

## Welcome

I am delighted to welcome you to Wolverhampton Girls' High School.

We have a long and established history of providing outstanding education for girls for over 100 years. We pride ourselves on our traditions, but we do not stand still, we are striving for continuous improvement. There is no charge or cost related to the admission of a student to the school and we welcome new students in from within the City of Wolverhampton and beyond.

We offer a broad and rich curriculum where all students are encouraged and supported to achieve their personal best in all aspects of school life. Our combination of high expectations and support, tailored to meeting individual needs, leads to academic excellence. Students are highly motivated to learn, and personalised learning lies at the heart of our provision.

The school is respected as one of the best state schools in the country, regularly achieving examination results which place it near the top of national league tables. This success has also been recognised by Ofsted, with the school achieving four successive "Outstanding" inspections. Indeed, the school was awarded this highest rating in every category in each of the two most recent inspections.

Whilst academic achievements are an important part of life at WGHS, students enjoy the wide range of other opportunities. These include participation in the thriving house system, and opportunities in the fields of sport, music and drama. Sixth Formers are an integral part of the school, taking on various leadership posts and acting as role models for the younger students. There is a plethora of activities for the students to engage in from leading whole school events; to organising charity fundraising activities; participating in debating competitions and enjoying expeditions abroad.

Our team of dedicated staff all ensure that students are well supported to achieve academic success, within a caring community. Pastoral care is exceptional, with a focus upon student wellbeing. High quality advice and support is provided to ensure that students are well informed to make their choices when preparing for higher education and their future careers. The school has an impressive record of students going on to read a variety of degree courses including Medicine and Law; and at some of the best institutions in the country including Oxford and Cambridge, alongside securing prestigious higher-level apprenticeships at companies such as KPMG.

The school's motto: *Ludus Supra Praemium*, emphasises the value of taking part as a member of the school community. Our girls are encouraged to develop skills for lifelong success in terms of understanding themselves as learners and developing as responsible citizens, demonstrating care and respect for all members of the community. We focus on the importance of encouraging each of our students to aim for their personal best.

I want each and every one of our students to develop confidence, determination, resilience and self-belief. We encourage our students to embrace all that an education here at Wolverhampton Girls' High School has to offer by seizing the myriad of opportunities both within and outside of the curriculum, to develop passion for learning, and enjoy enriching activities. As a result, our students leave Wolverhampton Girls' High School with fond memories, and equipped as confident and independent minded young women ready to take on the challenges ahead and enjoy success in their chosen fields.

WGHS truly is a special place to be, with its supportive atmosphere encouraging all students to achieve their best in all aspects of school life. If you would like to find out more about our school, please don't hesitate to get in touch.

Trudi Young  
Headteacher

## **SUBJECTS OFFERED AT WGHS 2024 – 2026**

**Art**  
**Biology**  
**Business**  
**Chemistry**  
**Computer Science**  
**Classical Civilisation**  
**Economics**  
**English Literature**  
**Extended Project Qualification**  
**French**  
**Geography**  
**Government & Politics**  
**History**  
**Latin**

**Mathematics**  
**Further Mathematics**  
**Music**  
**Physical Education**  
**Physics**  
**Psychology**  
**Religious Studies**  
**Sociology**  
**Spanish**  
**Theatre Studies**

In Year 12 students study 3 or 4 A Level subjects. A Levels will be assessed at the end of the second year of study and students will be assessed on the subject content at the end of Year 12 via internal mock examinations. The viability of a course running will depend on the number opting for it. In Year 13 there is also the opportunity to complete the Extended Project Qualification.

In addition, there is an extensive enrichment programme on offer.

## **ADVICE ON MAKING CHOICES**

### **Admissions criteria for Sixth Form as follows:**

Students (external and internal) wishing to join the Sixth Form at Wolverhampton Girls' High School are expected to achieve the academic standards outlined on the school website. Some subjects require specific grades in order to study them; the subject information requirements can be found in this booklet. Subjects which are not GCSEs but deemed to be equivalent to GCSEs are not accepted. The Headteacher reserves the right to make the final decision on the application of this criteria.

An enrichment programme is also in place to compliment your Sixth Form programme of study.

When making decisions on your subject choices you should consider:

- the subjects which you like and will enjoy studying and for which you have the motivation and interest to engage in additional research and background reading;
- the subjects you think you can do well in – it is the nature of your A Level grades which determines your university choice;
- possible degree courses and careers you are interested in, check the full entry requirement details for a handful of courses across different universities to make sure you're picking relevant subject choices;
- not committing yourself to areas of study for which you have no enthusiasm because of a career plan which you may well wish to change later on. Keep your future options open by combining subject choices;
- preparing yourself for the jump in level of difficulty in the transition from GCSE to A Level; and
- looking into Degree Apprenticeships for opportunities to work and study simultaneously in the field you're interested in.

### **WGHS students will receive advice on A Level choices:**

- through the Year 11 PSHCE programme;
- by attending Sixth Form open events;
- by timetabled individual interviews with senior staff;
- by experiencing being a 'Sixth Former for a day' trialling out possible A Level subjects; and
- by talking to the staff who teach you.

### **Students new to the school**

Suitable external applicants will be invited to a discussion with senior staff about your application which will involve possible career aspirations and guidance on choices before any final offer of a place is made.

## **A Level Examination Results 2022-2023**

SUBJECT	TOTAL ENTRIES	A*	A	B	C	D	E	U	% A* - A	% A* - B
BIOLOGY	83	8	15	23	16	13	6	2	<b>28.0%</b>	55%
BUSINESS	12	1	1	7	2	1	0	0	<b>17.0%</b>	75%
CHEMISTRY	75	8	11	13	16	19	7	1	<b>25.0%</b>	43%
CLASSICAL CIVILISATION	11	0	4	3	3	1	0	0	<b>36.0%</b>	64%
COMPUTER SCIENCE	13	2	2	3	1	4	1	0	<b>31.0%</b>	54%
ECONOMICS	10	0	2	2	5	1	0	0	<b>20.0%</b>	40%
ENGLISH LITERATURE	20	8	7	4	1	0	0	0	<b>75.0%</b>	95%
FURTHER MATHS	8	1	5	0	1	1	0	0	<b>75.0%</b>	75%
GEOGRAPHY	15	6	4	3	2	0	0	0	<b>67.0%</b>	87%
HISTORY	19	2	7	6	1	2	0	1	<b>47.0%</b>	79%
MATHS	40	7	7	7	5	5	9	0	<b>35.0%</b>	53%
PHYSICS	17	1	1	3	3	6	3	0	<b>12.0%</b>	29%
POLITICS	15	0	7	4	3	0	0	1	<b>47.0%</b>	73%
PSYCHOLOGY	54	7	16	16	8	5	1	1	<b>43.0%</b>	72%
RELIGIOUS STUDIES	12	0	5	1	3	2	1	0	<b>42.0%</b>	50%
SOCIOLOGY	16	3	3	7	3	0	0	0	<b>38.0%</b>	81%
SPANISH	11	0	3	7	1	0	0	0	<b>27.0%</b>	91%

In line with Department for Education practice with published data, where there are six or fewer candidates, the information has been suppressed as some students could be recognisable, dependent on their grade and what other information is available in the local community or public domain. On average these subjects achieved 95% A\*/A and 100% A\*/B.

