many jobs require an understanding of computing systems, which is an ever-expanding area of the employment market. Global companies such as Microsoft and Google are actively sponsoring and recruiting Computing graduates and, outside of London, Leeds is at the heart of the IT industry, with many well established games, web-design and software companies based here. Starting salaries for new recruits can be as much as £36,000 per year.

## **Entry Requirements**

All students must have passed GCSE Mathematics at grade 5 or above. Students who have studied iMedia should have achieved at least a Merit, or if they have completed Computer Science should have achieved a grade 5 or above.



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# Drama & Theatre Studies

**Course Leader:** Ms Y Wittering

## Why Study Drama and Theatre Studies?

Drama and Theatre Studies A Level is not only for those who wish to pursue a career in the Performance Arts and the entertainment industry. Although it is essential for those students who do want to work in this area, it also helps students to become confident, articulate adults who are able to collaborate as part of a team, with the self-motivation, initiative and creativity required for work and life in 21st century society.



Drama and theatre have always been at the heart of human expression. Holistic experience is an important medium through which to convey views and ideas which have the potential and power to change society for the better.

## Course Content and Assessment

Performance work is developed through the study of a range of texts, practitioners and historical periods. Students are given several opportunities each year to work with and/or go to professional productions, such as at the RSC at Stratford upon Avon or at Shakespeare's Globe Theatre in London, Blah Blah Blah Theatre Company and Leeds University.

By studying plays and practitioners as actors, students gain the necessary skills to understand the role of the performer, designer and director. In the second year of the course they devise, perform and direct their own play and the written exam requires students to respond as directors. Throughout the course students create notes which demonstrate their understanding of theatre and also require them to evaluate live theatre.

## **Year 1 and 2**

- Component 1: Practitioners in Practice (40%)
- Component 2: Exploring and performing text (20%)
- Component 3: Analysing Performance (20%)
- Deconstructing text (20%)
- Written exam – Year 1 – Mock, Year 2 – Final written exam

## **Progression Routes**

An A Level in Drama and Theatre Studies can lead to a range of higher education courses and careers:

- A degree course in Drama / Theatre Studies / Performing Arts / Expressive Arts / Musical Theatre;
- A combined degree course (e.g. Drama, Creative Writing and Media and Drama);
- An Acting / Directing course at a Drama School (e.g. RADA, Central, Rose Bruford).
- A degree course in Stage Management or Technical Theatre.

Drama is an all-encompassing subject which can help in a variety of courses and career choices (e.g. Set Design, Theatre Administration, Drama Therapy).

## **Entry Requirements**

A good range of GCSEs at grades 4 and 5 or above, preferably with good grades in Arts subjects and English Literature. It is not necessary to have studied GCSE Drama, but students should have experience of performance-related work.



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# Economics

**Course Leader:** Mrs B Hall

## Why Study Economics?

The Economics course aims to equip students with the ability to make sense of many contemporary business and economic issues. Students will look at fundamental economic principles and explore the effects on businesses, consumers and government. The course has a strong focus on the changing world economy and the impact of the growing economic power of China and India. It aims to develop in students an enquiring, critical and thoughtful approach, developing skills of application, analysis and evaluation. It is the high degree of relevance and, at times, the controversy which makes the subject such a lively and interesting one to study.



## Course Content and Assessment

A Level subject content is divided into four units that are assessed through external examination.

- **Theme 1 – Market, consumers and firms**  
In this theme, students explore the way in which consumers make choices and entrepreneurs create desirable products.
- **Theme 2 – The wider economic environment**  
This unit helps students explore how firms can become more competitive. It introduces them to the wider international and economic environment in which firms operate.
- **Theme 3 – The global economy**  
This theme continues to focus on the international economic environment developing students' understanding of globalisation and its implications.

- **Theme 4 – Making markets work**

The final theme considers the level of competition within markets and then looks at how governments may improve the functioning of markets and the economy.

## **Study Methods**

The course encourages students to question and investigate what is happening in the local, national and global business environment. It would therefore be an excellent subject for those with an open, enquiring mind, who are comfortable discussing different views, have a reasonable level of English and numeracy, and wish to develop their understanding of the business world and the economic environment. It combines well with most other subjects developing, in particular, research, analysis and evaluation skills.

## **Progression Routes**

The course forms an excellent base for a wide range of university options including Economics, Law, Business, Finance and Accounting, International Business and Management. It also equips students with some of the skills and understanding to build a career in Finance, Marketing, Human Resources or Management.

## **Entry Requirements**

It is not necessary to have studied GCSE Business Studies in order to be considered for this course. However, students who have studied GCSE Business must have gained at least grade 5 in the subject. At least grade 5 in GCSE English and Mathematics is also required.





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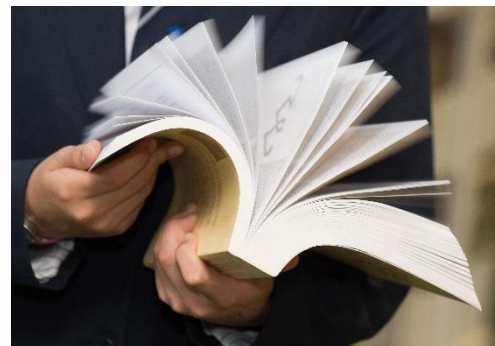
**SIXTH FORM**

# English Literature

**Course Leader:** Mrs R Hunter

## Why Study English Literature?

Through the study of a range of literature, students not only strengthen and hone their literacy skills but also develop a sharp critical instinct. Literature embraces history, philosophy, the Classics, psychology, art, politics, linguistics and even science in its reach, so students will find something that especially engages them. Literature, past and present, aims to reveal a truth about the world we live in, about the fundamental importance of narrative and human expression.



## Course Content and Assessment

The course is designed to create a balanced programme of poetry, prose and drama from early literature to contemporary writing. Coursework widens the experience of literary study and allows candidates to explore individual interests and develop independent learning skills. Essential to this course is a love of reading and a willingness to engage in discussion work. Candidates will also be expected to undertake other reading to enrich their A Level studies.

The A Level course is made up of:

- **Paper 1: Love through the ages – 3 hour exam (40%)**

Candidates study 3 texts from these groups:

- Shakespeare (e.g. Othello, Measure for Measure, The Winter's Tale)
- Unseen Poetry – set by the exam board
- Comparing Texts (e.g. The Great Gatsby by F. Scott Fitzgerald, Rebecca by Daphne Du Maurier, Persuasion by Jane Austen)

- **Paper 2: Texts in Shared Contexts – 2 hour 30 minutes exam (40%)**

Candidates study 3 texts – one prose, one poetry and one drama (one of these must be post-2000):

- Prose (e.g. The Help by Kathryn Stockett, The Handmaid's Tale by Margaret Atwood)
- Poetry (e.g. Ariel by Sylvia Plath, Feminine Gospels by Carol Ann Duffy)
- Drama (e.g. Top Girls by Caryl Churchill, A Streetcar Named Desire by Tennessee Williams)

- **Coursework: Independent Critical Study: Texts across Time (20%)**

2500 word comparative essay. One text must be pre1900.

(e.g. The Picture of Dorian Gray by Oscar Wilde + Dracula by Bram Stoker).

## Progression Routes

A Level English Literature is a facilitating subject for the Russell Group Universities and is widely valued and respected by employers, colleges and universities as an excellent discipline to prepare candidates for a wide variety of occupations from Law and the Civil Service to Medicine and Accountancy. It is specifically appropriate for a number of Arts based occupations, including the Media, Theatre, Journalism, Librarianship, Writing and Teaching.

## Entry Requirements

In order to cope with the demands of the course, students should have gained at least a grade 5 in English Language at GCSE.





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# English Language

**Course Leader:** Mrs J Sparkes

## Why Study English Language?

A study of English Language is a study of how we communicate with each other through a language that is in a constant state of flux, with new words, dialects and technologies appearing and disappearing all the time. Our students also learn the frameworks of language that remain constant and lend English its remarkable ability to adapt and be adapted across the world.

We place a particular emphasis on social contexts and how these influence the language we use – whether this is technology, gender or power in society, or historical setting, and even the way humans acquire language. It is a fascinating course.



## Course Content and Assessment

Although there is a large amount of terminology to learn at first, as native English speakers, our students already know how their language works – we just need to show them the processes behind what they do naturally. With accurate communication so highly prized by society, our assessment also focuses explicitly on making our students better in different modes of expression, formality and context.

