

Wanstead High School

Education with Character



Sixth Form Course Options September 2024

A high performing Sixth Form offering a wide range of high quality A-Level provision.



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Wanstead High School Sixth Form

Our Sixth Form vision is to transform lives through education and equip our pupils for future learning, independent living and employment; preparing them fully for life in the modern world. We aim to provide a clear route to higher education, employment and higher-level apprenticeships, facilitating choice and maximising opportunities. At Wanstead High School, we work hard to provide an excellent education for our pupils in a safe, inclusive and caring environment. We are extremely proud of our pupil's achievements made possible through the hard work and dedication of our subject specialist teachers and pastoral team.

In 2023 was a very strong year of results which has seen pupils achieving a much higher percentage of A*, A*-A, A*-B and A*-C grades when compared to 2019. Our proportion of A*s and As are above national figures.

Some of our highlights of 2023 include 28% A*-A grades, 53% A*-B grades and 75% A*-C grades.

We have a strong record of success, with the majority of our pupils choosing to continue their studies at a university of their choice (68%), although a growing number of pupils are pursuing alternative routes, for example, apprenticeship routes (22% of those not going to university in 2023 have followed an apprenticeship pathway). 87% of pupils choosing to go to university were awarded their first-choice university and this year 42% of our pupils attending higher education went on to Russell Group universities. The rest of our leavers joined apprenticeship schemes, went to music conservatoires, Art and Art Fashion courses or decided to take a gap year or explore employment opportunities instead. At Wanstead High School, pupils are extremely well supported in their efforts to achieve their goals.

We are not complacent and understand that our Sixth Form is still on a journey, despite excellent results and great feedback. Our ambitious 3-year development plan reflects our priorities for the years ahead. We are committed to continually improving and driving standards to achieve excellence. We remain focused on the quality of education to ensure that we offer the right level of challenge to stretch pupils, in addition to the right level of support to make sure they flourish. We offer excellent pastoral care and will give you the emotional support and skills to thrive.

We offer a broad and balanced curriculum that we deliver with depth and rigour. Departments encourage pupils to research beyond the curriculum to develop breadth and depth of knowledge, interests and skills.

We rigorously monitor and track progress throughout the year and offer academic mentoring and coaching to pupils who require additional support. We work closely with parents to ensure that you achieve your full potential and are successful on your chosen pathway. Parents receive regular reports keeping them updated on your progress.

We will also help pupils move towards becoming self-regulated learners and develop the skills they will need to become successful independent pupils and creative thinkers. Joining our Sixth Form is not just about academic study; it is also about meeting new friends and becoming actively involved in Sixth Form life. This includes social and sporting opportunities, becoming an active member of the school community and taking part in our social contract scheme whereby all pupils aim to support some aspect of community service. We are dedicated to developing the whole pupil. By the end of their studies, pupils will be ready to make a positive contribution to the wider world, successfully moving on to higher education, apprenticeships and the world of work. We hope that you find all the information you need within this booklet. Please contact us if you have any questions.

We look forward to receiving your application and having the opportunity to discuss this with you in the future.

Ms Eleni Bray

Assistant Headteacher and Head of Sixth Form

The School Day

The daily timetable is as follows:

Time	Activity
8.25 am	Gates open
8.35 am	First warning bell
8.40 am	Morning Tutor time / assembly
9.00 am	Period 1
10.00 am	Period 2 for Years 10-13
11.00 am	Break for Years 10-13
11.20 am	Break ends for Years 10-13 Period 3 for all
12.20 pm	Period 4 for Years 10-13
1.20 pm	Lunchtime for Years 10-13
2.05 pm	Period 5 for all
3.05 pm	End of Period 5

The school day starts with registration within tutor groups. Once per fortnight there is an assembly. These are varied and relevant for the year group.

The timetable is organised on a fortnightly basis with each day divided into 5 periods of one hour each (50 hours per 2-week period).

A-Levels

A typical breakdown for an **A-Level** pupil might be:

3 or 4 A-Level subjects 9 – 10 hours per subject per fortnight

The remaining hours are timetabled study periods in our Private Study computer suite, Library or Open Study areas where pupils spend time developing skills of independent learning and research and completing set tasks. Pupils also have opportunities to develop extra-curricular activities and volunteer within the school community as part of this time. Pupils in Year 12 are timetabled for 1 hour per fortnight to develop study skills and help them to understand how to learn and revise effectively. This is specifically designed to help support their independence, meet the demands of their courses and support their progress in their subjects. We use VESPA resources to support with the delivery of this programme.

Pupils in Year 12 are timetabled 1 hour per fortnight for sport, which includes a variety of options and opportunities for pupils to choose from. This to support good health and well-being.

From the second term onwards, pupils in Year 12, provided they are achieving well and have a record of excellent attendance, will be able to study at home for any period 5 session that is not a scheduled lesson. Pupils in Year 13, provided they are achieving well and have a record of excellent attendance, are awarded the full home study privilege and can study at home for part of their non-timetabled lesson time.

Dress Code

Sixth Form pupil uniform:	
Formal fit suit	- Should be smart and professional, ID badges must be worn at all times.
Formal collared shirt with tie or business style blouse	- Top button must be done up. Shirts can be long or short-sleeved.
Formal fit skirt or dress (professional length) with business style blazer	- Should be smart and professional, ID badges must be worn at all times
Black leather-style shoes	- Formal flat or low-heeled shoes or sensible, practical, flat or low-heeled formal boots can be worn but must be covered under the trousers or no higher than ankle length.
Jewellery	Jewellery worn to school should be safe and appropriate. Pupils may wear up to two small stud earrings in each ear and one small nose stud may also be worn. Hoop or drop earrings of any size are not permitted. No other body or facial piercings should be displayed. Pupils may wear a watch; smartwatches are not permitted in exams or assessments.
Make Up	- Make-up needs to be subtle and nail varnish can be worn. Nails to be of a natural or pale shade
Hair	Pupils must wear their hair in a natural colour, bright unnatural colours are not permitted. Extreme hair styles or those associated with any kind of anti-social activities or groups are not permitted. These change from time to time and the Headteacher reserves the right to specify what these might be at any point. The patterned shaving of hair or eyebrows is forbidden. - Wanstead High School has adopted the Halo Code. This means our school champions the right of staff and pupils to embrace all Afro-hairstyles. We welcome Afro-textured hair worn in all styles including, but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves, wigs and headscarves, as long as they are in line with school colours and hair colour guidance. This does not include durags or bonnets which are not appropriate in school.
Religious Headwear	- Religious headwear must be plain and neutral in colour.
Hoodies and other non-uniform jumpers or coats	- Hooded sports tops or 'hoodies' are not permitted and will be confiscated.
Hats, Ski Masks, Balaclavas, Face coverings	- It is not permitted for any pupil to wear any form of cap or hat in the school building. A woollen hat can be worn to and from school and at break/lunchtimes when the weather is cold. Ski masks, balaclavas and face coverings should not be worn, to, from or within school.

Extra-Curricular Opportunities

There are a huge variety of extra-curricular opportunities, clubs and educational visits to enjoy. We expect pupils to put themselves forward for a minimum of one of these to build your skills set and widen your experiences.

- Drama and school productions (acting, production and back stage)
- Duke of Edinburgh
- NCS scheme
- Music groups including jazz band, orchestra, choir, and school bands
- Educational trips
- Visits to conferences, cinema screenings, study days and lectures
- Debate club
- Peer mentoring
- Social contract
- Future Leaders
- Higher Education visits/fairs and taster lectures and seminars.
- Linking with other providers for outreach programmes such as additional lectures and seminars
- Massive Open Online Courses (MOOCs)
- Pain opportunity running Breakfast Club before school

You can also put yourself forward to be part of a group of pupils with leadership responsibilities and be involved in key decision making across areas of the whole school. A new pupil leadership vision was launched in Summer 2023 that offers opportunities across all year groups, and we encourage and welcome applications from all pupils as appropriate to the roll. This includes opportunities to be part of Pupil Leadership, the Pupil Council and Pupil Ambassadors. Open to all Year 13 pupils, is the opportunity to apply for Head Pupil.

Applying to University

We will guide and support you through the careers and UCAS process from start to finish. We will mentor you in deciding the most appropriate choice of course and university. Each year we are very proud to have a number of applicants to Oxbridge and the Russell Group universities. Each year we are delighted to see our Sixth Form pupils gain the qualifications they need to either go on to additional study in further or higher education, apprenticeships or to start work in their chosen career path.

In order to help you prepare, we register all Year 12 pupils to Unifrog, the world's biggest data base of Post-16 and Post-18 opportunities, helping pupils compare every university course, every apprenticeship and Higher Education courses to enable them to apply successfully.

To further support our pupils, we host an annual 'Higher Education, Careers and Futures Month' in the summer term of Year 12. This includes workshops focused on registering and applying, how to write effective personal statements and CVs, and managing money and pupil finance. Guest speakers from a variety of options such as HE, gap years, apprenticeship schemes, employment and voluntary organisations are invited to ensure all options at 18+ years are presented and explored. Our HE month also includes visits to universities and a HE Fair. Pupils are further supported through individual tutorials with their tutors and access to an independent careers officer.

We also have strong links with Access Wadham College, who deliver workshops to support our Oxbridge applicants. In 2023, 68% of our pupils went to university, of which 42% achieved places at Russell Group universities. The rest of our leavers joined apprenticeship schemes, went to music conservatoires, Art and Art Fashion courses or decided to take a gap year or explore employment opportunities instead. Please see the table below for courses at Russell Group universities that our pupils successfully accessed:

Examples of Russell Group Destinations

Durham University	History
University of Manchester	History and Sociology
University of York	Psychology
Queen Mary University of London	Computer Science, Film Studies and Drama, Mathematics
University of Warwick	Psychology, Politics, Philosophy and Law (PPL), Classical Civilisation
University of Southampton	Business Management, Political and International relations, Economics
University of Leeds	International History and Politics
University of Bristol	Geography, Mathematics, Liberal Arts, History, Philosophy, Geography with Innovation, Philosophy and Politics, Social Policy
University of Sheffield	History, Economics, Physics and Astrophysics
University of Exeter	Medicine
University of Liverpool	Law, Business Management, Communication and Media, Mathematics, Philosophy and History
King's College London, University of London	Biomedical Engineering, Digital Media and Culture
Newcastle University	Psychology

Pathways

We offer a wide range of A- Level courses and have a strong record of success.