## ART

<b>Entry Requirements</b>	<b>Grade 6 or above in the subject at GCSE</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Curriculum Leader</b>	<b>Mrs S Arrowsmith</b>

### **Brief introduction to subject:**

Art at A Level aims to deepen visual literacy and develop an articulate communication of ideas. Students are introduced to a variety of experiences exploring a range of media (painting, drawing, mixed media, sculpture, installation, printmaking and lens or light-based media). Opportunities exist to work initially within "Art, Craft and Design" and to specialise in Fine Art later if the student and teacher deems this appropriate. Many students choose to develop their painting or mixed media work and work within Fine Art in Year 13. Staff-led starting points encourage a focus on observational drawing, experimentation with media and a developed understanding and appreciation of artists' work from a range of contexts. Through a series of workshops and then sustained portfolio work, individuals generate refined and resolved personal work in their particular area of interest. At A Level more emphasis is on independent enquiry following tutorials with staff. The portfolio element in Year 13 is a "Personal Investigation" and includes a 3000 word essay, which is researched and developed to link closely to practical work. Students are encouraged to pursue their own line of enquiry or thematic idea or pose themselves a question to research and explore through visiting artists' work and conducting their own practical investigations that lead to personal conclusions.

### **Progression to Career/ University Courses:**

Studying Art can often be seen as a favourable addition to many other subject combinations and can represent a well-balanced education. It complements many subjects, including English Literature, Classical Civilisation, History and Government and Politics. Employers and admissions tutors can view those who have studied Art to A Level as having developed excellent visual literacy, independent enquiry, creative thinking and problem solving skills. These are highly prized abilities in a competitive market and an A Level in Art is far from dismissed in considering point scores and entry grade requirements for most university courses. Art related courses include; Fine Art, Architecture, Art History, Printmaking, Sculpture, Graphic Design, Illustration, Fashion Design, Textiles, Museum and Gallery Studies, Photography, Animation, Advertising, Ceramics, Silversmithing & Jewellery Design, Glass Design.

### **Key Points:**

- Art, Craft and Design pathway or Fine Art pathway depending on skill and interests.
- Other speciality interests such as three dimensional design and graphic communication considered
- Opportunities to develop skills in 2 and 3 dimensions
- Critical & Contextual Studies (making effective links with Artists' work) and academic writing
- Gallery visits
- 5 hours independent study most weeks needs commitment and time management
- Inclusion of Art historical discussion topics which require independent research and presentations to the group.

**A LEVEL**

**Component 1: Personal Investigation**

- May of Yr12 – Feb Yr13
- 96 marks
- 60% of course for A Level
- One whole sustained portfolio plus additional smaller portfolio work.

**Component 2: Externally set assignment**

- Starting points issued from 1<sup>st</sup> February
- Preparatory period + 15 hours supervised time.
- 96 marks
- 40% of the course for A Level

## **BIOLOGY**

<b>Entry Requirements</b>	<b>Grade 7 or above in the subject at GCSE</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Curriculum Leader</b>	<b>Mr C Jones</b>

### **Brief introduction to subject:**

The A Level course is designed to provide a suitable preparation for degree courses while the AS course would be appropriate for any student with an interest in Biological Sciences, but who does not intend to pursue a science related career. As well as developing biological knowledge and understanding, the course emphasises the way biologists work and the contributions they make to modern society.

The course builds on concepts and skills that will have been developed in the new GCSE science specifications. It presents biology as exciting, relevant and challenging.

### **Progression to Career/ University Courses:**

Biological Sciences, Microbiology, Genetics, Molecular Biology, Ecology, Environmental Sciences, Medicine, Veterinary Sciences and Sport Sciences.

### **Key Points:**

Some mathematical ability is required as there is statistical work with the A Level, with 10% of the total A Level marks requiring higher tier GCSE mathematical skills.

Please note – There will be no coursework or controlled assessment. 15% of the total A Level marks will be for practical knowledge and understanding. Teachers will also assess practical competency. If students pass, this will be reported on their certificate; otherwise it will not be reported.

<b>A LEVEL</b>		
<b><u>Paper 1</u></b>	<b><u>Paper 2</u></b>	<b><u>Paper 3</u></b>
<p><b><u>Core content</u></b>            Biological molecules.            Cells. Organisms exchange substances with their environment. Genetic information, variation and relationships between organisms.</p>	<p><b><u>Core content</u></b>            Energy transfers in and between organisms.            Organisms respond to changes in their internal and external environments.            Genetics, populations, evolution and ecosystems. The control of gene expression.</p>	<p>Any topics covered in paper 1 and 2 including relevant practical skills.</p>
<p><b><u>Assessment:</u></b>            Written paper: 2 hours            76 Marks: mixture of short and long answer questions.            15 marks: extended response questions.</p> <p><b><u>Maximum Marks available:</u></b>            91 marks            35% of total A-Level marks.</p>	<p><b><u>Assessment:</u></b>            Written paper: 2 hours            76 Marks: mixture of short and long answer questions.            15 marks: comprehension question.</p> <p><b><u>Maximum Marks available:</u></b>            91 marks            35% of total A-Level marks.</p>	<p><b><u>Assessment.</u></b>            Written paper: 2 hours            38 marks: structured questions including practical techniques.            15 marks: critical analysis of given experimental data.            25 marks: one essay from a choice of two titles.</p> <p><b><u>Maximum Marks available:</u></b>            78 marks            30% of total A-Level marks.</p>



## BUSINESS

<b>Entry Requirements</b>	<b>Meets school entry requirements</b>
<b>Examination Board</b>	<b>Edexcel</b>
<b>Curriculum Leader</b>	<b>Mr A Bagnall</b>

### **Brief introduction to subject:**

Aimed at anyone who wishes to develop an understanding of business operations, this course will help you to appreciate how and why business decisions are made and how they affect a variety of people – both within the business and externally.

A Level Business helps students develop a critical understanding of organisations, the markets they serve and the process of adding value. It enables students to develop an awareness of the current structure of business and business practice. It also provides students with the ability to foster a range of skills including decision-making and problem-solving.

### **Progression to Career/ University Courses:**

This A Level subject is accepted as an entrance qualification for a wide variety of courses in higher education. A Business degree is often used as an umbrella term covering a wide range of courses. Common course options include: accounting, business administration, business analysis, business computing, business ethics, business statistics, commercial law, developing markets, economic principles, finance, human resources, international studies, research and technology.

Skills in management and marketing are also required in other areas such as charity, social work and local government, while a knowledge of business is also important for consultancy, certain teaching jobs and for financial journalists.

### **Key Points:**

Advanced GCE in Business is structured into four themes and consists of three externally examined papers. Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues.

Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

<b>A LEVEL</b>		
<b><u>Paper 1</u></b>	<b><u>Paper 2</u></b>	<b><u>Paper 3</u></b>
<p><b><u>Title:</u></b></p> <p>Marketing, people and global businesses</p>	<p><b><u>Title:</u></b></p> <p>Business activities, decisions and strategy</p>	<p><b><u>Title:</u></b></p> <p>Investigating business in a competitive environment</p>
<p><b><u>Assessment:</u></b></p> <p>2 hour written exam</p> <p>Questions drawn from Theme 1 and Theme 4</p> <p>Section A: one data response question, including one extended open-response question. Section B: one data response question, including one extended open-response question</p>	<p><b><u>Assessment:</u></b></p> <p>2 hour written exam</p> <p>Questions drawn from Theme 2 and Theme 3</p> <p>Section A: one data response question, including one extended open-response question. Section B: one data response question, including one extended open-response question</p>	<p><b><u>Assessment:</u></b></p> <p>2 hour written exam</p> <p>Questions drawn from all themes</p> <p>Two data response questions broken down into a number of parts, each including one extended open-response question This paper has a pre-released context to enable students to investigate an industry or market in which businesses operate.</p>
<p><b><u>Maximum Marks available:</u></b></p> <p>100 marks 35% of qualification</p>	<p><b><u>Maximum Marks available:</u></b></p> <p>100 marks 35% of qualification</p>	<p><b><u>Maximum Marks available:</u></b></p> <p>100 marks 30% of qualification</p>

## CHEMISTRY

<b>Entry Requirements</b>	<b>Grade 7 or above in the subject at GCSE</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Curriculum Leader</b>	<b>Miss M Husein</b>

### **Brief introduction to subject:**

Chemistry may be studied as a single science or in combination with any of the other sciences. It builds on the concepts and ideas studied at GCSE with a particular emphasis on practical work throughout the course which is designed to develop investigative skills.