The A Level course is made up of:

- **Paper 1: Language, the individual and society – 2 hour 30 minute exam (40%).**  
Candidates explore unseen language texts using linguistic frameworks in Section A, as well as writing about Child Language Development in Section B.

- **Paper 2: Language diversity and change – 2 hour 30 minute (40%).**  
Candidates explore language and gender, occupation, region and social groups as well as Language change over time, 1700 to present.
- **Coursework: Language Investigation and Original Writing (20%)**  
2000 words investigation, 1500 words original writing and commentary, in which students design their own tasks and types of writing they wish to explore.

## Progression Routes

This course will provide a sound basis for those who want to go on to study English to degree level, and is also accepted by the Russell Group of Universities as a recommended subject for many other degrees. However, in addition to the traditional academic route, it is also useful for any vocation requiring communication skills, given the emphasis on accurate use of English within the subject and wider society.

## Entry Requirements

In order to cope with the demands of the course, students should have gained at least a grade 5 in English Language at GCSE.



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# Enrichment Curriculum

**Enrichment Co-ordinator:** Mrs C Willis

## Why do we offer the Enrichment Curriculum?

Employers and Higher Education institutions are increasingly looking for more than just excellent grades from prospective students. We aim to give our students a fulfilling and broad academic experience whilst developing personal and life skills that will help them in their future progression plans. We have developed an innovative Enrichment Curriculum wherein students are able to choose from a range of courses and develop personal skills via modules. These Courses and Modules enhance students' CVs, giving them essential skills and experiences for whatever career or education path they choose. Students are timetabled five periods a fortnight in which to do these Courses and Modules. This is in addition to the wide range of extra-curricular and extension opportunities available at Prince Henry's Grammar School.



## Course and Modules

The Courses currently being offered are:

- **Extended Project Qualification** – a research-based A Level which develops students' independent study and research skills whilst giving them the opportunity to deepen their understanding and appreciation of a subject they currently study or wish to study at University.
- **Core Maths** – a Level 3 Maths qualification for students who want to go beyond GCSE level without taking on the challenge of A level Maths or for students whose other A level courses require a higher level of mathematical skill e.g. Chemistry, Biology or Psychology.

- **Creative Writing (PHGS accredited)** – a course which develops students' ability to analyse, critique and write a range of texts in varying styles.
- **Psychology (GCSE)** – an exam-based course which allows students to gain an understanding of how the mind develops and to develop their analytical and debating skills.

## Enrichment Modules

The Enrichment Modules currently offered include DofE Gold Award, British Sign Language, Mandarin Chinese, Volunteering, Debating, Yoga, Public Speaking and Presenting, Knitting, Film Production and First Aid.

## Progression Routes

Students will have the invaluable benefit of being able to enhance their CV or personal statement and make it stand out. Although universities usually do not formally recognise the extra courses when offering places, an increasing number will give reduced offers in light of a good grade in the EPQ. The skills developed in some enrichment courses also enhance attainment in other subjects.



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# ESEP Programme

**Course Leader:** Mr D Hyam

- **Elite Sport and Education Programme**  
(For athletes that have representative honours in their sport at county, district or national levels.)
- **Excellence in Sport and Education Programme**  
(For athletes who want to achieve excellence in their chosen sports at club level.)
- **Elite Golf Programme**  
(For athletes who want to work towards becoming professional golfers.)

## Why Study on the ESEP Programme?

Prince Henry's Grammar School has a superb reputation for discovering and nurturing elite sporting talent with many students progressing to represent their country in their respective sports. Often talented sportsmen and women between the ages of 16-18 face the dilemma of having to pick between pursuing their dream of becoming an elite athlete or focusing on their educational studies. Pre-school training sessions can lead to students not fully engaging in lessons due to tiredness or fatigue and post-school training sessions can lead to students finding themselves staying up until late in the evening completing school work which has an impact both on their recovery from the training sessions and their readiness for school the next day.

The various ESEP programmes at Prince Henry's Grammar School aim to provide a supportive environment where talented students can achieve their full sporting potential at the same time as being able to reach their full educational potential by allowing them the flexibility to access structured training and athlete development sessions during curriculum time within the school day.



Further benefits of the ESEP at Prince Henry's Grammar School are that it allows the flexibility for existing coaches from the athlete's clubs or team to come in during the set ESEP periods and work with their athletes or to arrange for the athlete to train away from the school site at their existing high performance centres.

### Associated Partners to the ESEP Programme:



### Course Content

- Strength and Conditioning
- Sports Specific Training
- Technical and Tactical Development (Analysis of performance)
- Sports Psychology
- Sports Nutrition
- Mentoring Sessions
- Athletes' lifestyle advice
- Career support and sporting pathway guidance

### Progression Routes

The programme's primary goal is to allow students to progress through representing their club or district to region or country in their chosen sport. On successful completion of the ESEP, a student can also progress to employment and/or continue on into higher education.

### Entry Requirements

It is essential that students have an appropriate professional attitude towards achieving excellence or becoming an elite athlete in their chosen sport. Students considering the ESEP course should have representative honours in their sport at club, county, district or national levels. Individual circumstances will be considered.





Prince Henry's  
Grammar School

**SIXTH FORM**

# Fashion and Textiles

**Course Leader:** Mrs G Williams

## Why Study Fashion and Textiles?

A Level Fashion And Textiles will develop your practical skills through a series of garment based projects which will ultimately equip you for the next steps in higher education or a career in the retail industry. You will be challenged with a range of design situations and you will be able to participate in regular technique workshops to develop your skills further. You will develop knowledge and understanding of origins of textiles, constructed textiles, printing & dyeing textiles, modern fibres and use all this information to create original outcomes.



Practical work is at the heart of this course. Students will develop creative skills alongside theoretical knowledge to embed information for retrieval in the examination. Students will research and investigate a wide range of modern contexts with a much greater emphasis on fashion. Students also get an insight into the commercial side of the fashion industry which makes it more relevant for higher education and a career in Fashion/Textiles.

## Course Content and Assessment

The A level is delivered over 2 years. All external assessment is completed during Year 2 (Year 13)

### Year 1 (Year 12)

The course is delivered through a mixture of theory lessons and focused practical work to develop skills/knowledge. There is no formal external assessment in Year 1. All work produced is assessed at regular intervals through the school's Progress Report system. Students will create theory note folders, practical outcomes and a coursework portfolio in Year 1. In the Spring term in Year 1 students will complete an examination in line with the school's Summer exam timetable.

## **Year 2 (Year 13)**

Students will begin work on their final coursework project. They will choose their own design context and create an original product and portfolio. Student's will apply their own specialist knowledge to the project and draw upon skills acquired in Year 1 of the course. Students work will be sent to external moderators for marking in May of Year 2. The NEA coursework is worth 50% of the total A Level.

In the Summer term, students must sit 2 examinations. These are worth 50% of the total A level.

Paper1: Technical principles of fibres and fabrics.

Paper 2: Designing and making principles.

## **Progression Routes**

This is a new course, which has been developed to appeal to students who would like to design, make and evaluate functional real life products for a modern/technical world. Career prospects are wide-ranging from Fashion designers to costume designers, Retail range planning/forecasting, Fashion/Textiles journalists/photographers to pattern cutters, Retail buying and visual merchandising to Social media bloggers and online publications to those interested in setting up their own business.

## **Entry Requirements**

It is not necessary to have studied Design and Technology at GCSE but it is essential that students choosing this course have a real interest and passion for Fashion & Textiles. In order to meet the demands of the course a GCSE grade 4 or above in a Design and Technology/Arts based subject would be useful.





Prince Henry's  
Grammar School

**SIXTH FORM**

# Film Studies

**Course Leader:** Mrs S Ellis

## Why Study Film?

Despite the huge explosion in digital media, film remains both a major art form and a dynamic billion dollar global industry. It is a powerful and culturally significant medium and Film Studies students will study their set texts in much the same way that English Literature students study novels and poetry. Film Studies allows students to engage with a diverse range of critically acclaimed films and in doing so to develop their analytical and textual analysis skills, appreciating how film reflects and shapes important ideas in our culture.



## Course Content and Assessment

This course will introduce students to a wide variety of films, offering opportunities to study mainstream American films from the past and present as well as a range of British, American, independent and global films. Students will also study silent film, gaining an understanding of the film industry from its early years to its emerging digital future.

