Prince Henry's Grammar School

SIXTH FORM

Subject Pages & Academic Pathways

RESPECT – FLOURISH – ACHIEVE

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.

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.

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.

Applied Science

Course Leader: Mr J Murphy

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.

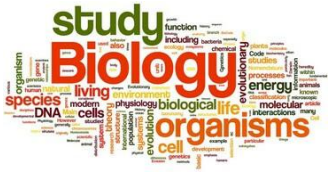
Entry Requirements

At least grade 5, 5 in GCSE Trilogy Science or at least one grade 5 in either GCSE Biology, Chemistry or Physics and preferably a grade 4 in both GCSE English and GCSE Mathematics.

Biology

Course Leader: Dr TA Firth

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 (AQA) 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

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: Biology. In order to cope with the mathematical demands in the A Level Biology course, students should have gained at least grade 6 and preferably grade 7 in Mathematics at GCSE.

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. Researchers predict that will continue to be the case for years to come - from the Lionesses' success in winning Euro 2022 and reaching the World Cup Final in 2023 to our own Harry Hepworth's Bronze Medal in the Vault at the Paris Olympics, the trend is clear.

Course Content and Assessment

The BTEC National Diploma 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, 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)
- Sports Injury Management (O)

(M) – Mandatory Units	(EM) – Externally Examined Mandatory Unit	(O) – Optional Units

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.

BTEC Business

Course Leader: Miss L Speak

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 8** – The Recuitment and Selection Process (16.6%) – A highly practical and useful unit that is internally assessed and focuses on the recruitment process to hire and employee.

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.

Business A Level

Course Leader: Miss L Speak

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.

Chemistry

Course Leader: Mrs M Kapoor

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 is mathematically competent, an effective and logical problem solver with a meticulous eye for detail, able to visualise the abstract and proactively resourceful. Precision in terms of scientific language is crucial. Throughout the course, you will build a range of practical skills that require creativity and accuracy as well as 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 mathematical demands in the A Level Chemistry course, students should have at least grade 6 and preferably grade 7 in Mathematics at GCSE.

Computer Science A Level

Course Leader: Mr S Hunt

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.

This 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.

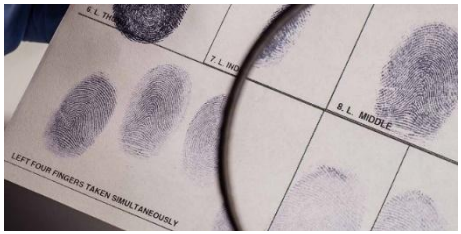
Entry Requirements

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.

Criminology Level 3

Course Leader: Mrs J Mills

Why Study Criminology?



Criminology is the scientific study of criminal behaviour and how it can be managed, controlled and prevented. It includes the study of elements of law, psychology and sociology to enable students to analyse criminal situations and make recommendations for policy. Students also develop the knowledge and skills to research policy in practice, assess campaigns for changes in awareness and examine information to review verdicts in criminal cases. This is an applied course so students will study components of criminology in relation to real life scenarios and so it is particularly attractive for students who enjoy recognising how their learning relates to the world.

Course Content and Assessment

Unit 1 – Changing Awareness of Crime – you will learn about the role of the media in our perceptions of crime, the nature of different types of crimes and the consequences of these for society. You will plan a campaign for change relating to an aspect of crime. 8 hours internal controlled assessment.

Unit 2 – Criminological Theories – this unit focuses on a range of different criminological theories including biological, sociological and individualistic theories of crime. 1 hour 30 external exam.

Unit 3 – Crime Scene to Courtroom – you will study how the criminal justice system works from the initial identification of a crime through to the verdict. You will evaluate the validity of verdicts given for different situations. 8 hours internal controlled assessment.

Unit 4 – Crime and Punishment – this unit focuses on applying understanding of theories and processes involved in bringing a criminal to court and gives the skills to evaluate the effectiveness of social control. 1 hour 30 external exam.

This course is a Level 3 Applied qualification which carries the same grading structure (A*-E) and UCAS points as an A level. It is possible to study a one year Certificate (AS equivalent) or the two year Diploma (A level equivalent). This qualification is assessed 50% external exam and 50% internal controlled assessment.