### **Progression to Career/ University Courses:**

The importance of Chemistry as a science is reflected in its priority requirement in many fields of science such as medicine, dentistry, veterinary science, pharmacy, geological and environmental sciences, biochemistry and chemical engineering. Many of our former students have gone to university to study in these areas of Chemistry. Since Chemistry involves logical thought and critical analysis, many non-science related courses at university accept those who have studied Chemistry.

### **Key Points:**

For future progression on to university Chemistry-based courses, the study of GCE mathematics and/or another science would be supportive.

This specification is designed to inspire students, nurture their passion for Chemistry and lay the foundation for further study within the workplace. The course content will be delivered over 2 years with terminal examinations in the summer of the second year of the course. Student's progress will be traced throughout the course using a variety of assessment techniques.

## A LEVEL

### **3.1 Physical Chemistry**

This unit extends the principles learnt at GCSE and included the further study of acids and bases.

### **3.2 Inorganic Chemistry**

This unit studies more patterns and trends in inorganic Chemistry, including the physical and chemical properties of elements across the periodic table.

### **3.3 Organic Chemistry and analysis**

The Chemistry of compounds based on carbon and associated instrumental and chemical analysis

#### **Assessments:**

##### **Paper 1**

Some Physical Chemistry topics

Inorganic Chemistry

Relevant practical skills

**Written exam:** 2 hours 105 marks 35% of A Level

##### **Questions**

105 marks of short and long answer questions

##### **Paper 2**

Some Physical Chemistry topics

Organic Chemistry

Relevant practical skills

**Written exam:** 2 hours 105 marks 35% of A Level

**Questions** 105 marks of short and long answer questions

##### **Paper 3**

Any content Any practical skills

**Written exam:** 2 hours 90 marks 30% of A Level

##### **Questions**

40 marks of questions on practical techniques and data analysis

20 marks of questions testing across the specification

30 marks of multiple choice questions

## COMPUTER SCIENCE

<b>Entry Requirements</b>	<b>Grade 6 or above in the subject at GCSE</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Curriculum Leader</b>	<b>Mr T Lewis</b>

### **Brief introduction to subject:**

It is an exciting time to be a computer scientist! We are living in the midst of a revolution powered by computers. This course will extend what students have experienced at GCSE so that they gain an in-depth knowledge of how computers work and how to develop software solutions to difficult problems.

Computer Science at A Level spans theory and practice. The practical side of the course will give you intensive hands-on experience of coding, but Computer Science is also about problem solving. This requires precision, creativity and careful reasoning.

The first year of the A Level course concentrates on developing these problem solving approaches and the practical skills of programming in C#. It also gives you an insight into how the computer works, from the inner workings of the microprocessor to memory, storage, operating systems, databases and networks.

The second year will deepen your understanding by introducing you to a range of programming languages and techniques, as well as exploring current technology developments such as Cloud computing, functional computing and big data. You will also put your skills to the test by producing a programming project.

### **Progression to Career/ University Courses:**

A Level Computer Science is valued by universities and employers alike as proof of a logical mind and is seen as the perfect complement to other maths, science or engineering subjects.

Avenues for future employment include: video game development, artificial intelligence, software engineering, animation, computer architecture, teaching, biomechanics, electrical and mechanical engineering, networking, graphics and many more.

### **Key Points:**

A Level Computer Science requires a logical mind & successful candidates will need to be good at problem solving.

The course gives students an introduction to the following areas of:

- Programming basics
- Problem solving
- Theory of computation
- Fundamentals of data representation, computer systems and computer
- Organisation and architecture
- Consequences of uses of computing
- Communication and networking
- Databases
- Functional programming
- Big Data

<b>A LEVEL</b>		
<b><u>Paper 1</u></b>	<b><u>Paper 2</u></b>	<b><u>NEA</u></b>
<b><u>Title:</u></b> Computational Thinking & Programming	<b><u>Title:</u></b> Computer Science	<b><u>Title:</u></b> Programming Project
<b><u>Assessment:</u></b> On-screen exam: 2 hours 30 minutes This paper tests a student's ability to program, as well as their theoretical knowledge of computer science fundamentals including programming, data representation & algorithms.	<b><u>Assessment:</u></b> Written exam: 2 hours 30 minutes This paper tests a student's understanding of technology developments, advanced techniques, a variety of programming languages and big data.	<b><u>Assessment:</u></b> The non-exam assessment assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving.
<b><u>Maximum Marks available:</u></b> 40% of A Level	<b><u>Maximum Marks available:</u></b> 40% of A Level	<b><u>Maximum Marks Available</u></b> 20% of A Level

## **CLASSICAL CIVILISATION**

<b>Entry Requirements</b>	<b>Meets school entry requirements</b>
<b>Examination Board</b>	<b>OCR</b>
<b>Curriculum Leader</b>	<b>Mr J Carlyle</b>

### **Brief introduction to subject:**

Many of us have fond memories of Greek myths and legends. Classical Civilisation builds on these great stories with their striking morals and debates fundamental questions. What should we strive for in life: the virtuous or the pleasurable? Should the head always rule the heart? Is it the most noble thing you can do to die for your country? What responsibilities does a ruler have towards his or her subjects? How and why do civilisations develop as they do? One of the most interesting questions of course is to what extent humanity has changed, and whether we have actually learnt anything from our past. We aim to answer these and more through studying texts and archaeological finds which have, incredibly, survived well over 2000 years.

### **Progression to Career/ University Courses:**

Classical Studies and Archaeology courses continue to grow at university and the A Level especially complements related courses such as English, Theatre Studies, History and Art. However, many students also take it as balance for the sciences. Previous students have been taken on as management trainees, gone into the media, banking, accountancy, law or teaching. All Classical subjects are known to keep your options open because of the wide range of skills learned. Students develop their understanding of cultures that underpin our lives and learn to think for themselves, drawing conclusions from primary evidence.

### **Key Points:**

Greek and Roman history and culture touch all our lives today – their insights into important questions are as relevant in the 21<sup>st</sup> century as they were 2000 years ago. Personal viewpoints are absolutely vital. Students research and organise material into an argument, increasingly working on clarity of expression. There is a wide variety of sources: vase paintings, Greek sculptures and temples, letters, epic poetry and more! Guest speakers are invited when possible, and trips are arranged to classical sites in Italy.

**A LEVEL**

**Paper 1**

**Title:**

The World of the Hero

**Set Sources:** Homer's *Odyssey* and Virgil's *Aeneid*

**Assessment:**

2 hour 20 minutes written paper  
Section A: Commentary Questions  
Section B: Essays

**Maximum Marks available:**

100 marks (40% of A Level marks)

**Paper 2**

**Title:**

Greek Theatre

**Set Sources:** Sophocles' *Oedipus the King*, Euripides' *Bacchae*, Aristophanes' *Frogs*

**Assessment:**

1 hour 45 minutes written paper  
Section A: Commentary Questions  
Section B: Essays

**Maximum Marks available:**

75 marks (30% of A Level marks)

**Paper 3**

**Title:**

Greek Religion

**Set Sources:** The sites of the Acropolis, Delphi and Olympia; a mix of short written sources.

**Assessment:**

1 hour 45 minutes written paper  
Section A: Commentary Questions  
Section B: Essays

**Maximum Marks available:**

75 marks (30% of A Level marks)



## ECONOMICS

<b>Entry Requirements</b>	<b>Meets school entry requirements</b>
<b>Examination Board</b>	<b>EDEXCEL</b>
<b>Curriculum Leader</b>	<b>Mr A Bagnall</b>

### **Brief introduction to subject:**

Economics is the science that deals with the production, distribution, and consumption of goods and services, or the material welfare of humankind. To this end it aims to solve practical problems within the world.