The course offers a wide range of set texts for study, covering a range of historical, cultural and institutional contexts. There are classic films from Hollywood's golden era (*Vertigo* (Hitchcock, 1958), *Casablanca* (Curtiz, 1942), as well as more modern Hollywood classics such as *Blade Runner* (Scott, 1982) and *Apocalypse Now* (Coppola, 1979). Contemporary American film is represented in both its mainstream form - *Inception* (Nolan, 2010), *No Country for Old Men* (Coen Brothers, 2007) - and from the independent sector, including *Winter's Bone* (Granik, 2010) and *Frances Ha!* (Baumbach, 2012). There is also a focus on British film, offering the chance to study acclaimed British directors such as Andrea Arnold (*Fishtank*, 2009), Danny Boyle (*Trainspotting*, 1996) and Edgar Wright (*Shaun of the Dead*, 2004). The second paper features topics guaranteed to widen every student's horizons, focusing on the Silent Era, world film and also films that have pushed the boundaries of what we understand film to be, including experimental films by the likes of Jean-Luc Godard, Mike Figgis and Wong Kar-wai.

Production work is an integral part of this course. Studying a diverse range of films is designed to give learners the opportunity to apply their knowledge and understanding of film to their own filmmaking and screenwriting. This is intended to enable learners to create high quality work as well as provide an informed perspective to their study.

### **Paper 1 – Written Exam (2 hours 30 minutes - 35%) - Varieties of Film Making**

Students will study a total of six films from the following areas:

- A.** Hollywood 1930 – 1990
- B.** American Film since 2005
- C.** British Film since 1995

### **Paper 2 – Written Exam (2 hours 30 minutes - 35%) - Global Film-making Perspectives**

**Section A** – Global Film – one European film and one film produced outside Europe will be studied

**Section B** – Documentary Film

**Section C** – Silent Cinema

**Section D** – Experimental film (1960 – 2000)

### **Non Examined Assessment (30%)**

Students produce either a short film or a screen play and story board for a short film - including an evaluative analysis of their work.

## **Progression Routes**

This qualification is a useful starting point for those who wish to study Film, Film Production, Media Studies or Communication at University. It is also a good choice for those intending to study Journalism, Marketing, Business Studies, Advertising or Leisure Studies.

## **Entry Requirements**

It is not necessary to have studied Media Studies at GCSE to take A level Film Studies but it is essential that students choosing this course have a real enthusiasm for film. In order to cope with the demands of the course, students should have gained at least grade 4 in English at GCSE.



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**SIXTH FORM**

# Fine Art

**Course Leader:** Mr S Green

## Why Study Fine Art?

A Level Fine Art is a course that will not only equip the individual with creative making skills but will also develop their research and thinking ability. The creative industry is one of the largest growing areas in the UK and beyond. Increasingly, employers are requiring creative practitioners with vision and independence. Our Fine Art course nurtures such an approach.



## Course Content and Assessment

Students will have the opportunity to develop their own style of work through a well-balanced and varied course of study. All students will experience a range of materials including painting (both in acrylics and oils), drawing, printmaking (linoleum, drypoint and silkscreen) and sculpture (clay, plaster and stone carving and construction). The keeping of a visual diary/sketchbook will be paramount in the development of ideas and the growing awareness and understanding of the History of Art – a special emphasis being on 20<sup>th</sup> Century Art movements and contemporary Arts' practice.

A variety of starting points such as still life, the figure and the local environment will be an important element of the course in Year 12 and observational work will feature within these.

An example of a project could be the development of some life drawings into photographic compositions, taken then into life-size plaster figures or into abstract silkscreen designs. These may then be developed with the knowledge of the Cubist artists into reduction linoleum prints or large scale abstract oil paintings. This imaginative development of projects will be an integral part of the course.

There will be gallery visits organised as well as two foreign field trips, including one to Paris. The course will consist of ongoing assessments at the end of each module and student evaluations and critiques will be integrated into the course. Private study will feature as an important component of the course in developing both the observational and research skills of the individual.

The **A Level course** comprises two units:

- **Coursework (60%):**
  - Self-motivated project, in liaison with staff, worked in the student's choice of media.
  - Personal Study Component, focusing on the student's interest in critical studies linked to their own project.
- **Externally Set Assignment (40%):**
  - This represents the culmination of the A Level course.

## Progression Routes

A Level Fine Art would be an ideal option for students considering studying to work in the creative industries at degree level and beyond. Courses in disciplines such as Architecture, Graphic Design, Interior Design, Sculpture, Fashion and Marketing, Illustration & Computer Aided Design are all related areas, for which many students would normally pursue a one year Foundation Art course prior to study in higher education.

## Entry Requirements

Students interested in embarking upon this course should be committed and well-disciplined individuals keen to develop their individuality and skills as young artists. We would welcome students with a minimum of grade 4 in Art at GCSE.



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**SIXTH FORM**

# Diploma in Food Science & Nutrition

**Course Leader:** Mrs A Blakeley

## Why Study a Diploma in Food Science and Nutrition?

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates. This is an Applied General qualification. This means it is designed primarily to support learners progressing to university. It has been designed to offer exciting, interesting experiences that focus learning for 16 - 19 year old learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful, work-related contexts, linked to the food production industry.



## Course Content and Assessment

WJEC Level 3 Diploma in Food Science and Nutrition			
Unit Number	Unit Title	Structure	Assessment
1	Meeting Nutritional Needs of Specific Groups	Mandatory*	Internal and External
2	Ensuring Food is Safe to Eat	Mandatory*	External
3	Experimenting to Solve Food Production Problems	Optional*	Internal
4	Current Issues in Food Science and Nutrition	Optional*	Internal

\*Learners complete three units: two mandatory and one optional.



- **Unit 1** – compulsory (50%). The exam is 90 minutes long and marked externally. There is also a timed assessment (9.5 hours), which includes a practical exam based on a scenario given by the exam board e.g. a 3 course meal. The first mandatory unit will enable the learner to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts and to gain practical skills to produce quality food items to meet the needs of individuals.
- **Unit 2** – compulsory (25%). Assessed by a written assignment, which has 8 hours for completion. The second mandatory unit will allow learners to develop their understanding of the science of food safety and hygiene.
- **Unit 3** – 12 hour assessment / food science experiment (25%).  
OR
- **Unit 4** – 14 hour assessment on current issues in food science and nutrition (25%).

## Progression Routes

Together with other relevant qualifications at Level 3, such as A Levels in Biology, Chemistry and Maths and/or Level 3 qualifications in Hospitality or Science, learners will gain the required knowledge to be able to use the qualification to support entry to higher education courses such as:

- BSc Food and Nutrition
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology

This qualification will prepare you for higher education and a rewarding career as a food technologist, food designer or nutritionist. Other possible career paths include social work, teaching or medicine. In the past, students have gone to university to study Dietetics, New Product Development, Nano Technology, Primary School Teaching and Environmental Health.

## Entry Requirements

In order to cope with the demands of the course, students should have gained at least a grade 4 in one of Hospitality and Catering, Home Economics: Food and Nutrition, Biology, Physical Education, Humanities or Design and Technology.



## Why Study French?

France may only be a 1 hour flight away, but with French being spoken in 35 different countries on several continents across the world, employment opportunities and the possibilities for travel are endless and as far afield as the Caribbean and the Indian Ocean and as close to home as Paris or Bordeaux. Students study using a careful balance of book-based activities combined with online exercises. They have access to up to date web-based magazines and newspapers as well as inspiring and authentic websites which allow them to develop both their linguistic and ICT skills throughout the course.



## Course Content and Assessment

Speaking and listening skills are partly developed through discussion work, to which students are expected to contribute, and through regular conversation classes with a native French Language Assistant. By studying more advanced aspects of French grammar, students are equipped with the necessary skills to understand more complex texts, and to write with greater fluency and accuracy.

**The A Level course** comprises three modules:

- **Aspects of French-speaking society: current trends**
  - The changing nature of family
  - The 'cyber-society'
  - The place of voluntary work

- **Aspects of French-speaking society: current issues**
  - Positive features of a diverse society
  - Life for the marginalised
  - How criminals are treated
- **Political and artistic culture**
  - A culture proud of its heritage
  - Contemporary francophone music
  - Cinema: the 7<sup>th</sup> art form
  - Teenagers, the right to vote and political commitment
  - Demonstrations, strikes – who holds the power?
  - Politics and immigration

These are examined at the end of Year 13 by three units of assessment.