Main Pathway

You must achieve at least five GCSE grades 5-9 including English at a grade 5. Maths must be a grade 4 minimum, plus subject specific entry requirements must be met.

Honours Pathway

You must achieve at least six GCSE grades 6-9 including English at grade 6. Maths must be a grade 4 minimum, plus subject specific entry requirements must be met.

3 A-Levels

These can be studied along with the Extended Project Qualification worth half an A-Level (optional)

4 A-Level

Pupils on this route are encouraged to take two 'facilitating subjects' as decided by the Russell Group universities (see page 9).

Subject Specific Entry Requirements

Disclaimer: We reserve the right not to run courses if there is insufficient demand.

A-Level Course	Main Pathway Entry Requirement as a minimum You must achieve at least five GCSE grades 5-9 including English at a grade 5. Maths must be a grade 4 minimum; plus, subject specific entry requirements must be met.
Art & Design	Grade 5 in Art or Graphics
Art Photography	Grade 5 in English
Biology	At least a grade 6 in two sciences, including a 6 in Biology and a 6 in Maths
Chemistry	At least a grade 6 in two sciences, including a 6 in Chemistry and a 6 in Maths
Classical Civilisation	Grade 5 in History or a 5 in English
Computer Science	Grade 6 in Computer Science and 6 in Maths
Dance	Grade 5 in Dance if studied or evidence of a commitment to Dance
Drama & Theatre	Grade 5 in Drama if studied or a 5 in English
Economics	Grade 6 in Maths and 6 in English
English Language & Lit. Combined	Grade 6 and 5 in English Language and English Literature (either way around).
English Literature	Grade 6 in English Literature and 5 in English Language
French	Grade 5 in French
Geography	Grade 5 in Geography and a 5 in English
History	Grade 5 in History if studied or a 5 in English
Maths	Grade 7 in Maths
Further Maths	Grade 8 in Maths and must take A-Level Maths
Media Studies	Grade 5 in Media Studies if studied or a 5 in English
Music	Grade 5 in Music or Grade 5 practical examination or equivalent
Music Technology	Grade 5 in Music or pass in Level 2 Music BTEC or equivalent.
Religious Studies (Philosophy & Ethics)	Grade 5 in Religious Studies if studied or 5 in English
Physical Education	Grade 6 in PE if studied or a 5 in English and 6 in Biology (or 6 and 6 in combined)
Physics	At least a grade 6 in two sciences, including a 6 in Physics and a 6 in Maths
Politics	Grade 5 in English
Psychology	Grade 6 in Biology (or 6 and 6 in Combined), 5 in Maths and 5 in English
Sociology	Grade 5 in Sociology if studied or a 5 in English
Spanish	Grade 5 in Spanish
Extended Project Qualification	Available to all Year 12 pupils (worth half an A-Level)

Disclaimer: We reserve the right not to run courses if there is insufficient demand or recruitment difficulties means that courses are not viable. In this situation we would contact you individually and ensure other options are explored.

Disclaimer: Some classes may be co-taught with Year 12 and 13 together if class sizes are too small. Recent examples include Drama, Music, Music Tech and French.

Please note: There may be some flexibility in entry requirements in exceptional and extenuating circumstances predominately for our disadvantaged pupils.

A-Level Programme Structure

Main Pathway

We offer a very broad and exciting range of A-Level courses for those pupils who meet our main pathway entry requirements as a minimum - You must achieve at least five GCSE grades 5-9 including English at a grade 5. Maths must be a grade 4 minimum, plus subject specific entry requirements must also be met. All courses will have entry requirements specific to the course as outlined on the subject specific entry requirements on page 8. Please refer to our Pathways, including entry criteria required for each pathway on page 7.

All courses offered will convert to UCAS points and are recognised for entry to university degree programmes. A-Level courses are increasingly based on exams and the coursework element has reduced in recent years.

Honours Pathways

Pupils who are eligible to follow the honours pathway – You must achieve at least six GCSE grades 6-9 including English at grade 6. Maths must be a grade 4 minimum, plus subject specific entry requirements must also be met. Please note, four A-Levels are not a requirement for even the most competitive universities so pupils should consider this wisely. On this pathway, you may choose to select four subjects for two years. Pupils are strongly encouraged to select ‘facilitating subjects’ as defined by the Russell Group universities- a group of 24 of the best universities. These include: English Literature, History, Physics, Biology, Chemistry, Maths, Further Maths, Geography, French and Spanish.

In addition to A-Level choice, all pupils have the option of taking the Extended Project Qualification (EPQ) - an independent research project on any subject of the pupil’s choosing. It is equivalent to half an A-Level and is highly valued by universities and employers.

Pupils have 9 hours of classes for each subject per fortnight (we are looking to increase this to 10 hours over the next few years), apart from the EPQ for which the class contact time is 1 hour per fortnight. Study sessions are usually based in the Sixth Form study block where pupils are timetabled to work individually on assignments or in small groups with others in the subject group. However, pupils can also use their scheduled study time for work in the school library or on practical elements in specialist rooms such as Art, Science, Music or Media.

Pupils in Year 12 are timetabled 1 hour per fortnight to develop study skills and help them to understand how to learn and revise effectively. This is specifically designed to help support their independence, meet the demands of their courses and support their progress in their subjects.

To promote a healthy lifestyle and positive well-being, pupils in Year 12 are timetabled 1 hour per fortnight for sport, which includes a variety of options and opportunities for pupils to choose from.

From the second term onwards, pupils in Year 12, provided they are achieving well and have a record of excellent attendance, will be able to study at home for any period 5 session that is not a scheduled lesson.

Pupils in Year 13, provided they are achieving well and have a record of excellent attendance, are awarded the full home study privilege and can study at home for part of their non-timetabled lesson time.

Disclaimer: We reserve the right not to run courses if there is insufficient demand or recruitment difficulties means that courses are not viable. In this situation we would contact you individually and ensure other options are explored.

Extended Project Qualification

You can choose to undertake the Extended Project Qualification, worth half an A-Level, in addition to your chosen A-Level subjects.

The Extended Project Qualification (EPQ) is designed to develop independent learning and research skills in preparation for undergraduate study at university. The qualification is therefore graded at A-Level standard and so is accredited as half an A-Level. It is particularly of value to pupils who plan to apply to the most competitive undergraduate programmes and universities after finishing their A-Levels.

The EPQ requires considerable commitment outside of lessons, the ability to work independently and be self-motivated in completing the project is essential.

The taught skills element covers research and organisational skills development; however, the EPQ is an independent project that pupils embark on. Pupils are expected to undertake more individual guided research for their own project and the content of lessons will become more focussed on individual tutorials and guided self-study.

For this qualification, pupils choose to undertake a project within any area of their own interest. Preparation for the project is undertaken in timetabled classes. The main production of the project however is completed independently by the pupil in conjunction with their other studies.

The project might be in the form of a written project about a particular topic, in which case the pupil will research and then write a 5000-word essay. It could be that the pupil chooses to create something instead: producing an artefact such as a painting, writing and directing a play, designing an aerodynamic chassis for a car or composing a piece of music. If they produce an artefact, the pupil is also expected to write a 1000-word report to explain their work.

For the qualification, pupils are also asked to keep a log of how they have organised their time and work throughout the project, along with records of extensive research and reflection on their own progress. At the end of the project, pupils are also expected to give a presentation to explain the work they have completed. The organisational and independent learning skills developed in the EPQ are valued by universities as excellent preparation for undergraduate programmes of study.

Some universities may give lower conditional grade offers to pupils who have completed the EPQ.

A-Level: Art & Design (Fine Art)

SUBJECT: Art and Design	HEAD OF DEPARTMENT: Mr A. Yiacoumi	
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: AQA

ENTRY REQUIREMENTS:

Grade 5 in Art or Graphics.

Commitment to the subject is extremely important. Self-motivation and an enquiring mind are crucial to success in this subject.

ASSESSMENT AND AREAS OF STUDY:

Year 12

In Year 12, you will have the opportunities to use your creativity to express yourself. You will develop your understanding of creative processes, your ability to observe and to think, to solve problems and to communicate in a visual way.

You will produce a portfolio of work for component 1; marked and assessed by your teacher and in component 2 (February onwards) you will produce a personal portfolio in response to one of five exciting starting points which combined will count towards your UCAS Predicted Grade.

A-Level Assessment

At A-Level for component 1, you will develop work for a personal investigation into an idea, issue, concept or theme supported by written material. This will count for 60% of your total A-Level marks. In component 2, you will produce personal work in response to one of eight exciting starting points which will count for 40% of your total A-Level marks. These will be marked and moderated by the AQA Exam Board.

Practical Courses

Year 12 and Year 13 are both practical courses in which you will learn by doing, enabling you to create imaginative personal work. You will find out about a whole range of media, techniques and processes. You will develop your creativity and independent thought, learn to express yourself visually and let your imagination flourish. Fine Art is a great companion to all other subjects as creativity, imagination and problem-solving skills can give you great ideas for your other subjects.

Progression Fine art

Year 12 and Year 13 A-Level builds on the skills, knowledge and understanding developed through study at GCSE. At the end of the A-Level course you will have the skills, knowledge and understanding needed for higher education.

Fine Art course content:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Drawing • Painting • Mixed-media (including collage and assemblage) • Sculpture | <ul style="list-style-type: none"> • Ceramics • Installation • Printmaking • Moving image (animation, film and video) |
|--|---|

CAREER OPPORTUNITIES:

There are many careers in Art, Craft and Design. Most of them require further study at an art school, college or university. At present most pupils wishing to take Art, Craft or Design will go on to do a one-year foundation course at an art college of further education before applying to degree courses in more specialised areas of Art and Design.