Progression Routes

Criminology has links to law, psychology and sociology so leads on naturally to social sciences courses at university. It is useful for students wanting to progress to careers in the criminal justice sector such as police officers, probation and prison officers and social workers. It is also of interest for students wishing to go into legal careers in the future.

Entry Requirements

At least 4 GCSE subjects at grade 4 or above, including English and preferably 4-4 in Science.

Drama & Theatre

Course Leader: Mrs Y Wittering

Why Study Drama and Theatre?



The AQA A Level Drama course provides students with more than a pathway into a career within the Performing Arts industry; it also develops a transferable skill set that can support success across a wide range of professional contexts. The curriculum places particular emphasis on confidence, collaboration, leadership, public speaking, creativity, and independence - skills that are highly applicable to diverse career pathways.

Through directing, students develop their understanding of teamwork, organisation, and leadership, while the exploration and interpretation of dramatic texts enhances their confidence in communication and public speaking. Furthermore, performing to a live audience enables students to develop resilience, the ability to respond effectively to pressure and flourish. Collectively, these experiences equip students with a broad range of transferable skills that extend beyond the classroom and prepare them for further study, employment, and professional life.

Course Content and Assessment

Performance work is developed through the exploration and study of a diverse range of dramatic texts, stimuli, and theatrical practitioners. Students are also provided with opportunities to experience live theatre through visits to professional productions at venues such as Bradford Alhambra and The Playhouse in Leeds. Through the study of plays and practitioners, students develop a comprehensive understanding of the roles and responsibilities of the performer, designer, and director, as well as the collaborative processes involved in creating theatre. The written examination requires students to engage with theatrical material from both an actor’s and director’s perspective, demonstrating their ability to apply practical and theoretical knowledge. Throughout the course, students maintain detailed journals that document their creative development, demonstrate their understanding of theatrical processes, and provide opportunities to critically analyse and evaluate live theatre performances.

Year 1 and 2

- Component 1: Drama and theatre (40%)
- Component 2: Creating original drama (30%)
- Component 3: Making theatre (30%) – written exam

Progression Routes

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

- A degree course in Drama, Theatre Studies, Performing Arts, Expressive Arts, or Musical Theatre
- A combined degree course (e.g. Drama, Creative Writing and Media and Drama)
- An acting or 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 grade 5 or above, preferably with good grades in Arts subjects and English Language and Literature. It is not necessary to have studied GCSE Drama, but if you have, a grade 5 is required. Students who have not studied GCSE Drama must have experience of performance-related work.

Economics

Course Leader: Miss L Speak

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 – Introduction to markets and market failure**
  This theme focuses on microeconomic conceptions. Students will develop an understanding of how markets work and why and how they may not work effectively. Where markets are not working effectively, students explore the methods of government intervention that are used to correct the market failure.
- **Theme 2 – The UK economy- performance and policies**
  This theme focuses on macroeconomic concepts. Students will develop an understanding of the measures of economic performance, economic growth, macroeconomic objectives and policy.
- **Theme 3 – Business behaviour and the labour market**
  This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of business growth, business objectives, revenues, costs and profits, market structures and the labour market. It also considers the methods the government may use to correct market failure.

- **Theme 4 – A global perspective**
  This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of international economics, poverty and inequality, emerging and developing economies and the international financial sector.

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.

Asssessment

The course is assessed across three papers, each 2 hours in duration. There are a range of questions from multiple choice and short answers to extended written responses.

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 6 in the subject. In addition, a grade 5 is required in both GCSE Mathematics and English.

English Literature

Course Leader: Mr M Howard

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.

English Language

Course Leader: Mr M Howard

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.

Enrichment Curriculum

Enrichment Co-ordinator: Ms H Rosillo

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

Enrichment Courses

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.
- **Arts Award** – a Level 3 qualification designed to build independence and leadership skills. Students can

specialise in a wide range of disciplines inc. Music and Drama, Photography and Design, Filmmaking and Creative Writing. Perfect for anyone wanting to gain project management experience, develop teaching skills or simply score 16 UCAS points doing something creative.