The roles of governments and the Bank of England (specifically) in managing the economy are also investigated. An interest in current economic affairs is essential.

### **Progression to Career/ University Courses:**

Economics is an excellent choice for degrees in Economics, Business Studies, Management and Finance, Politics, Geography, Law and History. It is highly recommended for careers in government, mass media, industrial firms, banks and financial firms in the City, international organisations and trade unions.

Economics develops valuable analytical skills in assessing arguments, views and statistical data. Economics requires and develops logical thinking skills.

### **Key Points:**

Economics combines well with a wide range of other subjects including languages, science & other humanities.

AS/A2 Mathematics is not necessary for studying A Level Economics but will be advantageous for university level Economics. A-Level does though require the application of GCSE mathematics skills such as reading graphs and calculating basic calculations such as percentages and ratios.

The course is delivered through 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

Theme 1 looks at such things as how do consumers react when the price of goods changes? Why are some goods e.g. alcohol and tobacco over-consumed? What can be done about this?

Theme 2 investigates areas such as how can the Government promote economic growth? When should the Bank of England raise interest rates?

Theme 3 examines how firms compete and such questions as are Monopolies good or bad or should the minimum wage be raised and why are wage rates for different workers so varied?

Theme 4 considers topics such as development economics and does globalisation benefit Britain?

<b>A LEVEL</b>		
<b><u>Paper 1</u></b>	<b><u>Paper 2</u></b>	<b><u>Paper 3</u></b>
<b><u>Title:</u></b> Markets and business behaviour	<b><u>Title:</u></b> National and International Economy	<b><u>Title:</u></b> Economic problems and issues
<b><u>Assessment:</u></b> 2 hours Section A: multiple choice and short answer questions Section B: A structured data response question Section C: A choice of extended open-response questions <b><u>Maximum Marks available:</u></b> 100 marks    35% of A Level	<b><u>Assessment:</u></b> 2 hours Section A: multiple choice and short answer questions Section B: A structured data response question Section C: A choice of extended open-response questions <b><u>Maximum Marks available:</u></b> 100 marks    35% of A Level	<b><u>Assessment:</u></b> 2 hours The paper comprises two sections Each section comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; Students select one from a choice of two. <b><u>Maximum Marks Available</u></b> 100 marks    30% of A Level

## **ENGLISH LITERATURE**

<b>Entry Requirements</b>	<b>Grade 6 or above in both English and English Literature at GCSE</b>
<b>Examination Board</b>	<b>OCR</b>
<b>Curriculum Leader</b>	<b>Mrs E Booton-Ford</b>

### **Brief introduction to subject:**

This is a course which will stimulate, challenge and inspire anyone who enjoys reading novels, poetry and plays and who likes to form independent views and judgements on what they read. You will study a range of literary genres, considering the relationships between a text and its social, historical and cultural context. You will explore literary periods and delve deeply into the critical views of the time.

### **Progression to Career/ University Courses:**

This subject is firstly highly regarded by universities for its academic rigour and is definitely a facilitating subject. It also opens the door to a wide range of careers; journalism, publishing, marketing, public relations, management, the media, the law.

### **Key Points:**

English Literature offers you the opportunity to develop your ability to communicate fluently, accurately and effectively and to express cogent argument both verbally and in writing. You will be encouraged to respond critically and creatively to a range of literary texts, engaging with and challenging other readers' interpretations. In addition, you will be expected to read widely in order to enhance your knowledge and understanding of different genres and periods.

Lively debate is crucial to the study of any literary text and you will be called upon to voice your own views and judgements, whether in small group or whole-class discussion. You will also be asked from time to time to give paired or individual presentations on a particular aspect of a text. Such activities provide the opportunity to orally rehearse arguments and support you in producing more formal written responses.

The literary texts studied at both AS and A Level represent some of the finest works ever written across all three genres: poetry, prose and drama. As a department, we actively seek opportunities to see live theatre and encourage a diverse experience to this course.

<b>YEAR 12</b>	
<b><u>Unit 1</u></b>	<b><u>Unit 2</u></b>
<b><u>Title:</u> Drama and Poetry pre-1900</b>	<b><u>Title:</u> Comparative and Contextual study: Gothic Literature</b>
'The Tempest'	Unseen Gothic literature
And	And
'The Merchant's Tale' – Chaucer	'Frankenstein' and 'The Bloody Chamber'
'Duchess of Malfi' - Webster	

<b>YEAR 13</b>	
<b><u>Unit 1</u></b>	<b><u>Unit 2</u></b>
<b><u>Title:</u></b>	
The Merchant's Tale' – Chaucer	'Frankenstein' and 'The Bloody Chamber'
'Duchess of Malfi' - Webster	
<b><u>Assessment:</u></b>	<b><u>Assessment:</u></b>
2½ hour written paper (closed text)	2½ hour written paper (closed text)
<b><u>Maximum Marks available:</u></b>	<b><u>Maximum Marks available:</u></b>
60 marks 40% of A Level	80 marks 40% of A Level
<b><u>Unit 3</u></b>	
<b><u>Title: Literature Post – 1900</u></b>	
<b><u>Assessment:</u></b>	
Coursework comprising:	
Task 1: one essay of 1000 words. Close textual analysis of poetry.	
Task 2: one essay of 2000 words, comparing a prose and a drama text.	
<b><u>Maximum Marks available:</u></b>	
40 marks 20% of A Level	

## **EXTENDED PROJECT QUALIFICATION**

<b>Entry Requirements</b>	<b>Meets school entry requirements</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Co-ordinator</b>	<b>Mrs AM Morton</b>

### **Brief introduction to subject:**

The EPQ is a free-standing Level 3 project qualification and is equivalent to an AS Level. It allows students to research a subject from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the learner(s) and agreed as appropriate by the centre.

### **Progression to Career/ University Courses:**

Universities may consider EPQ when deciding whether to make an offer. It is held to be excellent preparation for the more independent learning style needed in Higher Education. For university interviews, EPQ can provide excellent discussion material.

### **Key Points:**

There are no normal lessons for the EPQ. You will be taught some skills at the beginning of your project and you will meet regularly with a supervisor throughout the process, but it will be your responsibility to:

- Plan and complete an individual project applying organisational skills and strategies to meet stated objectives;
- Obtain and select information from a range of sources;
- Select and use a range of skills, including new technologies where appropriate;
- Evaluate outcomes including own learning and performance and select and use a range of communication skills and media to convey and present evidenced outcomes and conclusions.

## **ASSESSMENT**

### **How will I be assessed?**

There is no exam. You will be assessed by the centre on the following:

- A completed Production Log including the Project Proposal Form;
- A written report of 5000 words; or
- An artefact and accompanying written report

**Grades available:** A\* - E

## FRENCH

<b>Entry Requirements</b>	<b>Grade 6 or above in the subject at GCSE</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Curriculum Leader</b>	<b>Mrs C Dhamia</b>

### **Brief introduction to subject:**

Can you communicate? Do you want to find out more about the French-speaking world? The course builds on the skills acquired at GCSE, provides insight into another culture and society, provides a sound basis for further study and enhances employment prospects.

### **Progression to Career/ University Courses:**

A degree in French, or a degree in French combined with another subject, can help prepare you for a career in many fields: Tourism, Education, Translating, Interpreting, Journalism, Civil Service, Administration, Marketing, Linguistics - the possibilities are endless.