You may wish to study A-Level Art, for its own sake, perhaps to form the basis of future interest or as part of a range of other subjects, or you might wish to go into a job where it is useful to have experience in art or where you will need to use some of the skills developed during this course. These might include careers in such fields as media, advertising, marketing, design, architecture and publishing. Success in A-Level Art requires determination and dedication in whichever path you choose. It can be a very rewarding beginning.

A-Level: Art & Design (Photography)

SUBJECT: Art & Design (Photography)	HEAD OF DEPARTMENT: Mr A. Yiacoumi	
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: AQA

ENTRY REQUIREMENTS:

Grade 5 in English.

There is a need for pupils to be interested in developing their photographic skills. Self-motivation, independence, and an enquiring mind are crucial to success in the subject. Commitment is very important; photography is not an easy subject and pupils will need to be prepared to work hard at developing their abilities. Pupils are expected to spend up to five hours out of lesson contact time on the development of their unit of work.

Course Aims:

The course based on this specification should encourage pupils to develop:

- intellectual, imaginative, creative and intuitive capabilities.
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes.
- an interest in, enthusiasm for and enjoyment of art, craft and design.
- the experience of working with a broad range of media.
- an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate.
- knowledge and experience of real-world contexts and, where appropriate, links to the creative industries.
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures.
- an awareness of different roles, functions, audiences and consumers of art, craft and design.

Camera and Printing: - Its highly recommended pupils have a good SLR or digital camera, but not compulsory. The course can incur costs (photograph prints) and be expensive for pupils. To help subsidise and keep the costs to a minimum pupils can opt to use the department laser printer at a cost of £15 per term paid at the start of each term through ParentPay (unlimited colour printing, A4/A3). This service is optional. There may be financial support for this if pupils require it.

ASSESSMENT AND AREAS OF STUDY:

Year 12 Areas of study:

Component 1: Pupils will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes. They should be made aware of both traditional and new technologies.

Pupils are required to work in **one or more** area(s) of Photography, such as those listed below. They may explore overlapping areas and combinations of areas:

- portraiture
- landscape photography (working from the urban, rural and/or coastal environment).
- still life photography (working from objects or from the natural world).
- documentary photography, photojournalism.
- fashion photography.
- experimental imagery.
- Multimedia.
- photographic installation.
- moving image (video, film, animation).

Component 2 (February onwards): Pupils will respond from a series of questions, selecting one to explore in a personal and contextual way applying the skills, processes and techniques they've acquired over the course.

The combined holistic grade of both components in Year 12 will form the UCAS Predicted Grade in this subject, so it is vitally important that pupils take this seriously.

Year 13 A-Level Areas of Study:

There is synoptic assessment in both components of the A-Level that provide stretch and challenge opportunities for pupils as follows:

In Component 1: pupils develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.

In Component 2: pupils respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

CAREER OPPORTUNITIES:

There are many career opportunities using photographic skills, ranging from working as a professional photographer to using design skills in digital work. Many university courses exclusively based on photography or as part of a combined degree are available.

A-Level: Biology

SUBJECT: Biology	HEAD OF DEPARTMENT: Ms S. Hoque		
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: AQA	SPECIFICATION NO. 7402

ENTRY REQUIREMENTS:

At least a Grade 6 in two sciences, including a 6 in Biology and a 6 in Maths.

ASSESSMENT:

There is no coursework for A-Level Biology. There are practical skills that are assessed throughout the units called Required Practicals. These will test and help pupils practise a set of common skills which will be assessed as part of the examination papers at the end of the year. A minimum of 6 Required Practicals are carried out in Year 12, and 6 in Year 13.

The assessment of practical skills is a compulsory requirement of the course of study for the A-level qualification. It will appear on all pupils' certificates as a separately reported result, alongside the overall grade for the qualification.

AREAS OF STUDY**Year 1 Content****Section 1 Biological molecules**

Biological molecules
Nucleic acids

Section 2 Cells

Cell structure
Transport across cell membranes
Cell recognition and the immune system

Section 3 Organisms exchange with their environment

Exchange
Mass transport

Section 4 Genetics information

DNA, genes and protein synthesis
Genetic diversity
Biodiversity

There are internal practical assessments to test practical skills.

A range of analytic and mathematical skills are developed in all units throughout the A-Level course.

Year 2 Content**Section 5 Energy transfer in and between organisms**

Photosynthesis
Respiration
Energy and ecosystems

Section 6 Organisms respond to environment

Response to stimuli
Nervous coordination and muscles
Homeostasis

Section 7 Genetics and ecosystems

Inherited change
Populations and evolution
Populations in ecosystems

Section 8 The control of gene expressions

Gene expression
Recombinant DNA technology

There are internal practical assessments to test practical skills.

A range of analytic and mathematical skills are developed in all units throughout the A-Level course.

CAREER OPPORTUNITIES:

Successful completion of the A-Level Biology course offers pupils several routes for progression. These routes include progression on to a wide range of higher education courses, including degrees, direct entry into employment or progression on to the next level of a vocational qualification (for example NVQs in Laboratory and Associated Technical Activities).

Biology can be the starting point for many careers such as agricultural scientist, animal technician, bacteriologist, biochemist, chemist, dentist, doctor, food scientist, forensic scientist, horticulturist, laboratory technician, medical physicist or biology teacher!

SPECIAL NOTES:

Useful if taken in conjunction with A-Level Chemistry, as the programme encompasses many aspects of biochemistry. It can be the starting point for many careers including medicine. Other popular combinations are Biology with P.E. or Psychology for a different range of career opportunities.

A-Level: Chemistry

SUBJECT: Chemistry	HEAD OF DEPARTMENT: Ms S. Hoque		
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: AQA	SPECIFICATION NO. 7405

ENTRY REQUIREMENTS:

At least a Grade 6 in two sciences, including a 6 in Chemistry and a 6 in Maths.

ASSESSMENT:

There is no coursework for A-Level Chemistry. There are practical skills that are assessed throughout the units called Required Practicals. These will test and help pupils practise a set of common skills which will be assessed as part of the examination papers at the end of the year. A minimum of 6 Required Practicals are carried out in Year 12, and 6 in Year 13.

The assessment of practical skills is a compulsory requirement of the course of study for the A-level qualification. It will appear on all pupils' certificates as a separately reported result, alongside the overall grade for the qualification.

AREAS OF STUDY:**Module 1 Physical chemistry**

- 3.1.1 Atomic structure
- 3.1.2 Amount of substance
- 3.1.3 Bonding
- 3.1.4 Energetics
- 3.1.5 Kinetics
- 3.1.6 Chemical equilibria, Le Chatelier's principle and K_c
- 3.1.7 Oxidation, reduction and redox equations
- 3.1.8 Thermodynamics
- 3.1.9 Rate equations
- 3.1.10 Equilibrium constant K_p for homogeneous systems
- 3.1.11 Electrode potentials and electrochemical cells
- 3.1.12 Acids and bases

Module 2 Inorganic chemistry

- 3.2.1 Periodicity
- 3.2.2 Group 2, the alkaline earth metals
- 3.2.3 Group 7(17), the halogens
- 3.2.4 Properties of Period 3 elements and their oxides
- 3.2.5 Transition metals
- 3.2.6 Reactions of ions in aqueous solution

Module 3 Organic chemistry

- 3.3.1 Introduction to organic chemistry
- 3.3.2 Alkanes
- 3.3.3 Halogenoalkanes
- 3.3.4 Alkenes
- 3.3.5 Alcohols
- 3.3.6 Organic analysis
- 3.3.7 Optical isomerism
- 3.3.8 Aldehydes and ketones
- 3.3.9 Carboxylic acids and derivatives
- 3.3.10 Aromatic chemistry
- 3.3.11 Amines
- 3.3.12 Polymers
- 3.3.13 Amino acids, proteins and DNA
- 3.3.14 Organic synthesis
- 3.3.15 Nuclear magnetic resonance spectroscopy
- 3.3.16 Chromatography

A range of analytic and mathematical skills are developed in all units throughout the A-Level course.

There are internal practical assessments to test practical skills throughout.

CAREER OPPORTUNITIES:

Successful completion of A-Level Chemistry offers pupils several routes for progression. It can be the starting point for many careers including medicine, sciences and technology, pharmacy, engineering and many other demanding careers. It is required for those pupils wishing to study medicine.

A-Level: Classical Civilisation

SUBJECT: Classical Civilisation	HEAD OF DEPARTMENT: Mr P. Chartorizhsky		
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: OCR	SPECIFICATION NO. H408

ENTRY REQUIREMENTS:

Grade 5 in History or a 5 in English.

COURSEWORK: None.

ASSESSMENT AND AREAS OF STUDY:

Classical Civilisation involves learning about the mythology, history, art, architecture and literature of the ancient world. (Greek and Roman) We study the diverse culture, values and beliefs through a variety of literary, visual and physical sources.

Year 12:**Unit 1a: The World of the Hero – Homer’s *Iliad***

The *Iliad* tells the story of the legendary heroes Achilles and Hector and the Trojan War. Homer was revered to almost godlike status by the Greeks and a study of his works is seen as essential to an understanding of the Classical World. Pupils will investigate the literary techniques used to develop the story, characterisation and themes. They will also use the text to investigate the historical context of the story and the social values held by the Bronze Age Greeks.