- **ASDAN** (Certificate of Personal Effectiveness) - a Level 3 qualification, designed to help students to practise, develop and demonstrate important skills that are required for success in higher education, training or employment such as research, presentation and discussion.
- **Duke of Edinburgh Gold Award** - an internationally recognised 'gold standard' enrichment qualification for young people in the UK. The sections of the Award include: physical, skill, volunteering, expedition and residential and offer opportunities to engage with the wider community, with nature and develop very valuable experiences.
- **TEFL -** an internationally recognised credential for teaching English as a Foreign Language (TEFL) in schools and communities abroad or online. This course is completed independently, online, in an interactive way and is a fantastic foundation for a potential future travel or a career in education, community work or working for a global company.

Enrichment Modules

The Enrichment modules currently offered include Public Speaking, Debating, Italian, Healthy Minds, Book Club, Cooking and baking, 5-a-side Football, Gym session, British Sign Language, ICT skills building, Film club, Devising Drama, First Aid and Volunteering.

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.

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.)
- **PHGS Rugby Academy Programme**
  (For athletes who want to work towards excellence in Rugby.)
- **Elite Netball Academy Programme**
  (For athletes who want to work towards excellence in Netball.)



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 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.

Fashion and Textiles

Course Leader: Mrs L Burke



Why Study Fashion and Texiles?

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 the origins of textiles, constructed textiles, printing & dyeing textiles and 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, and also gain 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 course encompasses a very broad range of materials, techniques and processes, including a growing number of interdisciplinary approaches. These comprise woven, embroidered, knitted, printed, painted, dyed, manipulated, embellished and constructional methods which are utilised to produce a great variety of textile outcomes that include costume and fashion design, accessories and body adornment.

The A level is delivered over 2 years. All external assessment is completed during Year 13. There is no written exam in this course.

A Level and AS in Art and Design
Summary of assessment

Component	AO1	AO2	AO3	AO4
GCE A level: two components				
Component 1: **Personal Investigation** (60% of qualification - 120 marks) internally determined, internally assessed, externally moderated	15% 30 marks	15% 30 marks	15% 30 marks	15% 30 marks
Component 2: **Externally Set Assignment** **(Not assessed in S22)** (40% of qualification - 80 marks) internally assessed, externally moderated.	10% 20 marks	10% 20 marks	10% 20 marks	10% 20 marks
Total A level weighting **Total marks (200)**	25% 50 marks	25% 50 marks	25% 50 marks	25% 50 marks
Weightings are expressed in terms of each standalone qualification				

Progression Routes

This course has been developed to appeal to students who would like to design, make and evaluate functional real life products for a modern/technical world. The course forms an excellent base for a wide range of university options in areas such as Fashion design, surface printed textiles and foundation degrees. 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 or those interested in setting up their own business.

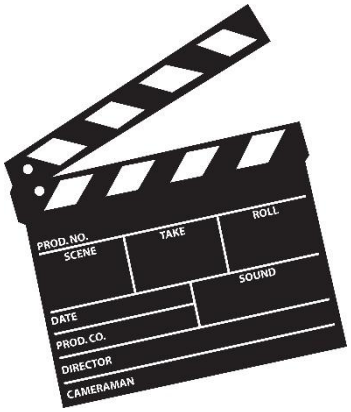
Entry Requirements

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.

Film Studies

Course Leader: Mrs R Fox

Why Study Film?



Film is one of the most powerful art forms and a global industry worth billions. It shapes culture and reflects society, making it both exciting and thought-provoking to study. In Film Studies you will sharpen your analytical skills, much like in English Literature, while also making your own film, combining creativity with critical thinking.

This subject works well alongside any A Level, but particularly complements English Literature, History, Sociology and Media Studies.

Course Content and Assessment

As part of the Eduqas Film Studies course, you will explore how films use language, style and technique to create meaning and shape audience response.

Component 1: Varieties of Filmmaking (Written Exam, 35%)
Study films from Hollywood, American and British cinema across different eras, from mainstream to independent.