- Paper 1 = Listening / Reading / Writing
- Paper 2 = Writing
- Paper 3 = Speaking

## Progression Routes

This course will provide a sound basis for those who want to go on to study French to degree level. However, A Level languages are highly regarded and, consequently, many employers actively look for candidates with an A Level language qualification. With opportunities for linguists within the business, finance, sales, manufacturing and hospitality industries, learning a language does not just lead to translating, the travel industry and teaching. Many Higher Education courses in subjects such as Marketing, Business, Science and Engineering now include an element of language study and/or period of work experience abroad.

## Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade 6 in French at GCSE, and should have taken the Higher Tier Papers.





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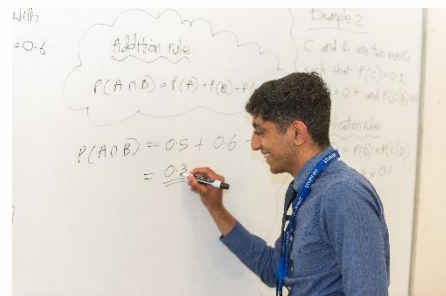
# Further Mathematics

**Course Leader:** Mr S Cooper

## Why Study Further Mathematics?

While A Level Mathematics is a rich and deep course in its own right, some students will find Further Mathematics a more suitable challenge for their level and their interests. Further Mathematics is the gold standard of high school maths.

The extension of your knowledge and understanding through the course will support your studies in A Level Mathematics, consolidating your work and helping you to achieve the best possible grades. The overlapping skills developed in Mathematics and Further Mathematics mean that it is easier to carry it on as a fourth full A Level subject than many others. It is taught in a smaller group, allowing for personalised support and detailed feedback.



## Course Content and Assessment

The Further Mathematics curriculum maintains partial modularity, in order that the elite mathematicians of the future can branch out in different directions of study.

50% of the course will be compulsory content with an additional 50% modular options. The study of systems and optimisation remains available, along with a broad variety of other offerings.

As with AS Mathematics, AS Further Mathematics counts as 40% of a full A Level and it is treated as a standalone, introductory and partial version of the course.

All assessment will be by examination, around 3 hours of exams for AS level and 6 hours for the full A Level.

We will continue to extend our most able students; along with the entry examinations used by the top universities, the other modules not used for Further Mathematics will provide opportunities for this.

## Progression Routes

The study of Further Mathematics gives you the opportunity to develop a really deep and thorough understanding of mathematics, and will enhance your ability to handle complex, high-order thinking.

If you are planning to study Mathematics, Engineering, Computer Sciences including programming, Physics or Natural Sciences at university, then taking Further Mathematics A Level will stretch you and help you prepare for your university course, as well as demonstrating your commitment to your studies and distinguishing you from other candidates. Further Mathematics is required by some universities.

Further Mathematics would also be very helpful for students considering continued study in the areas of Banking and Finance, Economics, Accountancy and Insurance, Medicine, Veterinary Medicine and Chemical and Biological Sciences.

## Entry Requirements

In order to cope with the demands of the course, students should preferably have gained at least grade 8 in Mathematics at GCSE, although, in exceptional circumstances, students with grade 7 will be considered.

Prior study of Further Mathematics GCSE would be beneficial, though not essential, and the achievement of grade 7 or above in that course would also be preferred. An outcome on this course will be taken into consideration when advising students about entry.

Further Mathematics can only be selected if you are also choosing Mathematics.



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# Geography

**Course Leader:** Mrs N Edney

## Why Study Geography?

Geography inspires students to become global citizens by exploring their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet. Geography students are highly employable across a wide range of careers due to the nature of content covered and skills developed.



## Course Content and Assessment

The A Level course aims to excite students' minds, challenge perceptions and stimulate investigative and analytical skills. It comprises three units:

- Component 1 – Physical Geography (Exam, 40%).
  - Water and carbon cycles, Coastal systems, Hazards.
- Component 2 – Human Geography (Exam (40%).
  - Global systems and global governance, Changing places, Urban environments.
- Component 3 – Geographical investigation (Maximum 4000 word investigation, 20%).
  - An individual investigation based on data collected in the field. Should be based on a question or issues relating to any of the topics covered in component 1 or 2 above.

Students are required to complete four days of fieldwork during the A Level course, focusing on human and physical issues. In previous years, students have visited the East Coast, the Yorkshire Dales, Leeds and York. It is our intention to offer students a UK-based residential opportunity.

## Progression Routes

Geography is an academic and highly valued subject providing an excellent bridge between science and arts degree courses, helping equip students with a broad knowledge base and key skills in literacy, data handling, decision-making, research, analysis and evaluation. Such skills are all vital to success in a wide range of careers including law, journalism, the civil service, environmental science, green energy, town planning and surveying (to mention just a few!), but also to other progression routes such as apprenticeships and entering directly into the world of work. Geography A Level and degree students remain highly employable in all sectors due to the range of skills, knowledge and global awareness that make up the fabric of this dynamic, challenging yet enjoyable course.

## Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade 5 in Geography at GCSE and preferably a grade 6. It is also possible for able students who have not studied GCSE Geography to take this option, though given the academic nature of the course we would expect students to have at least grade 5 in Mathematics and English and be genuinely interested in the subject.



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**SIXTH FORM**

# German

**Course Leader:** Ms H Rosillo

## Why Study German?

From Bavaria to Berlin and from Bern to Brussels, German can be heard throughout Europe and this course aims to provide students with the skills to join in this powerful conversation. With over 180 million speakers throughout the world, it's a conversation you might not want to miss out on! The course is taught using a blended learning technique including a course book with online activities and exercises, numerous authentic resources from the internet, magazines and online newspapers, and weekly lessons with a native speaker. The KS4/5 Exchange with our partner school in Aachen not only develops lasting friendships but also considerably enhances the linguistic skills of all participants.



## Course Content and Assessment

Speaking and listening skills are partly developed through discussion work, to which students are expected to contribute, and through regular conversation classes with a native German Language Assistant. By studying more advanced aspects of German grammar, students are equipped with the necessary skills to understand more complex texts, and to write with greater fluency and accuracy.

**The A Level course** comprises three modules:

- **Aspects of German-speaking society: current trends**
  - The changing state of the family
  - The digital world
  - Youth Culture: fashion and trends, music, television

- **Multiculturalism in German-speaking society**
  - Immigration
  - Integration
  - Racism
- **Political and artistic culture**
  - Festivals and traditions
  - Art and architecture
  - Cultural life in Berlin, past and present
  - Germany and the European Union
  - Politics and the youth
  - German re-unification and its consequences

These are examined at the end of Year 13 by three units of assessment: Paper 1 = Listening / Reading / Writing; Paper 2 = Writing; Paper 3 = Speaking.

## Progression Routes

This course will provide a sound basis for those who want to go on to study German to degree level. However, A Level languages are highly regarded and, consequently, many employers actively look for candidates with an A Level language qualification. With opportunities for linguists within the business, finance, sales, manufacturing and hospitality industries, learning a language does not just lead to translating, the travel industry and teaching. Many Higher Education courses in subjects such as Marketing, Business, Science and Engineering now include an element of language study and/or period of work experience abroad.

## Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade 6 in German at GCSE, and should have taken the Higher Tier Papers.





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**SIXTH FORM**

# BTEC Health and Social Care

**Course Leader:** Mrs C Watts

## Why study Health and Social Care?

Health and Social Care is an engaging and challenging course, designed to expose learners to the skills and knowledge required by healthcare and social work professionals in a variety of jobs and sectors. It is a subject which will appeal to students who:

Enjoy studying a subject which has practical vocational applications and is relevant to their lives, experiences and potential career aspirations

- Want an opportunity to investigate and research
- Enjoy finding the answers and applying their knowledge - not just being taught it for an exam

## Course content and Assessment

The Level 3 Extended Certificate in Health and Social Care is equivalent to 1 A Level.