### **Key Points:**

You will:

- Need to play an active part in lessons.
- Be encouraged to express your ideas and opinions orally and on paper.
- Learn about French life and culture; and
- Be willing to tackle French grammar.

### **Themes and Sub-themes:**

<p><b>Aspects of French-speaking society: current trends</b></p> <ul style="list-style-type: none"><li>• The changing nature of the family</li><li>• The 'cyber-society'</li><li>• The place of voluntary work</li></ul> <p><b>Artistic culture in the French-speaking world</b></p> <ul style="list-style-type: none"><li>• A culture proud of its heritage</li><li>• Contemporary francophone music</li><li>• Cinema: the 7th art form</li></ul>	<p><b>Aspects of French-speaking society: current issues</b></p> <ul style="list-style-type: none"><li>• Positive features of a diverse Society</li><li>• Life for the marginalised</li><li>• How criminals are treated</li></ul> <p><b>Aspects of political life in the French-speaking world</b></p> <ul style="list-style-type: none"><li>• Teenagers, the right to vote and political commitment.</li><li>• Demonstrations, strikes – who holds the power?</li><li>• Politics and immigration</li></ul>
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A LEVEL	
Paper 1	Paper 2
<p><b><u>Assessment</u></b>  Written exam: 2hrs 30 mins  100 marks  50% of A Level</p> <ul style="list-style-type: none"> <li>• Listening, reading and responding to a variety of texts</li> <li>• Translation into English</li> <li>• Translation into French</li> </ul>	<p><b><u>Assessment</u></b>  Written exam: 2 hours  80 marks  20% of A Level</p> <ul style="list-style-type: none"> <li>• One essay on a set literature text</li> <li>• One essay on a set film</li> </ul>
<b>Paper 3</b>	
<p><b><u>Speaking Assessment</u></b>  Recorded test  60 Marks  21-23 minutes (including 5 minutes preparation time)  30% of A Level  Discussion of one sub-theme based on a stimulus card (5-6 minutes)  Presentation and discussion of individual research project (11-13 mins)</p>	

## GEOGRAPHY

<b>Entry Requirements</b>	<b>Grade 6 or above in the subject at GCSE</b>
<b>Examination Board</b>	<b>OCR</b>
<b>Curriculum Leader</b>	<b>Mrs K Maiden</b>

### **Brief introduction to subject:**

Geography is such an important part of our understanding of the world. At a time of growing concern about climate change, shrinking global resources and desire for sustainable solutions, Geography is one of the most relevant and dynamic courses that you could choose to study. It is a multidisciplinary subject – a really interesting mix across science and arts.

### **Progression to Career/ University Courses:**

“Many employers prize the knowledge and skills that studying Geography can provide and Geography in higher education is thriving”. Michael Palin.  
Former students have gone on to read Geography, Geology, Environmental Sciences and International Development at a wide range of universities including Cambridge, Oxford, Durham, York, Birmingham, Manchester, Leeds, Plymouth, Southampton, Nottingham and Bristol.  
Geography can lead to a very wide range of careers, including those in environmental planning, health, politics, housing, land management, education, international relations and development.

### **Key Points:**

Post 16 study of Geography enables you to develop an in-depth understanding of physical and human processes at a range of scales, and to consider the key issues facing the world today, including global migration and variations in female rights, as well as opportunity to gain vital geographical, fieldwork and life skills.

There are opportunities for extra-curricular activities, much of which centre on fieldwork. This is at local and national scale. It is likely that there will also be a trip abroad. Other opportunities include supporting lunch time clubs for key stage 3, peer mentoring and leading topical assemblies.



<b>A LEVEL</b>	
<b><u>Unit 1</u></b>	<b><u>Unit 2</u></b>
<p><b><u>Title:</u></b> Physical Systems</p> <ul style="list-style-type: none"> <li>• Landscape Systems (Coasts)</li> <li>• Earth's Life Support Systems (Water and Carbon Cycles)</li> </ul>	<p><b><u>Title:</u></b> Human Interaction</p> <ul style="list-style-type: none"> <li>• Changing Spaces; Making Places</li> <li>• Global Connections (Global Migration, Human Rights)</li> </ul>
<p><b><u>Assessment:</u></b> Written exam 1 hour 45 minutes. 22% of total A Level</p>	<p><b><u>Assessment:</u></b> Written exam 1 hour 45 minutes. 22% of total A Level</p>
<b><u>Unit 3</u></b>	<b><u>Unit 4</u></b>
<p><b><u>Title:</u></b> Geographical Debates</p> <ul style="list-style-type: none"> <li>• Disease Dilemmas</li> <li>• Hazardous Earth</li> </ul>	<p><b><u>Title:</u></b> Investigative Geography</p> <ul style="list-style-type: none"> <li>• Independent Investigation</li> </ul>
<p><b><u>Assessment</u></b> Written exam 2 hours 30 mins 36% of total A Level</p>	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Coursework (3000 word individual enquiry based on fieldwork) 20% of total A Level</li> </ul>

## GOVERNMENT AND POLITICS

<b>Entry Requirements</b>	<b>Meets school entry requirements</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Curriculum Leader</b>	<b>Mr A Bagnall</b>

### **Brief introduction to subject:**

Lively, relevant, controversial... there are many ways to describe A-Level Politics. There's no denying that it's one of the most interesting and engaging qualifications you can choose. Covering news, current affairs, where power lies and how democracy works in the UK and US, it helps you understand how the UK is run and develops the students' research, written communication and debate skills. The focus in A Level is upon the way democracy works in Britain and the United States of America through examining political ideas and structures of government. An opinion and an open mind to others' views are needed.

### **Progression to Career/ University Courses:**

The skills and critical thinking you will develop in studying Politics will help you go on to a range of further study and career choices. It's ideal if you're considering studying politics, sociology, philosophy, ethics, economics, law, history, advertising, international relations or journalism at university. It is also highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

### **Key Points:**

**In Year 12 the focus is upon Britain and students study a range of topics. These include;**

Referendums-Should they decide issues such as membership of the EU?  
The Role of the Media in politics- How are newspapers biased?  
Voting Behaviour- Do women vote differently to men?  
Political Parties- What do they believe and how have they evolved over time?  
Parliament- How should the House of Lords be reformed?  
Devolution – how likely is Scottish independence?  
The UK Constitution – How will Brexit alter our constitutional arrangements?  
Prime Ministerial Power – How far does the PM determine policy and dictate events?  
The UK Judiciary – How far are judges free from political interference?  
Political ideas – what is the nature of conservatism and liberalism?

**In Year 13 the focus is on America and students study a range of topics. These include;**

Elections- How was Donald Trump elected in 2016?  
Pressure Groups- What is the role of the National Rifle Association in politics?  
The American Constitution- Why is the Constitution central to America?  
Presidential Power- Is the President too powerful?  
The Supreme Court- How are citizens' rights protected?  
US Civil rights- How far are rights in the US protected e.g. race, religion, gender?  
Political ideologies - What is the nature of socialism and feminism?

Politics offers a chance to engage with past events and deepens your understanding of the dramatic events in the news today, both in the UK and the USA.