Component 2: Global Filmmaking Perspectives (Written Exam, 35%)
Explore world cinema (including non-English speaking films), documentary, silent film and experimental film.

Component 3: Production (Non-examined Assessment, 30%)
Produce either a 5-minute short film or a screenplay with storyboard, supported by an evaluative analysis.

Progression Routes

Film Studies prepares you for degree-level study in Film, Media, English, Cultural Studies, Journalism or Communications. You will also gain transferable skills in research, extended writing, creativity and project management, valuable in higher education and a wide range of careers.

Entry Requirements

Grade 5 in GCSE English is highly recommended and a Grade 5 in GCSE Media, if taken. These entry requirements are strongly recommended to meet the demands of exams and written coursework elements. Above all, you need enthusiasm for film and a willingness to think critically about it.

Fine Art

Course Leader: Mrs H Prince

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 20th Century Art movements and contemporary Arts' practice.

A variety of starting points such as still life, the Surrealist movement, 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, one to Paris and the other to Amsterdam. The course will consist of ongoing assessments which is delivered over two years. We have a dedicated A Level studio to facilitate private study, which will feature as an important component of the course in developing a broad and personal portfolio.

The A Level course comprises two units:

- **Coursework (60%):**
  - Self-motivated projects, 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.

Breakdown of Assessment Objectives

Component	Assessment Objectives				Total for all Assessment Objectives
	AO1	AO2	AO3	AO4	
Component 1: Personal Investigation	15%	15%	15%	15%	60%
Component 2: Externally Set Assignment	10%	10%	10%	10%	40%
Total for this qualification	**25%**	**25%**	**25%**	**25%**	**100%**

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.

Level 3 Extended Certificate in Food Science and Nutrition

Course Leader: Mrs A Blakeley

Why Study for a Qualification in Food Science and Nutrition?



Food Science is an applied science that combines expertise from biology, chemistry, engineering, and health sciences to address pressing issues such as food security, malnutrition, and diet-related chronic diseases. The Food Science and Nutrition sector plays a critical role in improving global health, food quality, and sustainability. This sector encompasses two key components: food science, which focuses on food production, safety, processing, and innovation, and nutrition, which examines the relationship between diet and health to prevent and manage diseases.

Current trends driving the sector include rising consumer demand for health-conscious products such as functional foods, probiotics, and plant-based alternatives. Sustainability is also a major focus, with companies investing in alternative proteins, sustainable packaging, and strategies to reduce food waste. Technological advancements are reshaping food production and safety, while personalised nutrition, driven by genetics and microbiome research, is gaining traction. Despite these advancements, challenges remain, including addressing global food security for a growing population, reducing health disparities, and managing environmental impacts.

Course Content and Assessment

Level 3 Alternative Academic Qualification in Food Science and Nutrition (Extended Certificate)			
Unit	**Unit Title**	**Structure**	**Assessment**
1	Nutritional needs across the life stages	Mandatory*	External
2	Developing practical food production skills	Mandatory*	Internal
3	Principles of food hygiene and food safety in food production	Mandatory*	External
4	Experimenting to solve food production problems Mandatory External 9	Optional*	Internal
5	Current issues in food science and nutrition	Optional*	Internal

*Learners complete four units: three mandatory and one optional.

Mandatory Units

- Unit 1: Nutritional needs across the life stages - Written examination (1 hour 30 minutes - 25% of qualification). Questions requiring objective responses, short and extended responses with some based around applied situations.
- Unit 2: Developing practical food production skills - Non-examination assessment (9 hours 30 minutes - 25% of qualification). An annual assignment brief will be provided by WJEC which will include a scenario and several tasks, available via the WJEC Portal.
- Unit 3: Principles of food hygiene and food safety in food production - Written examination (1 hour 30 minutes - 25% of qualification). Questions requiring objective responses, short and extended responses, with some based around applied situations.

Optional Units

- Unit 4: Experimenting to solve food production problems - Non-examination assessment (12 hours - 25% of qualification). An annual assignment brief will be provided by WJEC which will include a scenario and several tasks, available via the WJEC Portal.
- Unit 5: Current Issues in Food Science and Nutrition - Non-examination assessment (12 hours - 25% of qualification). An annual assignment brief will be provided by WJEC which will include a scenario and several tasks, available via the WJEC Portal.