The course comprises 4 units:

- Human Lifespan Development (written exam)
- Working in Health & Social Care (written exam)
- Meeting Individual Care & Support Needs (coursework)
- Physiological Perspectives (coursework)





The course comprises 8 units:

- Human Lifespan Development (written exam)
- Working in Health & Social Care (written exam)
- Enquiries into Current Research in Health & Social Care (Externally assessed coursework)
- Meeting Individual care & Support Needs (Coursework)
- Work Experience in Health & Social Care (coursework includes work placement of at least 100 hours)
- Principles of Safe Practice in Health & Social Care (coursework)
- Promoting Public Health (coursework)
- Physiological Perspectives (coursework)

## Progression Routes

Level 3 BTEC courses such as Health and Social Care qualify for UCAS points at the same level as academic A Levels and this gives students a wide choice of progression options into further study at college or university, training or relevant employment in the chosen sector.

This qualification could lead to careers in:

- Nursing
- Social Work
- Health services
- Community work
- Nursery teaching
- Care work

## Entry Requirements

It is not a requirement to have studied Health & Social Care at KS4. Students who have a keen interest, are enthusiastic and hardworking will be successful on this course. As a minimum, students should have 5 GCSEs at grade 4 or above, preferably including Mathematics and English



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**SIXTH FORM**

# History

**Course Leader:** Mr P Low

## Why Study History?

History is a thriving and very popular A Level choice and builds on what is a very successful and enjoyable GCSE course. History A Level encourages students to think critically about the key questions: Where are we now? Where have we come from? It develops the skills of analysis, evaluation and extended writing. It is a highly valued subject and grows in popularity with employers and universities alike.

## Course Content and Assessment

The A Level course comprises 3 units:

Unit 1 – Tsarist and Communist Russia 1855-1964 (40%)

This unit will allow students to develop an understanding of a period of great change and turmoil for Russia as it moved from the autocracy of the Romanovs to the dictatorship and totalitarian regimes of the Communists. As part of this course students will be asked to consider: the nature of political opposition and its causes; how political authority changed and adapted; economic development and change; how society and culture developed; and the role of specific individuals in leading this change. How important was the role of individuals and groups and how were they affected by developments?

Unit 2 – The Making of Modern Britain, 1951-2007 (40%)

This unit allows student to develop an in-depth understanding of key political, social and international changes which helped to make Britain the country which it is today. Students will explore a wide-range of concepts that includes government and opposition, social class, social division and cultural change. Through this course students will develop an understanding of, and analyse, the complex interrelationship between political policies, economic developments and political survival.



### Unit 3 – Non-exam assessment (20%)

Building on the skills developed over the course of the A Level, this unit allows students to demonstrate their ability to write on a topic of interest. They will be expected to produce an essay of between 3500-4500 words in length. Students will need to be able to analyse primary and secondary source material to produce an evaluative response to a stimulating historical question.

## Progression Routes

History allows students to develop their ability to critically analyse information, think logically and evidence decisions. For this reason, it is a good subject to take if you are considering entering the legal profession, the business world or the civil service, and many undergraduate historians even go on to become accountants.

## Entry Requirements

Students should preferably have achieved at least a grade 5 at GCSE History in order to be able to meet the demands of the A Level course. Students who have not taken History GCSE should not be put off by the A Level, but a grade 5 in GCSE English would be required in these cases.



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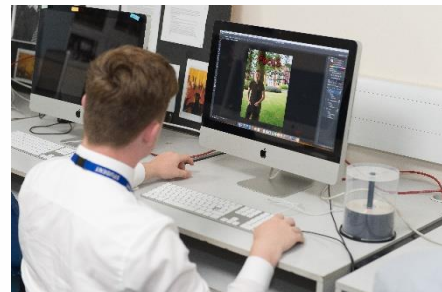
# Media: Cambridge Technicals in Digital iMedia

**Course Leader:** Mr B Mordue

## Why Study Digital iMedia?

We are proud to offer this new and exciting course which offers students the chance to develop creative skills relevant for the modern world.

The creative media industry is growing 30% faster than the rest of the economy and is looking for competent, creative people to fill a range of dynamic and exciting jobs, some of which have not even been invented yet! Whether you want to progress to Higher Education, an Apprenticeship or employment, this course is designed to equip you with the skills you need to work in the Creative Media industry.



## Course Content and Assessment

This course offers a highly practical approach to the study of the media. Students will develop conceptual ideas, and take them through the production cycle; from planning and pre-production right through to post-production and distribution. They will also learn how to analyse target audience requirements, research market demand and bring a media concept to life, working in line with legal and regulatory requirements.

Students study 2 examined units and 3 creative IT-related coursework units. These include producing a high-quality digital video using a Mac (Unit 3). Coursework is worth 50% overall in this course.

Students will learn how to design and create an interactive website in Unit 4 and in Unit 10 they will plan for and produce a short animation for the targeted audience. In Unit 17, they will learn how to create special effect techniques in a new range of software to produce film footage as part of short film, or animation.

The course is very practical and builds on the students' excellent IT skills acquired from their time studying KS3 or KS4 IT. Another very positive feature of this course is that it affords students the opportunity to sit the exams on up to two occasions each.

The first three units are mandatory. Teachers will select the most interesting, interactive and challenging units from the list below dependent upon the skills and strengths of the class:

- Unit 1 - Media Products and Audiences (exam)
- Unit 2 - Pre-production and Planning (exam)
- Unit 3 - Create a Media Product (Digital Video) (coursework)
- Unit 4 - Create an interactive media produce (Website) (coursework)
- Unit 10 - Create a digital animation (Adobe Photoshop, Fireworks, Flash) (coursework), or
- Unit 17 - Create Visual and Special Effects (coursework)
- Unit 20 - Advertising
- Unit 21 - Pitching an idea
- Unit 23 - Create your own professional portfolio

## Progression Routes

This course offers a high quality alternative to traditional A Levels, allowing students to mix both successfully. The course carries UCAS points like any other A Level and is also well received by universities. This is a modern and exciting new course designed for students who may want to eventually work in the huge Media or digital sectors.

## Entry Requirements

It is not necessary to have studied Media Studies or iMedia at GCSE level as much of the content of this course will be new. Students who have studied GCSE iMedia will be expected to have achieved at least a Level 2 Pass.

Above all, we are looking for students with genuine interest and enthusiasm, and a willingness to learn and explore new software.



## Why Study Law?

The study of law helps develop your analytical ability and critical thinking. It also develops problem solving skills through the application of legal rules. Law is a well-respected, popular and useful course and the skills that you acquire will not only support you through your academic studies but will also equip you with essential skills for higher education or the working world.

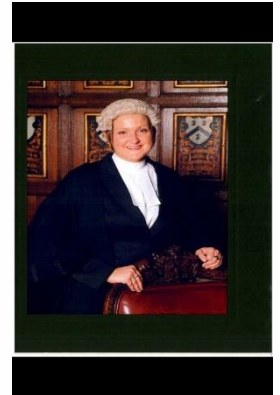
## Course Content and Assessment

- The Legal System and Criminal Law
- Law making and the Law of Tort
- The Nature of Law
- Human Rights Law

Students will develop competence in using legal skills during the study of the nature of law, the English legal system and private and public areas of substantive law.

Students analysis and application must include the ability to identify and breakdown into constituent parts the relevant legal rules and principles for each area of law and apply those legal principles to a hypothetical scenario. Assessments will require students to formulate a reasoned argument to support a particular proposition by reference to the relevant legal rules and principles that support that argument.

Students will learn how to construct clear, concise and logical legal arguments, using appropriate legal terminology. They will also be required to construct a persuasive argument including instances where they have recognised that there are no clear legal precedents or conflicting precedents to solve a problem.



## **Progression Routes**

This qualification provides a suitable opportunity for the study of law or related courses in higher education. Equally, it is suitable for learners intending to pursue business careers or further study in business, social sciences or as part of a course of general education.

## **Entry Requirements**

In order to cope with the demands of the course, students should have gained at least grade 5 in English at GCSE and at least grade 4 in Mathematics.





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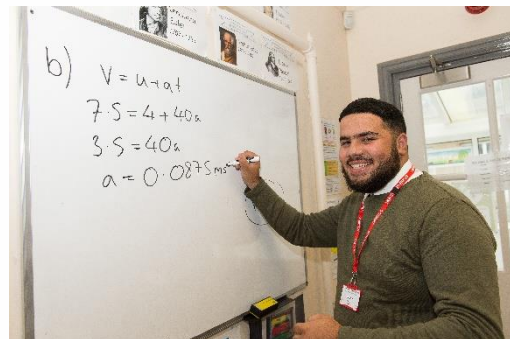
# Mathematics

**Course Leader:** Mr N Adam

## Why Study Mathematics?

Mathematics is a fundamental area of study, with its own inherent value. The correct solution of a problem has its own immediate satisfaction which makes the study of Maths enjoyable as well as challenging. It is, in many ways, a philosophy and a language, but it is also very useful on a practical level.