**A LEVEL**

<b>A LEVEL</b>		
<b><u>Paper 1</u></b> <b><u>Title:</u></b> Government and politics of the UK	<b><u>Paper 2</u></b> <b><u>Title:</u></b> The government and politics of the USA Comparative politics	<b><u>Paper 3</u></b> <b><u>Title:</u></b> Political ideas
<b><u>Assessment:</u></b>  Written exam: A mixture of medium length 'explain' and essay style questions 2 hours • 77 marks • 33.3%	<b><u>Assessment:</u></b>  Written exam: A mixture of medium length 'explain' and essay style questions 2 hours • 77 marks • 33.3%	<b><u>Assessment:</u></b>  Written exam: A mixture of medium length 'explain' and essay style questions 2 hours • 77 marks • 33.3%

# HISTORY

<b>Entry Requirements</b>	<b>Grade 6 or above in the subject at GCSE</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Curriculum Leader</b>	<b>Mr A Bagnall</b>

## **Brief introduction to subject: History**

It will include:

1. A breadth study of approximately 100 years. **Tsarist and Communist Russia 1855-1964**
2. A depth study of approximately 50 years. **The Making of Modern Britain 1951-2007**
3. A personal study (NEA) over 100 years. **The Witchcraze in Early Modern Europe.**

## **Progression to Career/ University Courses:**

History is a very highly regarded academic discipline that facilitates access to a wide range of higher education courses and careers. Students of History are equipped with a wide range of transferable skills. They are adept at dealing with large quantities of information, have the ability to apply an analytical mind set to all kinds of situations and challenges, learn to construct convincing sustained arguments, and can gather, investigate and assess a range of sources. Employers value the research, analytical, teamwork and communication skills that History students develop and these skills are relevant in just about any industry which has a focus on current societies and future developments, particularly in, but not exclusively, the fields of business, law, politics, journalism and academia.

## **Key Points:**

There are three units you will study over the two years:

**Tsarist and Communist Russia 1855-1964.** This is a fascinating period in world history, including one of the most important events of the twentieth century – the Russian Revolution- which led to the creation of the first communist state. The topics you will study include:

- How was Russia governed and how did political authority change and develop?
- Why did opposition develop and how effective was it?
- How and with what results did the economy develop and change?
- What was the extent of social and cultural change?
- How important were ideas and ideology?
- How important was the role of individuals and groups and how were they affected by developments?

**Modern British History 1951-2007.** Including the study of the following themes:

- Society; immigration, racism, feminism and the fight for equality, social change, the Welfare state and the birth of the teenager, culture, music and social tension.
- Foreign relations; Britain's declining empire, relations with Europe, warfare- the Cold War, the Falklands and the Iraq war.
- Political parties and the role of PMs in shaping our lives; Labour and the birth of the Welfare State, the "Swinging Sixties and controversial social reform, the Thatcher revolution, the decline of the Conservative party and the rise of the Labour party under Tony Blair.

Students also undertake a personal study which enables them to demonstrate their historical research skills. This independent study is excellent preparation for Higher Education and will focus on the 16<sup>th</sup> and 17<sup>th</sup> Centuries. Students will explore the 100 year long witchcraze in early modern Europe, investigating the reasons for, the nature of and the ultimate decline of this strange phenomenon which led to the persecution and deaths of thousands of people, mostly women, in England, Scotland, Germany, Scandinavia, New England and elsewhere. Were its causes religious, or economic? Were the victims from all backgrounds, or the poorest and most vulnerable? What role did government and the law have to play in all this? Students will consider the nature of the available evidence and consider the merits of alternative interpretations in the ongoing historical debate. They will write up their findings in the form of an extended essay, with a 4,500 maximum word limit. This topic is both mysterious and alien to our 21<sup>st</sup> century values, but also strangely familiar and chilling. We are sure our students will be intrigued!

<b><u>Paper 1</u></b>	<b><u>Paper 2</u></b>	<b><u>Paper 3</u></b>
Breadth study – Tsarist and Communist Russia 1855-1964	Depth study – The Making of Modern Britain 1951 – 2007	Personal Study (NEA) covering a period of 100 years – Witchcraze Early Modern Europe.
<p><b><u>Assessment:</u></b> 2 ½ hours written exam.</p> <p>Compulsory – Source question on historical interpretations Plus 2 essay questions from a choice of 3</p> <p><b><u>Maximum Marks available:</u></b> 40% of A level</p>	<p><b><u>Assessment:</u></b> 2 ½ hours written exam.</p> <p>Compulsory – Source question on primary sources Plus 2 essay questions from a choice of 3</p> <p><b><u>Maximum Marks available:</u></b> 40% of A level</p>	<p><b><u>Assessment</u></b> Coursework 4000 - 4500 words</p> <p><b><u>Maximum Marks available:</u></b> 20% of A level</p>

## LATIN

<b>Entry Requirements</b>	<b>Grade 6 or above in the subject at GCSE</b>
<b>Examination Board</b>	<b>OCR</b>
<b>Curriculum Leader</b>	<b>Mr J Carlyle</b>

### **Brief introduction to subject:**

Latin combines many disciplines into one subject, with elements of language, literature, history, cultural awareness and moral debate. It complements all other subjects extremely well, including the sciences.

At its annual conference, UCAS is always clear that students should follow their passions. Students who enjoy and do well in GCSE should strongly consider continuing at A Level. Despite its reputation for academic rigour, many students comment that Latin is their 'fun subject' and they enjoy finding out about Rome's rich history, as well as Greek myth, through original Latin stories. Language and vocabulary build on GCSE.

### **Progression to Career/ University Courses:**

Latin is very highly regarded by universities and employers and an A Level in the subject will immediately attract the attention of interviewers. They know that a Latin student will have strong academic and interpersonal skills, as well as precision and analytical skills, historical understanding and cultural awareness. The Russell Group of universities give Latin as a 'facilitating' subject, so that it keeps the door open to a wide range of careers in management, Civil Service, teaching, archaeology, medicine, law and many others.

### **Key Points:**

A Level Latin tends to attract dedicated, passionate students. The key skills which appeal to universities and employers are central to the course. As an Admissions Tutor said:  
"Students taking Latin are typically scholarly. They pursue academic study in the purest sense, they are not simply fulfilling a requirement."  
We aim to visit Italy during the course to bring the places we study to life, the highlight of the trip for most being Pompeii and Vesuvius.

**A LEVEL**

**Papers 1 and 2**

**Title:**

Language

**Assessment:**

Paper 1

1 hour 45 minutes written paper

Unseen translation

Paper 2

1 hour 15 minutes written paper

Unseen comprehension

**Maximum Marks available:**

150 marks (50% of A Level marks)

**Paper 3**

**Title:**

Prose Literature

**Assessment:**

2 hours written paper

We uncover the scandals of the Roman emperor Tiberius and the turmoil of the imperial court.

**Maximum Marks available:**

75 marks (25% of A Level marks)

**Paper 4**

**Title:**

Verse Literature

**Assessment:**

2 hours written paper

We explore the challenges faced by the Trojan hero Aeneas on a mission to found the 'new' Troy.

**Maximum Marks available:**

75 marks (25% of A Level marks)

## **MATHEMATICS**

<b>Entry Requirements</b>	<b>Grade 7 or above in the subject at GCSE</b>
<b>Examination Board</b>	<b>Edexcel</b>
<b>Curriculum Leader</b>	<b>Mr R Brocklehurst</b>

### **Brief introduction to subject:**

Mathematics is historically a highly valued subject, studied by many famous scientists, philosophers and thinkers, from many different cultures and throughout time; so to study it is to join a long list of intellectuals. It is an exciting and interesting subject in its own right.

### **Progression to Career/ University Courses:**

Mathematics is a highly valued tool for many disciplines such as science, economics, engineering, computing, and finance. The list is endless as Mathematics has become an integral part of almost every job, especially with the growth in the use of statistics to analyse data over the last century. Mathematics provides a general education in logical thought and problem solving, skills which are highly marketable.

In recent years Mathematics students have gone to do Pure Mathematics degrees at Cambridge, Warwick, Birmingham, Oxford and Liverpool. Mathematics students have also gone on to do a variety of other Mathematical related courses including: Mathematics and Physics, Mathematics with Ocean and Climate studies, Aeronautical Engineering and Astrophysics.