Unit 2: Culture and the Arts – Imperial Image

The Emperor Augustus reportedly said that he had found Rome ‘of brick and left it of marble’. Augustus was not only the architect of the city, but its imperial system. This module will investigate the different aspects of Augustus’ carefully crafted image that enabled him to not only become the first emperor of the Roman Empire, but hold onto that power against all the odds. **(Pupils will sit a 1 hour 45-minute paper worth 75 marks)**

Year 13:**Unit 1b: The World of the Hero – Virgil’s *Aeneid***

Virgil’s *Aeneid* takes up the story of the Trojan War after the fall of Troy and follows the journey of the Trojan hero Aeneas as he flees his burning city. Unlike Homer, Virgil was Roman whose patron was the emperor, Augustus. Pupils will not only study the literary content of the story, but also investigate the political motivations behind this poem and the symbolism within it. **(Pupils will sit a 2-hour 20-minute paper worth 100 marks combining Unit 1a and 1b)**

Unit 3: Beliefs and Ideas – Love and Relationships

In this unit, we will explore how Greek and Roman societies set out their expectations of gender and relationships. We will investigate the laws passed to enforce these expectations, and those individuals who flouted convention. We will be introduced to the philosophy behind Classical ideas of love and relationships, and the poetry that expressed it. We will also ask ourselves what implications this has for our own society and the changing climate around gender and identity **(Pupils will sit a 1 hour 45-minute paper worth 75 marks)**

All A-Level Classics exams will be sat at the end of Year 13. Unit 1 is worth 40% and Units 2 and 3 are worth 30% each of the final A-Level.

CAREER OPPORTUNITIES:

This subject can give pupils an excellent background in both History or Literature. It also introduces new ideas such as Archaeology and Philosophy. Future careers could be in archaeology, law, business, education, finance, media, journalism, publishing, heritage and tourism, government and the civil service, and many others.

A-Level: Computer Science

SUBJECT: Computer Science	HEAD OF DEPARTMENT: Mr B. Alom		
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: AQA	SPECIFICATION NO. 7517

ENTRY REQUIREMENTS:

Grade 6 in Computer Science and 6 in Maths.

ASSESSMENT:

Year 12 – Paper 1 - This paper tests a pupil's ability to program, as well as their theoretical knowledge of computer science from subject content. Pupils answer a series of short questions and write/adapt/extend programs in an electronic answer document provided by AQA.

Paper 2 – This paper tests a pupil's ability to answer questions from subject content in the form of a series of short-answer and extended-answer questions.

Year 13 – Paper 1 - This paper tests pupil's ability to program, as well as their theoretical knowledge of computer science. AQA issue preliminary material, a skeleton program and test data for use in the exam.

Paper 2 – This paper tests a pupil's ability to answer questions from subject content. It contains compulsory short-answer and extended-answer questions.

NEA – The non-exam assessment assesses a pupil's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Pupils will be expected to follow a systematic approach to problem solving.

AREAS OF STUDY:

Year 12 – Pupils study the fundamentals of programming, data structures, data representation, computer systems, communication and networking, and computer organisation and architecture. They learn about the consequences of uses or computing and the theory of computation.

Year 13 – Pupils develop their understanding of the Year 12 content and in addition to this they study the fundamentals of algorithms, databases and functional programming. They learn about Big Data and issue surrounding this. They complete their Non-Exam Assessment which is a computing practical project.

CAREER OPPORTUNITIES:

Business analyst, web designer, web developer, software applications developer, computer systems analyst, computer systems engineer, network systems administrator, computer programmer, software systems developer, software quality assurance (QA) tester

SPECIAL NOTES:

The course is structured in such a way that makes it accessible to pupils with many different interests, although pupils strong in English are likely to be at an advantage. The practical elements of the course focus largely on using Python programming.

A-Level: Dance

SUBJECT: Dance	HEAD OF DEPARTMENT: Ms R. Gullefer	
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: AQA

ENTRY REQUIREMENTS:

Grade 5 in Dance if studied or evidence of a commitment to Dance.

Pupils must be able to demonstrate organisational skills, they will need to use their own time to rehearse with their group outside lesson, this can be either in free time during the school day or lunchtime and after school. Pupils need to demonstrate a mature attitude to working as part of a team.

Year 12

- Pupils will be required to learn and perform a solo linked to a specified practitioner.
- Pupils will develop their knowledge and understanding of the compulsory area of study Rambert Dance Company (1966-2002).
- Pupils will develop their knowledge and understanding of the chosen area of study American Jazz Dance (1940-1975).

Year 13

- Pupils will be required to learn and perform in a quartet.
- Pupils will be required to create an original piece of group choreography, which lasts for a minimum of three minutes to a maximum of four minutes in response to an externally set task based on a stimulus.
- Pupils will critically analyse the set work 'Rooster' by Christopher Bruce in relation to the compulsory area of study Rambert Dance Company (1966-2002).
- Pupils will critically analyse the set work 'Singin' in the Rain' Gene Kelly and Stanley Donen in relation to the chosen area of study American Jazz Dance (1940-1975).

Year 12

Pupils will be expected to demonstrate skills in all the following:

- 1) The ability to perform as a soloist in the style of a dance practitioner of their choice from the AQA A-Level Dance specification. Pupils will be assessed on their physical skills, spatial accuracy, use of dynamics, demonstration of timing/musicality and demonstration of focus, projection and expression.
- 2) The ability to critically engage with two areas of study: Rambert Dance Company (1966-2002) and American Jazz Dance (1940-1975). Pupils will need to demonstrate their knowledge about the stylistic features of the contemporary dance and jazz genres, the choreographic approaches (the particular technique, movement style and choreographic style) of a minimum of two named practitioners. The influences affecting the development of the named practitioner's technique and style and at least two works from the two selected named practitioners.

Year 13

In year 13 pupils will need to critically engage with two professional works. Rooster (1991) and Singin' in the Rain (1952). They must develop and demonstrate an in-depth knowledge and understanding of dance through time and location relating to features of genre, including: style, technique, influences, key practitioners, professional repertoire, communication of dance ideas. Pupils must also demonstrate their dance ability as performer, they will need to learn and perform in a quartet. Their quartet must have a clear dance idea and will be created collaboratively with their teacher and peers. Pupils will be assessed on their demonstration of physical skills, spatial awareness, timing/musicality, focus, projection and expression. Finally, pupils will need to demonstrate their choreographic ability by creating an original group piece of choreography with three to five dancers. The dance must show a clear relationship to one of the stimuli given by AQA. Pupils will be assessed on their selection of movement, manipulation of movement, structure of movement, use of aural setting and their use of dancers.

CAREER OPPORTUNITIES:

This course provides a strong foundation to courses in Dance and Performing Arts including a degree in Dance or other Higher Education courses in Dance, as well as professional training. In addition, the skills acquired such as teamwork, problem-solving, management and motivation of others are transferable to almost any career and further studies. Career opportunities include dancing professionally, dance therapy, fitness instructor, dancer teacher, charity work, youth work, choreographer, physiotherapy and theatre critic.

A-Level: Drama & Theatre

SUBJECT: Drama & Theatre Studies	HEAD OF DEPARTMENT: Ms R. Gullefer	
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: Edexcel

ENTRY REQUIREMENTS:

Grade 5 in Drama if studied or 5 in English.

Pupils must be able to demonstrate organisational skills, they will need to use their own time to rehearse with their group outside lesson, this can be either in free time during the school day or lunchtime and after school. Pupils need to demonstrate a mature attitude to working as part of a team.

Due to smaller class sizes, in A Level Drama Year 12 and 13 cohorts are combined, this ensures greater depth of learning and provides increased opportunities for revision in preparation for all exams both practical and theory.

ASSESSMENT AND AREAS OF STUDY:

Year 12

- The study of at two complete performance texts.
- Pupils will be required to perform two scripted pieces during the course.
- In addition to this, pupils will study the work of several drama practitioners.

Year 13

- The study of at least two complete play texts and at least three key extracts from three additional texts.
- Pupils will be required to create a complete devised performance.
- In addition to this, pupils will study the work of several drama practitioners.

Year 12

Pupils will be expected to demonstrate skills in all of the following:

- 1) The ability to explore texts to establish meaning, characterisation, vocal demands, non-verbal performance elements, the social cultural and historical elements of the piece and the value of Drama practitioners.
- 2) The ability to respond to an issue, theme, idea and then reflect their findings in performance. This will also involve planning for and meeting performance deadlines and working responsibly as a member of a group
- 3) Pupils must demonstrate an enthusiasm for working independently, exploring texts practically and theoretically and a willingness to participate fully in all practical activities.

Pupils should produce written work that is proof read and corrected prior to submission, typed font size 14, Times New Roman and to the deadlines set. This work should demonstrate a thorough understanding of the texts involved and reflect a growing understanding of the actor and director in presenting and reflecting on the work. It should involve an in-depth exploration of first year understanding and should be academic in tone.

Year 13

In Year 13, pupils will need to work hard on the creation of good quality performance pieces by developing research, using the research to help develop a piece of performance work that reflects the ideas of a chosen practitioner. They will need to approach the practical work with energy and enthusiasm. They will need to focus heavily on characterisation for their scripted performances and develop good portfolios of work for examination and additionally good notes for revision for the terminal written examination. The theory work is all heavily related to the practical work and although it is demanding it does offer excellent opportunities for exploring creativity and performance skills.

CAREER OPPORTUNITIES:

There are many areas of the creative industries that are served by the study of Drama and Theatre Studies. The skills it develops are useful in a broad spectrum of work and educational environments and it is specifically useful in preparing pupils for the world of professional performance. Many pupils of drama find careers typically in broadcasting, the media, HR, customer service industries, motivational speaking, hospitality and catering, directing, care industry, retail, journalism, design roles and arts admin, and use their highly developed interpersonal skills to become successful in their chosen fields.

A-Level: Economics

SUBJECT: Economics	HEAD OF DEPARTMENT: Mr Z. Munir		
LEVEL: A-Level	LENGTH: 2 years	EXAM BOARD: EDEXCEL A	SPECIFICATION NO. 9ECO

ENTRY REQUIREMENTS:

Grade 6 in Maths and 6 in English.

You will need to be able to respond to and manipulate a variety of data and analyse complex arguments through essay writing.

ASSESSMENT:

These are examined across three exam papers: Paper 1: Markets and Business Behaviour (35% of total qualification), Paper 2: The National and Global Economy (35% of total qualification) and Paper 3: Microeconomics and Macroeconomics (30% of total qualification). Pupils will be examined by multiple choice, data response and essay questions.