Mathematics affects myriad aspects of our daily lives and explains the world around us. Studying Mathematics will improve your problem solving and logical analysis, as well as enhancing your creativity. At Prince Henry's, we are aware of the challenges Mathematics presents, as well as its joys, and we are pro-active in supporting, stretching and encouraging our students to give of their best and achieve their potential.



## Course Content and Assessment

Over the two years of the full A Level course, a programme of approximately two thirds pure mathematics, one sixth statistics and one sixth mechanics will be studied.

Assessment is entirely by examination, comprising of three 2 hour examinations for the full A Level. Other than those which will manipulate algebra, any type of calculator is allowed in all the exams, and at least an enhanced scientific calculator capable of dealing with the Normal and Binomial distributions will be required. Marks will be weighted approximately proportionally to the lengths of the exams.

### Year 12 content:

- Pure mathematics: functions, introductory calculus, coordinate geometry, trigonometry, binomial expansion, exponentials and logarithms, introduction to vector geometry
- Statistics: analysis of data, probability, discrete random variables, Binomial distribution, large data sets
- Mechanics: particle kinematics including calculus, dynamics and statics, vector models, Newton's laws

### **Year 13 content:**

- More advanced versions of the topics from Year 12
- More pure mathematics: trigonometric identities, numerical methods, advanced coordinate geometry, sequences and series, advanced calculus, proof
- More statistics: conditional probability, Normal distribution, hypothesis testing, contextual interpretation
- More mechanics: projectiles, resolving forces, friction, moments, motion in a plane

### **Progression Routes**

The study of Mathematics to A Level opens more career paths than many other subjects, including Banking and Finance, Accountancy and Insurance, as well as being strongly recommended for those interested in Medicine, Veterinary Medicine, Engineering, Computer Science, Economics and the Sciences.

A Mathematics degree also garners enormous respect from potential employers.

### **Entry Requirements**

In order to cope with the demands of the course, students should preferably have gained a grade 7 in Mathematics at GCSE. In exceptional circumstances, students will be considered with a grade 6.



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# Media Studies

**Course Leader:** Mrs S Ellis

## Why Study Media Studies?

The creative media industry is growing 30% faster than the rest of the economy and is looking for competent, creative people to fill a range of dynamic and exciting jobs, some of which have not even been invented yet! Whether you want to progress to study this subject at university or move onto an apprenticeship or employment, this course will teach a range of high level analytical and practical skills. As the Media play an increasingly large role in our lives and we spend more and more time on our phones and tablets, posting on social networks, playing digital games, streaming on platforms like Netflix and Amazon Prime, it becomes more and more important to understand how these media target audiences and how we are influenced by them.



## Course Content and Assessment

Students will investigate a diverse range of media products using their own knowledge and by applying the key concepts of media language, representations, institutions and audiences to a range of products in order to understand how meanings and responses are created. There will be a focus on new technologies and how those developments are changing the way media products are produced and consumed. We will also explore the issues and debates that these new technologies have raised. Are all young people being somehow brainwashed by their phones? Should Youtube be regulated? Are violent video games leading to more youth violence? The media texts studied will be television drama, news, social media, music videos, magazines, radio, the advertising industry, film and the gaming industry. Students will also develop their knowledge and skills in practical work where they will work to an exam board brief. The aim of this course is to create students who actively question the role the media plays in their lives. By creating their own media texts, students will explore the history of the media, study theory and engage with current media debates and issues in the media.

**Paper 1:** Issues and Debates in the Media (examination, 35%)

Topics covered – News and online news / Magazines / Music video / Advertising and marketing

**Paper 2:** Analysis of Media Products (examination, 35%)

Topics covered – Radio / Video Games / Film / Television Drama

**Paper 3:** Creating a Media Product – (internally assessed, 30%)

## Progression Routes

This qualification is a useful starting point for those who wish to study Media, Media Production or Communication at university. It is also a good choice for those intending to study Journalism, Marketing, Business Studies, Advertising or Leisure Studies.

## Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade 4 in English at GCSE. There is no requirement to have taken GCSE Media Studies.



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# Music

**Course Leader:** Mr P Condry

## Why Study Music?

*"Music makes a kind of liquid link between the study of languages, literature and the other arts, history and the sciences – joining them together in the outer world of feelings and relationships and the inner world of the imagination."* Dr Robin Holloway (composer)

This course will equip students with the fundamental skills required to progress to advanced musicianship. Students will develop their skills as performers and composers, as well as learning how to analyse music from a variety of styles. Music links all of humankind and is a form of communication that transcends words. Due to the dedication, perseverance and commitment involved in learning to play an instrument or sing, as well as the higher level thinking skills involved in understanding and analysing music, A Level Music is held in high esteem by universities and employers. This qualification can open doors to careers in or out of the music industry, including performing, teaching, song writing/composing, media, conducting, music technology / sound engineering, production, musical theatre and music journalism. Many Music graduates go on to highly successful careers in various corners of commerce and industry.



## Course Content and Assessment

We will follow the AQA specification. The A Level course is comprised of three units:

- **Performing (35%)** – A recital lasting a minimum of 10 minutes
- **Composing (25%)** – Two compositions (1 free piece and 1 to a set brief set by AQA) lasting a minimum of 4.5 minutes in total
- **Appraising (40%)** – Study of 6 areas of study, each with 3 set works. This will be a written exam.

## Progression Routes

This course will provide an essential basis for anyone wishing to study Music at university or music college / conservatoire. It is a preferred qualification for music technology, sound engineering/recording and broadcasting routes. It is also essential for those wanting to teach Music in any form. Music is highly valued by many institutions and employers because of the emphasis it places on development of skills, analysis and listening.

## Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade 5 in Music at GCSE or will have studied Music Theory to around Grade 5 standard. It is essential that all students taking this course can perform on voice/instrument to ABRSM Grade 4 or equivalent.





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# Physical Education

**Course Leader:** Mr D Curtis

## Why Study Physical Education?

If you are considering a course in sport or physical education at university and anticipate pursuing a career in either, then studying A Level PE will provide you with a sound base. As well as an in depth theory element, you will be able to develop your practical skills in a range of sporting roles.

The close link between the theory and the practical elements of the course will help you to develop your own performance as well as your ability to observe, analyse and correct other performers in a variety of physical activities. Our A Level Physical Education qualification allows students to play to their strengths and gain dynamic theoretical and practical skills for further education or work.

## Course Content and Assessment

The A Level course is comprised of three units:

### Unit 1 - Factors affecting participation in physical activity and sport (Exam, 35%)

- Applied anatomy and physiology
- Skill acquisition
- Sport and society

### Unit 2: Factors affecting optimal performance in physical activity and sport (Exam, 35%)

- Exercise physiology and biomechanics
- Sport psychology
- Sport and society and technology in sport



### **Unit 3 - Practical performance in physical activity and sport (Internal assessment with external moderation, 30%)**

Student assessed as a performer or coach in the full sided version of one activity.  
In addition, written/verbal analysis of performance.

### **Progression Routes**

Studying A Level PE will prepare you for studying a wide variety of courses in higher education including Sports Science, Sports Studies, Leisure Management, Qualified Teacher Status degrees, Sports Therapy, Physiotherapy and many other combinations.

Many opportunities in the Sport and Fitness industry exist such as working in a football club, working within a local gym, forming a career as a sports scientist or sports therapy.

### **Entry Requirements**

Grade 5 in GCSE PE and grade 4 in English and 5 in Science. In addition, students need to be a good performer in at least one sport and participate in a sport on a regular basis.



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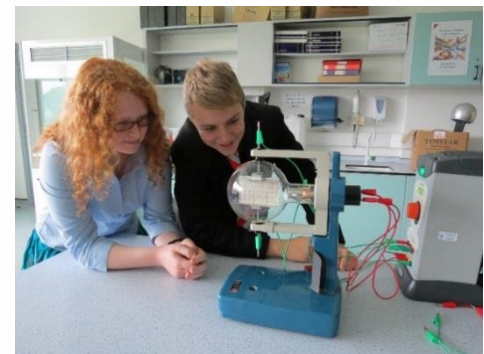
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# Physics

**Course Leader:** Mr A Walker

## Why Study Physics?

The A Level Physics course encourages students to think logically, visualise problems and be creative in providing solutions. You will develop essential knowledge and understanding in theoretical physics and in the applications of physics and you will develop the skills needed to apply theory to new and changing situations. You will develop your practical skills to be able to accurately record, analyse and evaluate data. You will become confident in applying mathematical techniques to physical situations, and gain some insight into the wonders of modern physics.