Progression Routes

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 and 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, Nutrition, 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 5 in one of Hospitality and Catering, Home Economics: Food and Nutrition, Biology, Physical Education, Humanities or Design and Technology, and preferably a grade 5 in Mathematics and English.

French

Course Leader: Mrs V Burns

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 7th 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.

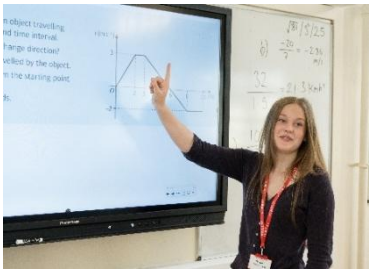
Entry Requirements

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.

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; 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.

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

Geography

Course Leader: Dr T P Watts

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.

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. For many years we have run successful exchanges with our partner school in Aachen and are looking forward to doing so again in this year. The KS4/5 study trip 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. The examining board is AQA.

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.

BTEC Health and Social Care

Course Leader: Miss R Gardiner

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

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 and Development (written exam)
- Human Biology and Health (written exam)
- Princeciples of Health and Social Care Practice (coursework)
- Health Science (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 areas such as:

- 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 4 GCSEs at grade 4 or above, preferably including Mathematics and English. If Health & Social Care is taken at KS4 then a Level 2 Pass is required.

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 have achieved at least a grade 5 at GCSE History and a grade 5 in English 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 6 in GCSE English would be required in these cases.

Law

Course Leader: Mrs J Mills

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
- Contract Law

The curriculum of this course was designed and supported by Law schools at the top 20 universities.

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.

Digital Media Cambridge Technical

Course Leader: Mrs R Fox

Why Study Digital Media?



Digital Media is one of the UK's fastest-growing industries; spanning film, TV, advertising, social media, gaming and more. This course is ideal for those who enjoy hands-on, creative work and want to develop practical skills for the modern world, now and in the future.

As well as studying the theoretical side of how the media industry operates, you will work on practical projects and build a professional portfolio, preparing you for university, apprenticeships, or employment.

Digital Media complements subjects like A Level Media Studies, Film, Art, Photography, Business, Computer Science, and English, or adds a creative edge to a mix of subjects like Sciences or Humanities.

Course Content and Assessment

This two-year course from OCR offers a highly practical, modular-based assessment that incorporates academic study of the media. You will take your creative ideas from concept to completion, developing technical skills in video editing, graphic design, advertising, and digital publishing.

Assessment is split between coursework (50%) and two externally assessed exams (50%), giving you the chance to demonstrate your skills in a variety of ways.

Year 1

Media Products and Audiences (Exam)
Understand how media products are created and consumed, and how audiences are targeted and influenced.

Pre-production and Planning (Exam)
Learn how to plan and prepare for a media production, including legal, logistical, and creative considerations.

Create a Media Product (Practical Project)
Produce a creative product, showcasing your technical and storytelling skills.

Year 2

Advertising Project (Coursework)
Develop and present a pitch for an advertising campaign, then design and develop your campaign assets using tools like Photoshop, Illustrator and Premiere Pro.

Create a Professional Portfolio (Coursework)
Showcase your best work in a digital portfolio, perfect for university applications or job interviews.

Progression Routes

The CTEC Digital Media course carries UCAS points equivalent to A Levels, making it a strong choice for students aiming for university courses in Media and Digital Communications, Journalism, Graphic Design, Advertising and Marketing, Film, TV and game design. It is also excellent preparation for apprenticeships or direct entry into the creative industries, where practical experience and a strong portfolio are highly valued.

Entry Requirements

This course is ideal for students who prefer practical, hands-on learning and want to build a portfolio of creative work. Prior experience isn't essential but if you have studied GCSE Media or iMedia, you should have achieved a grade 5 or Merit. Above all, we are looking for students who are enthusiastic about creativity, willing to explore new software and techniques, committed to independent project work and who can be a supportive team player.