AREAS OF STUDY:

A-Level Economics concerns itself with both macro and micro Economics. You will develop an understanding of how individuals, businesses and governments interact through the study of four themes:

- Theme 1: Introduction to markets and market failure
- Theme 2: The UK economy – performance and policies
- Theme 3: Business behaviour and the labour market
- Theme 4: A global perspective

Pupils should have an interest in contemporary events and will need to be adept at data analysis and interpretation.

There is a great deal of specialist vocabulary involved and as events occur and evolve in real life, pupils should be able to apply economic theory to them in order to demonstrate understanding. You will need to be able to apply knowledge to unfamiliar contexts and develop purposeful and succinct analyses and evaluation of decisions on a business and national level.

You will need to be able to respond to and manipulate a variety of data and analyse complex arguments through essay writing.

“Economics is fascinating to study because it is so applicable to everyday life. Why is the economy taking so long to recover from the financial crisis? Will the government be able to repay its mountain of debt? There are very few subjects that you can study during the day and see the relevance of what you’ve learned on the news at night.”

Karen Ward Senior Global Economist, HSBC

CAREER OPPORTUNITIES:

Pupils who are successful in Economics demonstrate a multitude of skills that are highly sought after by both employers and higher education institutions. The ability to process data and understand trends and patterns so that forecasts can be made and the limitations thereon are understood is much in demand. Indeed, in 2017 it was reported that graduates of Economics are the highest paid – but, in order to become an Economics graduate, there is a lot of work to be done.

A-Level: English Language & Literature Combined

SUBJECT: English Language and Literature	HEAD OF DEPARTMENT: Ms A. Malik		
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: OCR	SPECIFICATION NO. H474

ENTRY REQUIREMENTS:

6 and 5 in English Language and English Literature (either way around).

ASSESSMENT AND AREAS OF STUDY:

A-Level

Component 01: Exploring Non-Fiction and Spoken Texts

Comparison of two non-fiction texts, one from the OCR Non-Fiction Anthology).

1 hour exam, 16% of A-Level.

Component 02: The Language of Poetry and Plays

Pupils will explore one poetry collection from a choice of six (currently William Blake's *Songs of Innocence and Experience*) and one drama text (currently Shakespeare's *Othello*) from a choice of six, through stylistic and dramatic analysis.

2-hour exam, 32% of A-Level

Component 03: Reading as a Writer, Writing as a Reader

Pupils will explore the nature of narrative in one prose fiction text (currently F. Scott Fitzgerald's *The Great Gatsby*) from a choice of six.

Writing as a reader develops the understanding of narrative technique through a creative writing task (500 words) and a commentary (250 words).

2-hour exam, 32% of A-Level.

Component 04: Independent Study: Analysing and Producing Texts

Pupils complete an analytical comparative essay on a set text from a list of 12 non-fiction texts and a second free choice text. One text must be post-2000 (currently Anna Funder's *Stasiland*). Pupils also produce a piece of original non-fiction writing.

Coursework, 20% of A-Level: The course will give pupils a chance to enjoy non-fiction texts and literature from a range of time periods and develop pupils' critical and analytical skills about reading and writing. It is important that pupils enjoy reading widely and like discussing their interpretations of texts with others. Working with texts over time involves looking at ways in which writers and speakers shape meanings within their texts. But it is also important that texts are interpreted by readers now and that multiple interpretations are possible. Discussion and debate are therefore essential skills to be developed alongside a perceptive analytical approach.

CAREER OPPORTUNITIES:

A-Level English Language and Literature provides an excellent platform for careers in journalism, the media or advertising.

SPECIAL NOTES:

The combined A-Level English Language and Literature course might suit those pupils who wish to maintain a balance between the two disciplines.

Pupils who eventually go on to apply for a degree course in English will be welcomed by many universities which now incorporate both elements in their courses.

A-Level: English Literature

SUBJECT: English Literature	HEAD OF DEPARTMENT: Ms A. Malik		
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: AQA	SPECIFICATION NO. 7712

ENTRY REQUIREMENTS:

Grade 6 in English Literature and 5 in English Language.

ASSESSMENT AND AREAS OF STUDY:

A-Level

Paper 1: Love through the Ages

Study of three texts: one poetry and one prose text (currently *The Awakening* by Kate Chopin), one of which must be written post-1900 (currently the poetry anthology) and one Shakespeare play (currently *Othello*). This exam will also include two unseen poems. 3-hour exam, 40% of A-Level.

Paper 2: Texts in Shared Contexts

Study of three texts: one prose (*Revolutionary Road*- Richard Yates), one poetry (*Skirrid Hill*- Owen Sheers) and one drama (*Cat on a Hot Tin Roof*- Tennessee Williams), one of which must be written post-2000. Exam will also include an unseen extract. 2-hour 30-minute exam, 40% of A-Level.

Independent Critical Study

Comparative critical study of two texts, at least one of which must have been written pre-1900. 20% of A-Level. Assessed by teacher and moderated by exam board.

This course will suit those pupils who have enjoyed the chance to respond to literature at GCSE and wish to pursue their studies with more demanding texts and will include studying a Shakespeare play, novels and poetry.

The course will involve critical writing and comparison of literary works. It is important that pupils enjoy reading widely and discussing their own interpretations of texts with others.

CAREER OPPORTUNITIES:

A-Level English Literature provides pupils with the opportunity of developing critical skills which would be particularly useful if considering careers in the media, publishing, advertising, librarianship, education, etc. An A-Level in English Literature is widely regarded as particularly useful to anyone considering a career involving communication skills.

SPECIAL NOTES:

Pupils who enjoy reading widely and wish to follow their GCSE Literature with study at a more sophisticated level should choose A-Level English Literature, provided they are prepared to do research, read critical works and extend their study into related areas. A-Level English Literature is highly respected as a qualification by universities and employers.

A-Level: French

SUBJECT: French	HEAD OF DEPARTMENT: Ms D. Collins		
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: AQA	SPECIFICATION NO. 7652

ENTRY REQUIREMENTS:

Grade 5 in French.

ASSESSMENT:

Paper 1: Listening, reading and writing (including translation) – 2 hours 30 minutes – 50% of A-Level

Paper 2: Writing (one text and one film) – 2 hours – 20% of A-Level

Paper 3: Speaking – 21-23 minutes (including 5 minutes preparation time) – 30% of A-Level

AREAS OF STUDY:

The A-Level specifications build on the knowledge, understanding and skills gained at GCSE. They constitute an integrated study with a focus on language, culture and society. They foster a range of transferable skills, including communication, critical thinking and creativity, which are valuable to the individual and to society. The AS content has been designed to be of relevance to pupils of all disciplines, whether they want to progress to A-Level or not. Pupils will develop their understanding of themes relating to the society and culture of the countries where French is spoken, and their language skills; they will do this by using authentic spoken and written sources in French. The approach is a focus on how French-speaking society has been shaped, socially and culturally, and how it continues to change. Pupils study aspects of the social context together with aspects of the artistic life of French-speaking countries. Pupils also study aspects of the political landscape in a French-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations. Teenagers and the extent to which they are politically engaged looks towards the future of political life in French-speaking society.

Core topics:

- Social issues and trends
- Artistic (*and political at A-Level*) culture
- Grammar

Options:

- Works: Literary texts and films

CAREER OPPORTUNITIES

There are many and varied career opportunities for pupils with A-Level French, including journalism, law, international business, teaching, interpreting, banking, finance, catering, and public administration.

Many universities offer courses which combine French with another subject, for example, Business with French, Economics with French or European Studies and French.

In an increasingly competitive job market, the ability to speak another language gives you the edge. The UK trades with over 200 countries worldwide and businesses are continually looking to expand globally- this is only possible if they can communicate internationally. As such, employers are constantly seeking out foreign language speakers. Figures reflect this - consistently showing Modern Languages graduates as having one of the lowest levels of unemployment six months after graduation.

A-Level: Geography

SUBJECT: Geography	HEAD OF DEPARTMENT: Mr D. Leftwich		
LEVEL: A-Level	LENGTH: 2 years	EXAM BOARD: Edexcel/Pearson	EDEXCEL Course code: 9GEO

ENTRY REQUIREMENTS:

Grade 5 in Geography and a 5 in English.

ASSESSMENT AND AREAS OF STUDY:**Component 1: Dynamic Landscapes (Paper code: 9GEO/01) and Component 2: Dynamic Places (9GEO/02):**

- Each component is worth 30% of the A-Level qualification
- Each assessment is 2 hours and 15 minutes
- Each assessment is out of 105 marks
- The papers may include short open response questions, calculations and resource-linked questions.
- The examination includes 12 and 20 marks essay questions where reference to case studies will be required
- Calculators may be used in the examination

Areas of study Component 1: Tectonic Processes and Hazards; Coastal Landscapes and Change; The Water Cycle and Water Insecurity; The Carbon Cycle and Energy Security.

Areas of study Component 2: Globalisation; Regenerating Places; Superpowers; Migration, Identity and Sovereignty.

Component 3: Physical Systems and Sustainability (9GEO3):

- 20% of the A-Level qualification
- The assessment is 2 hours and 15 minutes
- The assessment is out of 70 marks
- The assessment consists of three sections and pupils must answer all questions
- The paper may include open response, calculations and resource-linked questions
- The examination includes 4, 8, 12, 18 and 24 mark extended writing questions
- Calculators may be used in the examination

This exam paper will present a synoptic assessment of geographical skills, knowledge and understanding (within a place-based context) from compulsory content drawn from different parts of the course.

Component 4: Individual Investigation (coursework): 20% of the overall A-Level. The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing. Pupils will be expected to show evidence that they have used both quantitative and qualitative data to support their independent investigation as appropriate to the particular environment and / or location. Pupils will submit a 3000–4000-word report. This will be linked to pupil's fieldwork conducted during the summer of Year 12.

CAREER OPPORTUNITIES:

Geography is the only subject that is both a science and a humanities-based subject. This means that a wide variety of skills are developed applicable to the majority of working environments and careers. Geography graduates have consistently been among the most employable graduates due to this. Many pupils from Wanstead High School go on to complete geography degrees at university. As a direct result of the multi-skilled nature of the subject, it is a useful A-Level to study even if university is not your intention. Geographers have many assets enabling you to enter a wide variety of careers; many geographers go on to work in finance, management, marketing, research, industry, journalism, tourism/leisure and environment studies. The skills you will have acquired and practised during your years of studying geography will mean that you have much to offer an employer.