## Course Content and Assessment

### A Level Core content

- 1 Measurements and their errors
- 2 Particles and radiation
- 3 Waves
- 4 Mechanics and materials
- 5 Electricity
- 6 Further mechanics and thermal physics
- 7 Fields and their consequences
- 8 Nuclear physics

### Option

- 12 Turning points in Physics

## Assessments

The A Level course is assessed by written exams:

- **Paper 1** (34%) - Sections 1 to 5 and 6.1 (Periodic motion).
- **Paper 2** (34%) - Sections 6.2 (Thermal Physics), 7 and 8; assumed knowledge from sections 1 to 6.1.
- **Paper 3** (32%) – Part 1 Compulsory section: Practical skills and data analysis; Part 2 section 12.

Further details can be found on the AQA website (Physics-7408) [www.AQA.org.uk](http://www.AQA.org.uk).

## Progression Routes

A Level Physics is a good choice for students considering any science-based course in higher education, including Physics, Mathematics and Mechanical, Civil or Aeronautical Engineering.

Mathematics is important to those students wishing to take physics further. Other subjects which combine well with Physics are the other sciences and Geography. Employers today respect and seek out people who have learnt to think logically and clearly, know how to solve problems, are creative and love a challenge. These are exactly the sort of qualities a student will develop through the study of Physics.

Studying A Level Mathematics alongside A Level Physics is recommended but not essential.

## Entry Requirements

Grade 6 in Higher GCSE Physics **OR** grade 6 in Higher GCSE Trilogy Science. At least grade 6 in GCSE Maths and at least grade 4 in GCSE English.



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# Product Design

**Course Leader:** Mrs J Wilkes

## Why Study Product Design?

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in highly sought after Science, Technology, Engineering and Mathematics (S.T.E.M) and creative industries.

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

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

## Course Content and Assessment

### A Level Subject content:

1. Technical principles
2. Designing and making principles



## Assessments

- Paper 1: Technical principles (written exam 2.5hrs) 30% of A Level
- Paper 2: Designing and making principles (written exam: 1.5hrs) 20% of A Level. Mixture of short answer and long response questions.  
Section A: Product Analysis (up to 6 short answer questions based on visual stimulus of product(s)).  
Section B: Commercial manufacture (mixture of short and extended response questions).
- Non-exam Assessment: Practical application of technical principles, designing and making principles (substantial design and make project) 50% of A Level.  
Evidence: Written or digital design portfolio and photographic evidence of final prototype.

## Progression Routes

Product Design is an excellent qualification in its own right. It can also be used as a stepping stone into Higher or Further Education to study the many and varied subjects within areas such as Industrial Design, Graphic Design, Web Design, Architecture, Arts or Engineering courses and many others.

## Entry Requirements

Students should have completed a GCSE Design and Technology course, attaining grade 5 or above in any area of the subject. Candidates may also be considered without prior experience if they have achieved acceptable grades in GCSE Maths, English and Science.





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# Psychology

**Course Leader:** Mrs T Ward

## Why study Psychology?

Psychology is a fascinating subject for anyone who is interested in how and why people behave as they do. Whether it is studied at school or university level, the content of the course is fully applicable to real life and, as a modern experimental science, research in the subject is also cutting edge. The content of this A Level course is relevant to many higher education courses and careers as it focusses on applied psychology. It is also very broad and encompasses a range of topics in psychology, including drug addiction, learning theories, memory and forgetting, explanations and treatments of antisocial behaviour and clinical psychology, so is bound to interest a wide range of students.



## Course content and Assessment

This two year A Level course consists of 3 externally examined papers.

**Paper 1:** Introductory topics in Psychology (2hrs). Includes multiple choice, short answer and extended response questions.

- Social influence (e.g. Conformity and obedience)
- Memory (e.g. Explanations of forgetting and eyewitness testimony)
- Attachment (e.g. Caregiver-infant interactions in humans and animal studies of attachment)
- Psychopathology (e.g. Explanations and treatments for phobias and depression)

**Paper 2:** Psychology in context (2 hrs). Includes multiple choice, short answer and extended response questions.

- Approaches in psychology (e.g. Cognitive and biological approaches)
- Biopsychology (e.g. The nervous system and endocrine system)
- Research methods (e.g. The experimental method, data handling and analysis)

**Paper 3:** Issues and options in psychology (2hrs). Includes multiple choice, short answer and extended response questions.

- Issues and debates in psychology (e.g. The nature-nurture debate and ethical issues)
- Cognition and Development (e.g. Piaget's theory of cognitive development and explanations for autism)
- Schizophrenia (e.g. Biological explanations and drug therapy)
- Aggression (e.g. Neural and hormonal mechanisms in aggression and institutional aggression in prisons)

## Progression Routes

Psychology is a very popular choice at university degree level, and is also included in many vocational courses, such as Education, Counselling, Social Work and Nursing, so an understanding of the subject gained at Advanced Level is a good basis for progression to these and similar courses. Knowledge of psychology is also useful for many careers in business, such as resources management, marketing and advertising. A higher degree is necessary to become a practising psychologist in areas such as educational psychology, clinical psychology and research psychology.

## Entry Requirements

A Level Psychology should never be considered to be a 'soft option'. In order to succeed at this course, students will need good motivational and time-management skills, and the ability to analyse data using statistical tests. To get the most out of this subject, students will need to have achieved at least a grade 5 in English and Mathematics and a grade 5 in Science at GCSE.



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# Philosophy, Ethics and Religion (R.S.)

**Course Leader:** Mrs C Willis

## Why Study Philosophy, Ethics and Religion (R.S.)?

- The number of people choosing this subject in the UK has risen by 124% since 2013. This is far more than any other arts, humanities or social science subject.
- The Russell Group of universities says that it provides 'suitable preparation for university generally' and, at Oxford University, 1 in 10 successful applicants for Politics, Philosophy and Economics and for History studied A Level Religious Studies.



Philosophy, Ethics and Religion is an engaging, stimulating and intellectually demanding course. It is a well-established discipline, highly regarded by all universities and professions including law, journalism, education, social and community work, police, business and politics. It challenges students to think deeply, discuss, reflect, critically analyse and evaluate different points of view and arguments across a wide range of issues in an atmosphere of mutual tolerance and respect. It is designed to enable learners to develop their interest in, and enthusiasm for, philosophy, ethics and religion.

## Course Content and Assessment

Students will follow the Eduqas A level Specification which has three components, each worth 33.3% of the qualification and assessed by examination.

### Component 1 - Ethics

- Ethical language – a wide range of ways of understanding ethical terms such as 'right' and 'wrong'.
- Deontological ethics including Aquinas' Natural Law and John Finnis' modern adaption, their strengths and weaknesses.
- Teleological ethics including Fletcher's Situation Ethics and Utilitarianism, their strengths and weaknesses.
- Each ethical theory is applied to two contemporary global issues, e.g. crime and punishment, nuclear deterrence and animal experimentation.

## Component 2 - Philosophy

- The classical arguments for the existence of God – cosmological, teleological and ontological – including a range of modern and classical variations and their challenges.
- Challenges to the existence of God from psychology (Freud and Jung) and the Problem of Evil.
- The nature of religious experiences including Near Death Experiences, their impact on religious practice and the extent to which such experiences are valid.
- Religious language, including a range of theories on its role and function as e.g. meaningful, descriptive, analogical, mythological or symbolic, as well as its relevance in the 21st Century.

## Component 3 - Buddhism

- A study of the only world religion that does not require belief in a 'god'. A study of classical and modern religious figures, and of a range of sacred texts, including their relative importance and relevance in the modern world.
- Exploring different interpretations of Buddhist teachings concerning self, death, afterlife and the meaning and purpose of life.
- Significant social and historical developments in Buddhist thought, including the unique nature of British Buddhism, gender roles and challenges from secularism.
- Buddhist practices that shape religious identity, including their development in response to contemporary social movements.