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.

Media Studies

Course Leader: Mrs R Fox

Why Study Media Studies?

Media shapes almost everything we do from news, advertising and film to social media, gaming and streaming. This course helps you understand how the media works, how it influences audiences, and how to create your own media products. You will build research, debate and creative skills while exploring some of the most pressing cultural issues of today.

Media Studies complements subjects such as English, Film, Photography, Sociology, Psychology and Business Studies.

Course Content and Assessment

Through the OCR A Level Media Studies course you will study a broad range of media products and debates, as well as developing your own practical work.

Component 1: Media Messages (Written Exam, 35%)
Analyse how meaning is created through media language and representation. Study products such as music videos, magazines and advertising, alongside a case study comparing two UK newspapers.

Component 2: Evolving Media (Written Exam, 35%)
Explore how industries and audiences interact through radio, video games, film marketing and long-form TV drama.

Component 3: Creating a Media Product (Non-examined Assessment, 30%)
Respond to a set brief by producing your own media product, applying theoretical knowledge and digital skills.

Progression Routes

Media Studies is excellent preparation for degree-level study in almost any subject, due to the theoretical components and development of critical thinking skills. Destinations might include a degree in Film and TV Production, Journalism, Marketing and Advertising. It also provides a good foundation to study Sociology, Business or Public Relations at University.

Entry Requirements

Grade 5 in GCSE English is recommended and, if taken, a grade 5 in GCSE Media. These entry requirements are strongly recommended to meet the academic demands of the exam components. The course suits motivated, curious students who enjoy discussion and debate, even without prior study in the subject. A strong interest in the media and current debates is essential.

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 6 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.

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 AQA A Level Physical Education 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.

Physics

Course Leader: Mr J Drewett

Why Study Physics?



The A Level Physics course will encourage you to think logically, visualise problems and be creative in coming up with solutions.

You will gain essential knowledge and understanding in areas of Theoretical Physics including Quantum Mechanics and Relativity, but also in more applied aspects of Physics such as Mechanics and Waves.

You will develop your practical skills – using equipment creatively but safely and recording, analysing and evaluating data.

You will become confident in applying mathematical techniques to physical situations, and gain 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 (above) and Section 6 part 1 (Circular Motion and Oscillations)
- Paper 2 (34%) – Section 6 part 2 (Thermal Physics) and Sections 7 and 8.
- Paper 3 (32%)
    - Part 1 assesses Practical Skills and Data Anaysis techniques
    - Part 2 assesses Section 12 above

Further details can be found in the transition guide by searching online for 'AQA Physics A level Transition Guide'.

Progression Routes

A level Physics is a good choice for students considering any STEM course in higher education, including Physics, Mathematics and Engineering. It is one of the 'Facilitating Subjects' identified by the Russell Group Universities as useful for gaining a place on to a wide range of University courses.
For Students who wish to take Physics further or study Engineering at University, studying A level Mathematics alongside Physics is important. However, it is not a requirement of the Physics A level course that students should study Maths A level.

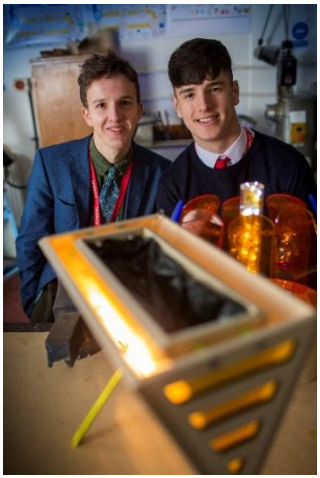
Entry Requirements

You need to gain at least 6-6 in Combined Science or at least a grade 6 in Separate Science (Triple) Physics. In order to cope with the mathematical demands in the A level Physics course, you need at least grade 6 in Mathematics at GCSE.

Product Design

Course Leader: Miss N Allison

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 at least grade 5 in GCSE Maths, English and Science.

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 therapy, learning theories, memory and forgetting, explanations of antisocial behaviour and clinical psychology, so is bound to interest a wide range of students.