SPECIAL NOTES:

A-Level pupils must complete a minimum of four days of fieldwork. Fieldwork must be carried out in relation to physical and human geography. This is an Ofqual requirement. Centres will be required to provide evidence of this fieldwork in the form of a written fieldwork statement. Therefore, applicants for A-Level Geography must be committed to this requirement. All compulsory fieldwork will be in the UK, but there may be opportunities for overseas visits, but these will be optional.

A-Level: History

SUBJECT: History	HEAD OF DEPARTMENT: Mr P. Chartorizhsky		
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: Edexcel	SPECIFICATION NO. 1041

ENTRY REQUIREMENTS:

Grade 5 in History if studied or a 5 in English

ASSESSMENT AND AREAS OF STUDY:

In Year 12, History pupils investigate communist states in the Twentieth Century, and will investigate developments and changes in two case studies, and their impact upon the lives of ordinary people. In Year 13 the focus is upon social, economic and political issues and developments affecting the British Empire, as well as an independent investigation.

Year 12: Route E: Communist States in the Twentieth Century

Unit 1:

Russia, 1917-1991: From Lenin to Yeltsin

This option comprises a study in breadth, in which pupils will learn about the key political, social and economic features of communist rule in Russia during the Twentieth Century, including its rise to and fall from superpower status. Pupils will sit a 2-hour 15 minutes exam, with two essay questions and one interpretation source-based question.

Mao's China, 1949-1976

This option comprises a study in depth of the transformation of communist China under Chairman Mao Tse Tung. Pupils will investigate the political, economic and social changes in this period and their impact upon the lives of the Chinese people. Pupils will sit a 1 hour 30 minutes exam, with one source question and one depth essay question.

Year 13:

Unit 3: Britain: Losing and Gaining an Empire, 1763-1914

This topic explores the development of the British Empire and the part played by trade and the Royal Navy. Pupils will study the political, economic and social developments that resulted in Britain possessing the largest empire the world has ever known. They will study the impact of the British empire on America, Australia, Canada, India and the Nile Valley. Pupils will sit a 2-hour 15 minutes exam, with two essay questions and one source question.

Unit 4:

Coursework independent study: Interpretations of the United States and the Second World War

This independent study unit provides two fascinating options relating to the United States and World War Two: whether WW2 was the birth of the Civil Rights movement for African Americans, or, why the USA dropped the Atomic Bomb on Hiroshima and Nagasaki. Pupils will compare, analyse and evaluate the works of three historians on their chosen issue, in the form of an assignment of 4000 words.

All A-Level history exams will be sat at the end of Year 13. Papers 1 and 3 are worth 30% each of the A-Level grade, with Paper 2 and the coursework worth 20% each.

COURSEWORK ASSESSMENT:

There is one piece of Non-Examined Assessment (coursework) completed in Year 13. This accounts for 20% of the A-Level grade.

CAREER OPPORTUNITIES:

Pupils learn to develop hypotheses; justify arguments; analyse evidence and critically evaluate interpretations. These skills help pupils in all areas of work. Pupils with History qualifications and degrees possess skills valued in law, business, education, finance, media, journalism, publishing, heritage and tourism, government and the civil service, and many others.

A-Level: Mathematics

SUBJECT: Mathematics	HEAD OF DEPARTMENT Mr S. Nelson		
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: EDEXCEL	

ENTRY REQUIREMENTS:

Grade 7 in Mathematics.

ASSESSMENT:

Pupils sit their A-Level examination at the end of their two-year course.

Paper 1: Pure maths (2 hours, 100 marks)

Paper 2: Pure maths (2 hours, 100 marks)

Paper 3: Statistics and Mechanics (2 hours, 100 marks)

AREAS OF STUDY:

The A-Level specification is split into 3 broad topics: pure, statistics and mechanics. Pure maths looks at higher level number, algebra and calculus. Statistics covers analysis of large data sets and more complex probability. Mechanics covers vectors and kinematics.

The course follows a linear structure, which means that the content of the course will be examined at the end of the 2 years. There are 3 exams, which are equally weighted: 2 of the exams are pure maths, while the 3rd exam is a combination of statistics and mechanics. Like the GCSE exam, there will be a strong emphasis on problem solving and mathematical reasoning.

CAREER OPPORTUNITIES:

Mathematics at A-Level is essential for any mathematics-based degree and a good idea for any science or engineering-based degree. Mathematics is also seen as an advantage to many career paths including finance, computing, insurance, and any business career involving problem solving as it develops analytical skills.

Pupils who are considering a mathematics-based degree are advised to also consider taking Further Mathematics.

A-Level: Further Mathematics

SUBJECT: Further Mathematics	HEAD OF DEPARTMENT: Mr S. Nelson		
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: EDEXCEL	

ENTRY REQUIREMENTS:

Grade 8 in Mathematics and must take A-Level Mathematics

ASSESSMENT:

Paper 1: Further Pure Maths 1 (1 hour 30 mins, 75 marks)

Paper 2: Further Pure Maths 2 (1 hour 30 mins, 75 marks)

Paper 3: Optional Paper 1 – pure, statistics, mechanics or decision (1 hour 30 mins, 75 marks)

Paper 4: Optional Paper 2 – pure, statistics, mechanics or decision (1 hour 30 mins, 75 marks)

The Further Mathematics programme broadens the areas of mathematics covered and extends the pure mathematics components. As well as covering further pure mathematics, pupils have the option to study further units in statistics, mechanics or decision mathematics.

Pupils taking A-Level in Further Mathematics are committing themselves to a considerable amount of time and study in this discipline (at least 50%). It is therefore only recommended for pupils who have a real passion for the subject and/or who are considering a mathematics degree in the future.

CAREER OPPORTUNITIES:

Further mathematics in addition to A-Level mathematics greatly supports any application for a mathematical based degree. Some universities, including Oxford and Cambridge, will only accept pupils who have studied Further Mathematics to at least A-Level. It is also highly recommended for any pupil who is considering applying to Oxford or Cambridge for a science-based degree.

A-Level: Media Studies

SUBJECT: Media Studies	HEAD OF DEPARTMENT: Ms S. Begum		
LEVEL: A-Level	LENGTH: 2 years	EXAM BOARD: EDUCAS	SYLLABUS Nos. 603/1149/6

ENTRY REQUIREMENTS:

Grade 5 in Media Studies if studied or a 5 in English.

ASSESSMENT:

Component 1: Media Products, Industries and Audiences (2 hours 15 mins) – 35% of qualification

Component 2: Media Forms and Products in Depth (2 hours 30 mins) – 35% of qualification

Component 3: Cross-Media Production (Non-exam assessment) 30% of qualification

AREAS OF STUDY:

It is recognised that the mass media plays an increasingly important and, perhaps, influential role in contemporary society, providing us with information and entertainment and communicating social values. In the Media Department, we offer exciting and rigorous courses, which give pupils opportunities to develop a critical understanding of the role of the mass media in society and a broad knowledge of the industrial and commercial nature of media productions. The courses integrate practical work with theoretical study. The courses focus on the key media concepts: media language, representation, audience and institution. Pupils will develop skills in textual analysis, research, critical thinking, responding to academic theory and digital production.

In Year 12, pupil's complete units which may include topics on film marketing, radio, pop videos, advertising and news.

In Year 13, pupils study units which include: TV drama, magazines, and online Media.

CAREER OPPORTUNITIES:

Media Studies is a popular university degree, taken as a single subject or combined with others such as ICT or Business.

There are a huge range of courses available: Film Studies, Communication Studies, Media Production, Marketing etc.

Media pupils are welcomed into a range of careers, involving the mass media generally or particular areas such as journalism, programme design or work in magazines, TV and film. New digital media have opened up many exciting new career directions and there are some excellent apprenticeship opportunities available.

Skills of team working, delivering presentations, use of ICT and critical review are also important transferable skills welcomed by employers.

A-Level: Music

SUBJECT: Music	HEAD OF DEPARTMENT: Mr I. Sweet		
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: OCR	SPECIFICATION NO. H543

ENTRY REQUIREMENTS:

Grade 5 in GCSE Music and Grade 5 practical examination on an instrument or voice (or equivalent standard if you haven't taken instrumental exams).

Where the option of taking GCSE Music has not been available at KS4 other music courses may be considered.

ASSESSMENT AND AREAS OF STUDY:

- **Performing (25/35%):** This consists of a recital lasting around eight to ten minutes, performed in front of a small audience. The music played or sung can be in any style and needs to be equivalent to at least grade 6 in difficulty. The performance is recorded and the video is externally assessed by the exam board. If pupils wish to 'major' in performance then they can play a longer recital and performance will account for 35% (rather than 25%) of the overall A-Level.
- **Composition (25/35%):** Pupils are required to write two compositions of a combined length of around 6-8 minutes. One is to a set brief by the exam board and one is a free choice decided by pupils. If pupils wish to 'major' in composition then they also write some technical exercises and composition will account for 35% (rather than 25%) of the overall A-Level.
- **Written examination: (40%):** This listening examination is based on aural questions on music unknown to pupils and questions based on classical and jazz set works studied by pupils during the year. You will be fully prepared for this written paper in lessons focusing on the content and skills required for this qualification.

CAREER OPPORTUNITIES:

Music A-Level is an entry requirement for most university and conservatoire music degree courses. Career opportunities directly related to music exist in the areas of performance, composition, the recording industry, publishing, media, education and arts administration to name but a few.

Although music is highly practical in nature, it is also a very academic subject and studying it develops a wide variety of skills that are useful to a wide range of professions. Because of this all pupils who enjoy studying music and/or whom consider it to be a strong subject for them should consider taking the subject at A-level, even if they have plans for careers outside of the music industry.