## Progression Routes

The course can lead directly to Philosophy, Religious Studies and Theology courses at university, but is also valuable for a much wider range of options. It is on the Russell Group list of courses which provide good preparation for university in general and so is accepted for a range of arts/humanities courses, including PPE. It is also highly suitable for students looking at careers in Medicine, Nursing and other healthcare professions. The skills developed in Philosophy, Ethics and Religion make it suitable for careers in Law, Management, Teaching, Marketing, Civil Service and the Armed Forces amongst others.

## Entry Requirements

So what do you think? This is the most important question to ask. The course is suitable for all students who are interested in discussion and debate, and who have an open and enquiring mind. Grade 5 in Religious Studies and grade 5 English is desirable due to the academic nature on the course. However, well-motivated and enthusiastic students without these requirements will be considered on merit.



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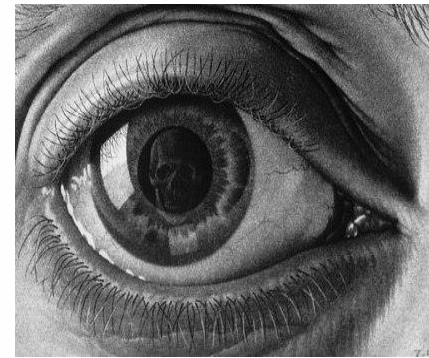
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# Photography

**Course Leader:** Mr S Green

## Why Study Photography?

A Level Photography is an area of Art & Design that allows you to look at and respond to the world around you and is a course that will not only equip you with creative and technical production skills but will also develop your research and thinking ability. The creative industry is one of the largest growing areas in the UK and beyond. Increasingly, employers are requiring creative practitioners with vision and independence. Photography is used in a wide range of industries from Graphics and Digital Media to such areas as Forensics, the Police Force and the world of Fashion and Marketing. This course will give you excellent experience for the adaptability and transferrable skills needed in the future work place.



## Course Content and Assessment

Students will have the opportunity to develop their own style of work through a well-balanced and varied course of study. All students will experience a range of approaches to Photography - both in the dark room and using photographic graphic applications such as Lightroom and Photoshop. The keeping of a visual diary/sketchbook will be paramount in the development of ideas and the growing awareness and understanding of the History of Twentieth Century Photography and you will work with a wide range of themes from urban and rural landscapes, the figure, still life and such themes as 'Identity' and 'Reflection'.

An example of a project could be the development of some photographic compositions, which may then be developed with the knowledge of both earlier pioneers of Black & White Photography as well as contemporary practising photographers. You would then experiment in the dark-room, and eventually print a portfolio exhibition of your chosen images that you have edited and developed using a wide range of digital manipulation applications. This imaginative development of projects will be an integral part of the course.



There will be gallery visits, where you will have the opportunity to research alongside Fine Art students during two foreign field trips, including one to Paris. The course will consist of ongoing assessments at the end of each module and student evaluations and critiques will be integrated into the course. Private study will feature as an important component of the course in developing both the observational and research skills of the individual.

The A Level course comprises two units:

- **Coursework (60%):**
  - Self-motivated projects, in liaison with staff, completed in the student's different approaches to photography.
  - Personal Study Component, focusing on the student's interest in critical studies linked to their own project.
- **Externally Set Assignment (40%):**
  - This represents the culmination of the A Level course.

## Progression Routes

A Level Photography would be an ideal option for students considering working in the creative industries at degree level and beyond. Courses in disciplines such as Architecture, Graphic Design, Interior Design, Sculpture, Fashion and Marketing, Illustration & Computer Aided Design are all related areas. As well as these areas, there is a wide range of industries that require photography such as photo-journalism, the media, the police, the fashion industry, film and television or education.

## Entry Requirements

Students interested in embarking upon this course should be committed and well-disciplined individuals, keen to develop their individuality and skills as young photographers. We would welcome students with a minimum of grade 4 in English, and, preferably but not essential, grade 4 in Art & Design or Design and Technology.





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# Politics

**Course Leader:** Mr P Low

## Why Study Politics?

Politics offers fresh and interesting subject matter which requires students to think critically about the key issues and events of the day. The world is changing. Britain is in a state of considerable flux, with changing and contrasting relationships with the USA and European Union, while internal politics struggle to address the fundamental conflicts that all developed societies encounter. A sound knowledge of global and national politics, and the frameworks and ideologies that underpin them, enable students to understand the world around them and to successfully engage with it. Politics is a course for those interested in understanding power and people and who want to debate the big issues of today. It is for those who want to speak out and be counted!



## Course Content and Assessment

**Paper 1: Government and politics of the UK (2 hour exam, 33%)** Students will study various aspects of the British political system. They will study and analyse the Constitution; Parliament; the Prime Minister and the Cabinet; the relationships between the executive, judiciary and legislature; Democracy; Electoral Systems; Voting Behaviour and the Media; and Political Parties.

**Paper 2: Government and politics of the USA and comparative politics (2 hour exam, 33%)** In this module, students will learn about key aspects of the American political system and will be asked to compare the political process and workings of the government in the USA with that of the British system. The specific areas that they will study include the US Constitution, Congress, the President, the Supreme Court, Democracy and participation in the USA and Civil Rights.

**Paper 3: Political ideas (2 hour exam, 33%)** The main focus of this module is for students to study the three main political ideas that shape the political system: Liberalism, Conservatism and Socialism. In addition to this, they will also study Feminism as a specialist investigation and explore the impact that it has had on the British political system.

The exciting aspect of studying Politics is that it is a constantly changing environment and requires students to stay up-to-date with current affairs and political debates. In order to support this, the faculty has previously organised trips to London where students had the opportunity to visit the Houses of Parliament and other key political institutions. Students are encouraged to undertake extra reading and to follow a variety of news media as part of the course. The nature of the course means that students are able to explore and develop their own political ideas and understanding, while also developing higher level academic skills of analysis and argument.

## Progression Routes

A Level Politics is of great value because it trains minds to think logically about decision-making in the modern world. These skills are highly regarded by employers and higher education institutions, making this a valued and respected option. It provides a sound basis for a range of careers (especially in law, journalism, broadcasting, teaching and the civil service) and, of course, for those with political aspirations themselves.

## Entry Requirements

In order to cope with the demands of the course, students should have gained at least grade 4 and preferably grade 5 in GCSE English. Similarly, a keen interest and enthusiasm to follow current affairs are essential.



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# Spanish

**Course Leader:** Mr V Mani

## Why Study Spanish?

With over 400 million speakers, Spanish is one of the fastest growing languages in the world today. As the third most spoken language, travelling to Spanish speaking countries can take you as far afield as Argentina or as close to home as Spain. Authentic Spanish resources are readily available and are regularly used to supplement the course book and an online independent learning facility. Songs, films and online clips play a large part in the delivery of this course and a Spanish Exchange with our partner school in Madrid is offered to all students on the course.



## Course Content and Assessment

Speaking and listening skills are partly developed through discussion work, to which students are expected to contribute, and through regular conversation classes with a native Spanish Language Assistant. By studying more advanced aspects of Spanish grammar, students are equipped with the necessary skills to understand more complex texts, and to write with greater fluency and accuracy.

**The A Level course** comprises three modules:

- **Aspects of Hispanic society**
  - Modern and traditional values
  - Cyberspace
  - Equal rights

- **Multiculturalism in Hispanic society**
  - Immigration
  - Racism
  - Integration
- **Political and artistic culture**
  - Modern day idols
  - Spanish regional identity
  - Cultural heritage or the cultural landscape
  - Today's youth, tomorrow's citizens
  - Monarchies, republics and dictatorships
  - Popular movements

These are examined at the end of Year 13 by three units of assessment:

- Paper 1 = Listening / Reading / Writing
- Paper 2 = Writing
- Paper 3 = Speaking

## **Progression Routes**

This course will provide a sound basis for those who want to go on to study Spanish to degree level. However, A Level languages are highly regarded and, consequently, many employers actively look for candidates with an A Level language qualification. With opportunities for linguists within the business, media, finance, sales, manufacturing, and hospitality industries, learning a language does not just lead to translating, the travel industry and teaching. Many Higher Education courses in subjects such as Marketing, Business, Science and Engineering now include an element of language study and/or period of work experience abroad.

## **Entry Requirements**

In order to cope with the demands of the course, students should have gained at least grade 6 in Spanish at GCSE, and should have taken the Higher Tier Papers.