### **Key Points:**

All modules are compulsory. Two thirds of the course will be pure maths, with mechanics and statistics having equal weighting in the final third.

The Pure units build on your knowledge of graphs, trigonometry and algebra. You will also study calculus which is a very powerful mathematical tool.

In Statistics you will learn to interpret large data sets, consider statistical modelling and hypothesis testing and look at probability.

In Mechanics you are introduced to mathematical modelling of physical situations using dynamics, kinematics and statics and will be introduced to Newton's laws.

All papers will contain a mix of question styles from short, single-mark questions to multi-step problems.



<b>A LEVEL</b>		
<b><u>Paper 1</u></b> <b>Title:</b> Pure Mathematics	<b><u>Paper 2</u></b> <b>Title:</b> Pure Mathematics	<b><u>Paper 3</u></b> <b>Title:</b> Statistics and Mechanics
<b><u>Assessment:</u></b> 100% Examination 2 hours	<b><u>Assessment:</u></b> 100% Examination 2 hours	<b><u>Assessment:</u></b> 100% Examination 2 hours
<b><u>Maximum Marks available:</u></b> Paper marked out of 100 33.3% of A Level Marks	<b><u>Maximum Marks available:</u></b> Paper marked out of 100 33.3% of A Level Marks	<b><u>Maximum Marks available:</u></b> Paper marked out of 100 33.3% of A Level Marks

## **FURTHER MATHEMATICS**

<b>Entry Requirements</b>	<b>Grade 7 or above in the subject at GCSE</b>
<b>Examination Board</b>	<b>Edexcel</b>
<b>Curriculum Leader</b>	<b>Mr R Brocklehurst</b>

### **Brief introduction to subject:**

Further Mathematics allows students to learn about new areas of Mathematics that are not visited in the Mathematics A2 course. Students will learn about more current mathematical topics and be stretched with more complex Pure Mathematics. Students cannot study Further Mathematics without Mathematics.

### **Progression to Career/ University Courses:**

Anyone considering Mathematics, Engineering or some Economics courses at university is strongly recommended to choose this option. It encourages an offer and helps in the first year of undergraduate study.

### **Key Points:**

In Further Mathematics students study Further Pure Mathematics and Further Mechanics and are introduced to Decision Maths.

**A LEVEL**

<b><u>Paper 1</u></b>	<b><u>Paper 2</u></b>	<b><u>Paper 3</u></b>	<b><u>Paper 4</u></b>
<b><u>Title:</u></b> Core Pure Maths	<b><u>Title:</u></b> Core Pure Maths	<b><u>Title:</u></b> Further Mechanics	<b><u>Title:</u></b> Decision
<b><u>Assessment:</u></b> 100% Examination 1 hour 30 mins	<b><u>Assessment:</u></b> 100% Examination 1 hour 30 mins	<b><u>Assessment:</u></b> 100% Examination 1 hour 30 mins	<b><u>Assessment:</u></b> 100% exam 1 hour 30 mins
<b><u>Maximum Marks available:</u></b> Paper marked out of 75 25% of A Level Marks	<b><u>Maximum Marks available:</u></b> Paper marked out of 75 25% of A Level Marks	<b><u>Maximum Marks available:</u></b> Paper marked out of 75 25% of A Level Marks	<b><u>Maximum Marks available:</u></b> Paper marked out of 75 25% of A Level Marks

## MUSIC

<b>Entry Requirements</b>	<b>Grade 6 or above in the subject at GCSE alongside a minimum of Grade 4 on your chosen instrument</b>
<b>Examination Board</b>	<b>EDUQAS</b>
<b>Curriculum Leader</b>	<b>Miss M Carr</b>

### **Brief introduction to subject:**

The word "music" covers a huge range of different styles and genres, and each one of us has our own preferences and interests. The Eduqas AS and A level specifications recognise this through the varied areas of study and the choice of routes through the course. Students at A level can choose whether they wish to be assessed on a longer performance or submit a third composition, allowing them to develop their preferred specialism. Areas of study include the Development of the Symphony; a choice of Rock and Pop Music, Jazz, or Musical Theatre; and Into the Twentieth Century. Students will have three set works to study from Area of Study 1 and Area of Study 3. There are no set works for Area of Study 2.

### **Progression to Career/ University Courses:**

A Level Music may be used as part of the entry for any degree with the single exception of Veterinary Science. It is a necessary requirement for anyone wishing to study Music or Music Technology at university and is a highly regarded "A-list" subject at all leading universities as it demonstrates qualities of perseverance and dedication, and it is a highly demanding academic study that enables the individual to develop numerous transferable skills. A degree in Music allows students to pursue a variety of careers both in the Arts and in any area where lateral thinking, focus, resilience, personal drive and teamwork are required. Many positions are available in the creative industries such as performance, composition, music research, journalism, music production and studio work and the world of theatre or media as well as teaching. The study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions.

### **Key Points:**

You need to be an enthusiastic performer and dedicated to your musicianship. The music department holds weekly rehearsals for Choirs and Vocal Ensembles, String Orchestra, Concert Band for wind and brass and Jazz Band to name but a few. There is also the option of joining a chamber music group and performing as a soloist in a variety of situations. If you opt to study Music at A Level, you will be required to commit to a minimum of one ensemble and you will also be encouraged to find external groups with whom you would perform. Regular enhancement activities such as concert visits are arranged, and these are tailored to the studies of the group. The school is a centre for the main examination boards offering instrumental grading for one or more of ABRSM, Trinity Guildhall and London College each term. A Level students are given a 50% discount on their first instrumental lesson and in the 2<sup>nd</sup> year, a free recital lesson in addition to the first discounted lesson.

## A LEVEL MUSIC

<b><u>Component 1</u></b>	<b><u>Component 2</u></b>	<b><u>Component 3</u></b>
<p><b><u>Title: Performance</u></b> Students will perform an end of year recital on the instrument or voice of their choice to the following criteria:</p> <p><b>Option A</b> – A performance consisting of a minimum of three pieces</p> <p><b>Option B</b> – A performance consisting of a minimum of two pieces.</p> <p>At least one of these pieces must be as a soloist. The other piece(s) may be either as a soloist or as part of an ensemble. One piece must reflect the musical characteristics of one area of study.</p>	<p><b><u>Title: Composition</u></b> Students will create a composition to the following criteria:</p> <p><b>Option A</b> – Two compositions. One must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by Eduqas. The second is a free composition</p> <p><b>Option B</b> – Three compositions. One of which must reflect the musical techniques and conventions associated with the Western Classical tradition. The second must reflect the musical characteristics of AOS2 while the third is a free composition.</p>	<p><b><u>Title: Appraising</u></b> Students will study three Areas of Study (AOS).</p> <p>AOS 1 – The Western Classical Tradition <b><i>Set Work – Mendelssohn, Symphony 4 in A Major</i></b></p> <p>AOS 2 – <b>Either</b></p> <ul style="list-style-type: none"> <li>• Rock and Pop 1960 – 2000</li> <li>• Musical Theatre</li> <li>• Jazz 1920 – 1950</li> </ul> <p><b><i>AOS2 will be chosen with the cohort strength in mind</i></b></p> <p>AOS 3 – Into the Twentieth Century 1895 - 1935 <b><i>Set Work – Poulenc, Trio for Oboe, Bassoon and Piano, Movement II AND Debussy, Three Nocturnes, Number 1, Nuages</i></b></p>
<p><b><u>Assessment:</u></b> Externally assessed performance. Option A: 10 - 12 minutes Option B: 6 - 8 minutes</p> <p><b><u>Maximum Marks available:</u></b> Option A – 35% of A Level Option B – 25% of A Level</p>	<p><b><u>Assessment:</u></b> Externally assessed score. Option A: 4 – 6 minutes Option B: 8 – 10 minutes</p> <p><b><u>Maximum Marks available:</u></b> Option A – 25% Option B – 35%</p>	<p><b><u>Assessment:</u></b> Written examination. Analysing music and applying historical context. 2 hours 15 minutes</p> <p><b><u>Maximum Marks available:</u></b> 40% of A Level 100 marks in total</p>

## **PHYSICAL EDUCATION**

<b>Entry Requirements</b>	<b>Grade 6 or above in the subject at GCSE</b>
<b>Examination Board</b>	<b>OCR</b>
<b>Curriculum Leader</b>	<b>Miss C Canlett</b>

### **Brief introduction to subject:**

#### **Why study Physical Education?**

Studying A level Physical Education will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach a sport through the non-exam assessment component (NEA), you will also develop a wide-ranging knowledge into the how and why of physical activity and sport. This engaging course enables learners to critically analyse and evaluate their physical performance, apply their experience of practical activity and develop their knowledge and understanding of interesting subject content.