A-Level: Music Technology

SUBJECT: Music Technology	HEAD OF DEPARTMENT: Mr I. Sweet		
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: EDEXCEL	SPECIFICATION NO. 9MT0

ENTRY REQUIREMENTS:

5 in GCSE Music or pass in Level 2 Music BTEC or equivalent.

Some experience of using DAW software such as Garageband, Logic, Cubase, etc. is also helpful but not a formal requisite. The most important entry requirement is an interest in contemporary music and an interest in how technology is used to create it.

ASSESSMENT:

The following percentages contribute towards the final grade:

A-Level

Recording (Coursework) – 20%. You will create a multi-track recording of one of ten songs set by the exam board. You have the role of the producer and engineer in this task and do not necessarily have to play any of the parts yourself. The track will be 3 – 3 ½ minutes in length.

Composition (Coursework) – 20%. You will create a composition based on one of three briefs set by Edexcel. One of these is always setting music to a short film. Creative use of music technology must be a main feature of this composition. The composition will be 3 minutes long.

Listening and analysing (Exam) – 25%. You will be asked questions on a range of popular music. Some of these will be on musical features of the tracks and some will focus on the use of music technology within them. Extended answer questions will relate to how a later version of a song differs in terms of production values to an original/older version and how a particular aspect of music technology has been used within a song.

Producing and analysing (Exam) – 35%. This examination has quite a large practical component. You will correct and combine audio and MIDI tracks to form a completed mix. You may also have to create new tracks or parts from the materials provided. There is also an extended essay question within this exam that relates to a specific area of music technology.

AREAS OF STUDY:

Area of Study 1: Recording and production techniques for both corrective and creative purposes

Area of Study 2: Principles of sound and audio technology

Area of Study 3: The development of recording and production technology

CAREER OPPORTUNITIES:

This course is ideal for pupils considering a career in the music industry, particularly if sound engineering and recording is a potential career path. It could lead to an industry-based degree course in sound engineering. The skills developed through this course are highly transferable to many other careers, so it should not only be considered by pupils looking to pursue a career in music.

A-Level: Religious Studies (Philosophy & Ethics)

SUBJECT: Religious Studies (Philosophy of Religion, Religion and Ethics and Developments in Christian thought)	CURRICULUM TEAM LEADER: E.Christofides	SPECIFICATION NO. H573
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: OCR

ENTRY REQUIREMENTS:

Grade 5 in Religious Studies if studied or 5 in English.

ASSESSMENT:

Mandatory Component 01 Philosophy of religion – One written exam 2 Hours (120 Marks) 33.3%

Mandatory Component 02 Religion and ethics – One written exam 2 Hours (120 Marks) 33.3%

Developments in Christian thought (Christianity) 03 - One written exam 2 Hours (120 Marks) 33.3%

AREAS OF STUDY:

The new OCR specification will enable pupils to explore three components of study. Philosophy of religion (01), Religion and ethics (02) and Developments in Christian thought (03).

Learners will study: Philosophy of Religion (01)

Within this component pupil' will study the philosophical issues and questions raised by religion and belief. These include arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering.

Learners will study: Religion and Ethics (02)

The study of Religion and ethics is characterised by a study of ethical language and thought through significant concepts and the works of key thinkers, illustrated by issues in religion and ethics, and also by the application of ethical theory to issues of importance. Learners will study normative ethical theories and the application of these, as well as key ethical concepts.

Learners will study: Developments in Christian Thought (03)

Developments in religious thought provide an opportunity for the systematic study of one religious tradition (Christianity). This will include exploration of religious beliefs, values and teachings, sources of wisdom and authority and practices that shape and express religious identity.

Year 12/13

The new OCR specification will enable pupils to explore three components of study. Philosophy of religion (01), Religion and ethics (02) and Developments in religious thought (03).

Philosophy of Religion (01) - Learners will study:

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

Religion and Ethics (02) - Learners will study:

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

Developments in Christian Thought (03) - Learners will study:

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

CAREER OPPORTUNITIES:

Religious Studies encourages clear, analytical thinking and teaches pupils to spot flaws in arguments and express themselves in an articulate, reasoned manner. These skills are valued in all areas of work, but are especially valuable in law, journalism, education, human resources, management, business and medicine. The subject combines very well with other humanities subjects and the sciences, and is highly regarded by universities.

A-Level: Physical Education

SUBJECT: Physical Education	HEAD OF DEPARTMENT: Mr M. Adams	
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: AQA

ENTRY REQUIREMENTS:

Grade 6 in PE if studied or a 5 in English and a 6 in Biology (or 6 and 6 in combined). Regular competitive participation in a sport outside of Sixth Form is desired as this supports the NEA component of the course.

ASSESSMENT:

Paper 1: Factors affecting participation in physical activity and sport Written exam: 2 hours 105 marks 35% of A-Level

Paper 2: Factors affecting optimal performance in physical activity and sport Written exam: 2 hours 105 marks 35% of A-Level

Non-exam assessment: Practical performance in physical activity and sport. Pupils assessed as a performer or coach in the full sided version of one activity.

Plus: written/verbal analysis of performance. Internal assessment, external moderation 90 marks 30% of A-Level

<https://filestore.aqa.org.uk/resources/pe/specifications/AQA-7582-SP-2016.PDF>

AREAS OF STUDY:

Those who are interested in the theoretical aspects surrounding PE and sport, and also have a keen interest in physiological, psychological and social/historical topics. You should have an interest in PE and sport as a whole with participation in a sport outside would be beneficial either as a performer or a coach. A full list of NEA activities can be found via the link below.

<p>Year 12</p> <p>What's assessed</p> <p>Section A: Applied anatomy and physiology</p> <p>Section B: Skill acquisition</p> <p>Section C: Sport and society</p>	<p>Year 13</p> <p>What's assessed</p> <p>Section A: Exercise physiology and biomechanics</p> <p>Section B: Sport psychology</p> <p>Section C: Sport and society and technology in sport</p>
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CAREER OPPORTUNITIES:

The course is of particular value for those wishing to pursue a career or degree course in the following areas: sports science or sport studies; leisure studies; sports therapy/ physiotherapy; sports coaching; recreation management, public services and, of course, PE teaching. This is a highly theoretical subject so it will be mainly classroom based but where possible, will be taught in a practical way using a range of teaching styles and activities.

A-Level: Physics

SUBJECT: Physics	HEAD OF DEPARTMENT: Ms S. Hoque		
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: AQA	SPECIFICATION NO. 7408

ENTRY REQUIREMENTS:

At least a Grade 6 in two sciences, including a 6 in Physics and a 6 in Maths.

ASSESSMENT:

There is no coursework for A-Level Physics. There are practical skills that are assessed throughout the units called Required Practicals. These will test and help pupils practice a set of common skills which will be assessed as a part of the examination papers at the end of the year. A minimum of 6 Required Practicals are carried out in Year 12, and 6 in Year 13.

The assessment of practical skills is a compulsory requirement of the course of study for the A-level qualification. It will appear on all pupils' certificates as a separately reported result, alongside the overall grade for the qualification.

AREAS OF STUDY:

Advanced GCE Physics is made up of **five** mandatory sections in Year 12 and **four** further mandatory sections in Year 13. **All** of the sections are externally assessed through examinations at the end of the second year.

At A-Level, there is an external assessment (Paper 3) to test practical skills and data analysis and one of the options.

Section 1 – Measurements and their errors

- 3.1.1 Use of SI Units and Prefixes
- 3.1.2 Limitation of Physical Measurement
- 3.1.3 Estimation of Physical Quantities

Section 2 – Particles and radiation

- 3.2.1 Particles
- 3.2.2 Electromagnetic Radiation and Quantum Phenomena

Section 3 – Waves

- 3.3.1 Progressive and Stationary Waves
- 3.3.2 Refraction, Diffraction and Interference.

Section 4 – Mechanics and materials

- 3.4.1 Forces, Energy and Momentum
- 3.4.2 Materials

Section 5 – Electricity

- 3.5.1 Current Electricity

Section 6 – Further mechanics and thermal physics

- 3.6.1 Periodic Motion
- 3.6.2 Thermal Physics

Section 7 – Fields and their consequences

- 3.7.1 Fields
- 3.7.2 Gravitational Fields
- 3.7.3 Electric Fields
- 3.7.4 Capacitance
- 3.7.5 Magnetic Fields

Section 8 – Nuclear physics

- 3.8.1 Radioactivity

Section 9 – Options

- Option A – Astrophysics or
- Option B – Medical physics or
- Option C – Engineering physics or
- Option D – Turning points in physics or
- Option E – Electronics

CAREER OPPORTUNITIES:

As well as obvious career choices such as engineering, medicine, dentistry, pharmacy and teaching, there are a number of other careers for which physics could unlock the door: medical physicist, optician, architect, veterinary surgeon, food scientist, metallurgist, forensic scientist, radiographer or electrician.

SPECIAL NOTES:

The mathematical skills used within physics require a solid understanding of GCSE maths. Extra techniques such as integration and differentiation will be taught within the course.

A-Level: Politics

SUBJECT: Politics	HEAD OF DEPARTMENT: Ms E. Christofides		
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: EDEXCEL	SPECIFICATION NO. 9PLO

ENTRY REQUIREMENTS:

Grade 5 in English.

COURSEWORK:

There is no coursework component for the A-Level.

ASSESSMENT:

UK Politics – One written exam 2 Hours (84 Marks) 33.3%

UK Government – One written exam 2 Hours (84 Marks) 33.3%

USA Politics - One written exam 2 Hours (84 Marks) 33.3%

AREAS OF STUDY**Yr12 Component one: UK Politics**

1. Political Participation, pupils will study:

- Democracy and participation, political parties, electoral systems, voting behaviour and the media.

2. Core Political Ideas, pupils will study:

- Conservatism, Liberalism, Socialism.

Yr12 & 13 Component two: UK Government

1. UK Government, pupils will study:

- The constitution, parliament, Prime Minister and executive, relationships between the branches.

2. Non-core Political Ideas, pupils will study:

- Nationalism.

Yr13 Component Three: Comparative Politics: USA Politics

For USA Politics (3A) pupils will study:

- The US Constitution and federalism, US Congress, US presidency, US Supreme Court and US civil rights, US democracy and participation and Comparative theories.