Course content and Assessment

The AQA A Level Psychology course consists of 3 externally examined papers.

Paper 1: Introductory topics in Psychology (2 hrs). 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)
- Clinical Psychology and Mental Health (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)
- Gender (e.g. The role of chromosomes and hormones and gender incongruence)
- 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, Mathematics and Science at GCSE.

Ethics, Philosophy and Religion (R.S.)

Course Leader: Mrs R Lenton

Why Study Ethics Philosophy 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.

Ethics, Philosophy 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

The course is suitable for all students who are interested in discussion and debate, and who have an open and enquiring mind. GCSE Ethics, Philosophy and Religion is not a requirement to take this course at A level. Grade 5 English and grade 5 in EPR (if taken) is desirable due to the academic nature on the course. However, well-motivated and enthusiastic students without these requirements will be considered on merit.

Photography

Course Leader: Mrs C Marshall

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 - 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 focusing on Portrait Photography, which may then be developed with the knowledge of earlier pioneers in photography, as well as contemporary practising photographers. You will 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 and trips to the local countryside, such as Malham. You will also 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.

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 5 in GCSE English. Similarly, a keen interest and enthusiasm to follow current affairs are essential.

Spanish

Course Leader: Mr V Mani

Why Study Spanish?



With nearly 500 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. For many years we have run successful trips to Madrid, allowing students the opportunity to further develop their cultural awareness and put their linguistic skills to good use.

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. We use AQA as our examination board.

The A Level course comprises four modules:

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

- **Multiculturalism in Hispanic society**
    - Immigration
    - Racism
    - Integration

- **Artistic Culture in the Hispanic World**
    - Modern day idols
    - Regional ideniy in Spain
    - Cultural heritage

- **Political life in the Hispanic World**
    - 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, Politics and Engineering now include an element of language study and/or period of work experience abroad.

Entry Requirements

The linguistic demands of A Level Spanish are high, and therefore students should have gained at least grade 6 in Spanish at GCSE.

Sociology

Course Leader: Mr M Faulkner

Why Study Sociology?



Sociology is the study of how society impacts on human behaviour. It allows you to look afresh at your own life, to question assumptions you may have taken for granted, and to explore the reasons for social inequality. We explore the extent to which we should view society as a controlling force in our lives; or as a product of our own choices, actions and free will. You learn to think critically, use data and evidence to explore social issues, and to approach the modern world in an informed and open-minded way.

Course Content and Assessment

Paper 1 – Education with Theory and Methods
We study the role of education in society, how our education system has changed over time, the factors that impact on differences in educational achievement and how these can be studied. Within this unit we also explore research methods and sociological theory, comparing quantitative with qualitative data, and more scientific versus more interpretive approaches. Students will explore the practical and ethical considerations involved in sociological study, and a range of theoretical perspectives on how sociology should be conducted.

Paper 2 – Topics in Sociology - Families and households & Beliefs in society
We explore the role of the family in shaping the individual. We explore challenging themes such as domestic violence, divorce and family diversity, that make this module a fascinating aspect of the subject area. ‘Beliefs in society’ explores religion in the modern world and how both religious and non-religious belief systems have changed over time.

Paper 3 – Crime and Deviance with Theory and Methods
We explore different theories concerning crime and other ‘deviations’ from societal norms and values, and how

society seeks to enforce control. We look at the prison system, surveillance, and the law, and the extent to which these institutions are able to control individual behaviour. We also explore inequalities and social differences in regard to crime and the legal system. In the second part of the unit we explore sociological theories such as Marxism and Feminism in even greater depth.

Progression Routes

A Level Sociology prepares students for a range of degrees in the humanities, cultural studies and social sciences, from History to Law, Politics to English, and of course, Sociology itself. A wide range of career options are supported by sociological study due to its encouragement of critical and analytical thinking, and of a broad perspective on society, from social care or teaching to journalism, social research and social work.

Entry Requirements

Students should have achieved a grade 5 in at least one of their English GCSEs. In addition, if they have taken another GCSE humanities subject such as History, Geography or Ethics, Philosophy and Religion, they should preferably have achieved a grade 5 in this as well.