CAREER OPPORTUNITIES:

This is a subject which is of general use in many careers. It is especially useful for careers such as those in the law, the civil service, research, teaching, local government, journalism and other media, plus any job where analytical skills and a knowledge of society is important.

SPECIAL NOTES:

An interest in the news and current affairs is essential.

A-Level: Psychology

SUBJECT: Psychology	HEAD OF DEPARTMENT: Ms E. Christofides		
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: AQA	SPECIFICATION NO. 7182

ENTRY REQUIREMENTS:

Grade 6 in Biology (or 6 and 6 in Combined Science), Grade 5 in Maths and Grade 5 in English.

ASSESSMENT:

- Paper one: Introductory topics in Psychology (Social influence, Memory, Attachment and Psychopathology) 96 marks – 2 hours – 33% of A-Level
- Paper two: Psychology in context (Approach, Bio-psychology and Research Methods) 96 marks – 2 hours – 33% of A-Level
- Topics in Psychology (Issues and Debates with Stress, Forensics and Gender) 96 marks – 2 hours – 33% of A-Level

At A-Level, the specification offers a range of topic-based options which bring together explanations from different psychological approaches and engage pupils in issues and debates in psychology.

Paper 1: The study of Social Influence, Memory, Attachment and Psychopathology. Pupils will sit a 2 hour written exam.

Paper 2: The study of Approaches in Psychology, Biopsychology, Research Methods. Pupils will sit a 2 hour written exam.

Paper 3: Pupils will study Issues and Debates in Psychology and one topic from each of the option blocks:

- Option 1: Relationships, Gender or Cognition and Development.
- Option 2: Schizophrenia, Eating Behaviour or Stress.
- Option 3: Forensic Psychology or Addiction.

Pupils will sit a 2 hour written exam based on their three chosen options (to be decided by teacher).

COURSEWORK:

There is no coursework component for the A-Level.

AREAS OF STUDY:

The new AQA specification will enable pupils to explore three units of study. Introductory Topics, which will introduce learnings to their new subject with key areas. Psychology context, which will encourage pupils to use their knowledge and understanding from their prior topics. Finally in the Topics in Psychology unit pupils will be encourage to study in depth three topics using all they have learnt before to explain these topics. In our third unit we will also examine the main issues and debates that exist in Psychology

Pupils will study: Introductory topics in Psychology (Social influence, Memory, Attachment and Psychopathology)

Pupils will study how those around us influence us and how this can lead to atrocities such as the holocaust. Pupils will study how the memory works and is structured and the problems this can lead to. Then pupils will look at how infants form their relationships with parents and the effect this can have on them as adults. Finally in this unit pupils will study a-typical behaviour and its treatments.

Pupils will study: Psychology in context (Approach, Bio-psychology and Research Methods)

Pupils will study the six dominant ways of studying human behaviours. Following this, pupils start to study in depth how we can explain human behaviour using biology, pupils will learn the structures of the brain and the brains influence on behaviour. Finally, pupils will study how we conduct research and ensure we are using scientific methods and the flaws we face if we do not follow a scientific method.

Pupils will study: Topics in Psychology (Issues and Debates with Stress, Forensics and Cognitive Development)

In the final unit we take an in depth look at the issues and debates that exist within Psychology. Pupils will also examine the effects of stress on the body and how we can counteract this. They will examine what makes somebody commit crimes and how we can run prisons to be effective. Finally, pupils will examine the different theories of Cognition and Development

Year 12/13

In Year 12. pupils will study for papers one and two. In Year 13 pupils will study for paper two and three.

CAREER OPPORTUNITIES:

Many career opportunities are open to pupils who choose to further their studies in psychology or a related field. These include educational psychologists, occupational psychologists, marketing, criminology, clinical psychology, counselling, teaching, social work, human resource management or research.

A-Level: Sociology

SUBJECT: Sociology	HEAD OF DEPARTMENT: Ms E. Christofides		
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: AQA	SPECIFICATION NO. 7192

ENTRY REQUIREMENTS:

Grade 5 in Sociology if studied or a 5 in English

ASSESSMENT:

1. Paper one: Education with Theory and Methods. 80 marks – 2 hours – 33% of A-Level
2. Paper two: Families and Households and Beliefs in Society 80 marks – 2 hours – 33% of A-Level
3. Paper three: Crime and Deviance with Theory and Methods 80 marks – 2 hours – 33% of A-Level

COURSEWORK:

There is no coursework component for A-Level Sociology.

AREAS OF STUDY

At A-Level, the specification offers a range of topic-based options which bring together explanations from different Sociological viewpoints such as Functionalist, Feminist and Marxist.

In Sociology we will teach you to understand the world in which you live – how and why it functions as it does? Who has power and who does not? Sociologists are interested in why society works in the way that it does and the extent to which our behaviour and even opportunities can be shaped by our social class, age, gender and race. We question the society in which we live in order to understand the relationship between individuals and institutions such as the education system, religion, family diversity, and crime. Pupils need to be able to grasp complex concepts and theoretical ideas and apply these to contemporary society.

Pupils will study: Education with Theory and Methods.

Pupils will explore the topic education, for example, the role and functions of education and differential educational achievement. Pupils must also apply sociological research methods to the study of education.

Pupils will study: Families and Households and Beliefs in Society

Pupils will need to understand methodology (how to carry out social research) including the benefits and disadvantages of experiments, surveys, interviews and observation and they will study the topic of Families and Households including conjugal roles, social policy, demography, trends in families – marriage, divorce, lone-parent families, births outside of marriage, Theories on family Functionalist, Marxist and Feminist approaches. Beliefs in Society incorporates theories of religion, whether religion is a conservative force or a force for change, religious organisations (church, denomination, sect, cult), the secularisation debate (is religion disappearing in modernity), globalisation and religion (global trends), postmodernity and religion and other forms of belief system (communism, nationalism, fascism).

Pupils will study: Crime and Deviance with Theory and Methods

Globalisation and crime in contemporary society; the mass media and crime; green crime; human rights and state crimes. Crime control and the role of the criminal justice system, including the study of suicide. We also study the connections between sociological theory and methods and the study of crime and deviance

Year 12/13

In Year 12 pupils will study for papers one and two. In Year 13 pupils will study for paper 2 and 3.

CAREER OPPORTUNITIES:

Sociology pupils have gone on to careers as wide ranging as media research, law, police, journalism, teaching, social and welfare work, personnel work, business analysts, civil service and local government policy making, advertising, publishing, cultural centres, leisure provision, nursing, medicine, the charity sector and market research.

A-Level: Spanish

SUBJECT: Spanish	HEAD OF DEPARTMENT: Ms D. Collins		
QUALIFICATION: A-Level	LENGTH: 2 years	EXAM BOARD: AQA	SPECIFICATION NO. 7692

ENTRY REQUIREMENTS:

Grade 5 in Spanish.

ASSESSMENT

Paper 1: Listening, reading and writing (including translation) – 2 hours 30 minutes – 50% of A-Level

Paper 2: Writing (one text and one film) – 2 hours – 20% of A-Level

Paper 3: Speaking – 21-23 minutes (including 5 minutes preparation time) – 30% of A-Level

AREAS OF STUDY

The A-Level specification builds on the knowledge, understanding and skills gained at GCSE. They constitute an integrated study with a focus on language, culture and society. They foster a range of transferable skills, including communication, critical thinking and creativity, which are valuable to the individual and to society. Pupils will develop their understanding of themes relating to the society and culture of the countries where Spanish is spoken, and their language skills; they will do this by using authentic spoken and written sources in Spanish. The approach is a focus on how Spanish-speaking society has been shaped, socially and culturally, and how it continues to change. Pupils study aspects of the social context together with aspects of the artistic life of Spanish-speaking countries. Pupils also study aspects of the political landscape in a Spanish-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations. Teenagers and the extent to which they are politically engaged looks towards the future of political life in Spanish-speaking society.

Core topics:

- Social issues and trends
- Artistic (*and political A-Level*) culture
- Grammar

Options:

- Works: Literary texts and films

CAREER OPPORTUNITIES:

There are many and varied career opportunities for pupils with A-Level Spanish, including journalism, law, international business, teaching, interpreting, banking, finance, tourism, and public administration.

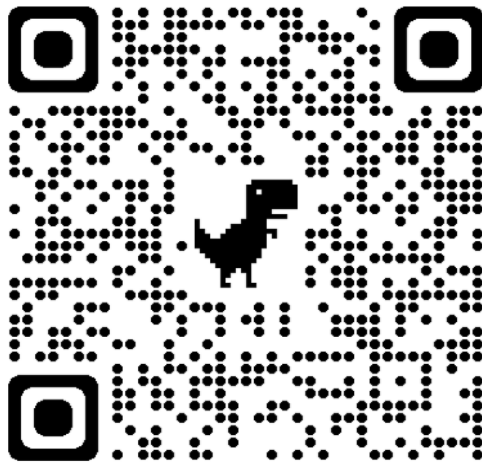
Many universities offer courses which combine Spanish with another subject, for example, Business with Spanish, Economics with Spanish or European Studies and Spanish.

In an increasingly competitive job market, the ability to speak another language gives you the edge. The UK trades with over 200 countries worldwide and businesses are continually looking to expand globally- this is only possible if they can communicate internationally. As such, employers are constantly seeking out foreign language speakers. Figures reflect this - consistently showing Modern Languages graduates as having one of the lowest levels of unemployment six months after graduation.

SPECIAL NOTES:

Extensive use is made of the internet and up-to-date recordings, texts and DVDs in Spanish. Pupils are strongly encouraged to read about a topic of interest in Spanish, listen to Spanish music and watch films in the language. Weekly conversation classes take place in lessons and smaller group or individual sessions are arranged where possible.

Wanstead High School Sixth Form Open Evening 2023
Registration for External Visitors
if you did not book using Eventbrite



Post Sixth Form Open Evening Prospective
Year 11 Parent/Carer Feedback Survey 2023