#### **Course content**

The course is very diverse, covering a wide range of sports-related fields of study. It is composed of four components:

##### Physiological factors affecting performance (30%)

Includes musculoskeletal, cardiovascular, respiratory and energy systems; analysis of movement; diet, nutrition and ergogenic aids; training methods, periodisation and the impact on lifestyle diseases; injury, prevention and rehabilitation; and biomechanics (principles, levers, use of technology, motion and mechanics).

##### Psychological factors affecting performance (20%)

Includes skill classification; methods of practice; skill transfer; principles, theories and stages of learning; guidance and feedback; goal setting; memory models; individual differences; confidence and self-efficacy; leadership; group and team dynamics; and stress management.

##### Socio-cultural factors affecting performance (20%)

Includes ethics and deviance; commercialisation and the media; modern technology; the emergence and evolution of modern sport; routes to sporting excellence; and global sporting events.

##### Performance in Physical Education (30%)

Practical performance or coaching in one sport and evaluating and analysing a performance for improvement.

For more information see the subjects specification document:

<https://www.ocr.org.uk/Images/234833-specification-accredited-a-level-gce-physical-education-h555.pdf>

This specification creates confident, independent thinkers and effective decision makers who can operate effectively as individuals and as part of a team – all skills that will enable you to stand out and effectively promote yourselves as you progress through life.

### **Progression to Career/ University Courses:**

### **Progression after Sixth Form**

A level PE is an excellent base for a degree in sports science, biology, psychology, sociology, physiotherapy, physical education, sport and leisure management, healthcare, nutrition and dietetics, sports development, or exercise and health.

The course can be studied alongside any subjects but especially complements studies in Science. For those wishing to pursue Sports Science or Physiotherapy, combining PE with a Science subject is often essential.

### **Career opportunities**

A level Physical Education can open up a range of career opportunities in the sports industry, including sports physiology, psychology or biomechanics, sports development, sports coaching, physiotherapy, personal training, sports journalism, sports technology and PE teaching.

Although students are given the knowledge and skills to pursue a sports-related career option, the course has equipped a number of our past students to progress onto further study and careers outside of the sports and health industries. This includes careers in the Armed and Public Services, Engineering, Business, Law, Accounting, Geography, Performing Arts, English Literature and Primary Education.

### **Key Points:**

- It is vital that students are regularly training and competing at a good standard outside school at a local club in one of the government's approved sporting activities (see page 34-35 on the document below).
- For more information see the subjects Guide to Non-Exam Assessment document: <https://www.ocr.org.uk/Images/234840-guide-to-non-exam-assessment-as-and-a-level.pdf>

### **Assessment:**

The theoretical components of the course (70%) are assessed through 3 externally assessed written examinations, at the end of the course. Physiological factors affecting performance - 2hrs, Psychological factors affecting performance - 1hr and Socio-cultural factors affecting performance – 1hr.

The NEA practical performance component (15%) is internally assessed and moderated followed by an external moderation by OCR. Student performance in one sport will be observed and assessed through a combination live performance (where viable), video performances and a log of competition.

For the evaluation and analysis of performance and improvement (EAPI) component (15%) students will watch a live performance and then orally present an analysis and action plan, supporting their response with theoretical content.

## PHYSICS

<b>Entry Requirements</b>	<b>Grade 7 or above in the subject at GCSE</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Curriculum Leader</b>	<b>Ms J Davies</b>

### **Brief introduction to subject:**

Studying physics after your GCSEs really develops your practical and mathematical skills. If you enjoy experimenting in the lab and problem solving, you'll love it.

Physicists explore the fundamental nature of almost everything we know of. They study everything from the fundamental particles that build matter, to the galaxies that make up the universe itself. Join them to enter a world deep beneath the surface of normal human experience.

The course is designed to form strong scientific investigative skills while introducing you to the wonderful world of physics. The course covers the more traditional mechanics, waves and electricity modules as well as introducing you to particle and quantum phenomena.

### **Progression to Career/ University Courses:**

Studying Physics at A-Level or degree Level opens up all sorts of career opportunities.

For example, healthcare scientist, medical physics, higher education lecturer or secondary school teacher, research scientist (physical sciences), meteorologist, structural or acoustic engineer, product/process development scientist, systems developer, technical author.

You can also move into engineering, astrophysics, chemical physics, nanotechnology, renewable energy and more. With physics, the opportunities are endless.

Even if you don't decide to work in physics, studying it still develops useful and transferable skills for other careers such as Law and accountancy. You'll develop research, problem solving and analytical skills, alongside teamwork and communication. Universities and business regard all of these skills very highly.

### **Key Points:**

For further progression onto university Physics or Engineering courses, the study of A Level Mathematics would be required and strongly advised for the study of A Level Physics.



## A LEVEL

### Core Content:

#### **Title:**

Measurements and their errors, Particles and radiation, Waves, Mechanics and materials, Electricity, Further mechanics and thermal physics, Fields and their consequences, Nuclear physics plus an option topic.

#### **Assessment:**

Written Examination  
June – 3 papers  
2 hours each

#### **Maximum Marks available:**

Paper 1 85 marks  
Paper 2 85 marks  
Paper 3 80 marks

## PSYCHOLOGY

<b>Entry Requirements</b>	<b>Meets school entry requirements</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Curriculum Leader</b>	<b>Mrs G Rai</b>

### **Brief introduction to subject:**

Psychology is the science of mind and behaviour. The popular A Level Psychology course provides a broad introduction to the subject and girls find that they can apply their knowledge to everyday life. Psychology enables students to develop their essay writing and research skills. These skills are transferable and support other subject areas. Students learn to use critical analysis to argue a particular point of view with evidence.

### **Progression to Career/ University Courses:**

Though it is not essential for entry to a degree course, the majority of Psychology undergraduates have studied Psychology at A Level. Following a British Psychological Society BPS accredited course of study there are a number of postgraduate qualifications that lead to Chartered status; among these are Clinical, Educational and Occupational Psychology. The BPS website is an invaluable source of information about careers in Psychology, [www.bps.org.uk](http://www.bps.org.uk). In addition, it is a particularly useful subject for careers such as Medicine, Teaching, Personnel and others that involve working closely with people.

### **Key Points:**

#### **A Level**

**Paper 1:** Social influence, Memory, Attachment, Psychopathology.

**Paper 2:** Approaches in Psychology, Biopsychology, Research Methods.

**Paper 3:** Issues and Debates in Psychology and 3 options will be selected from a list of topics.

<b>A LEVEL</b>		
<b><u>Paper 1</u></b>	<b><u>Paper 2</u></b>	<b><u>Paper 3</u></b>
<b><u>Title:</u></b> Introductory Topics in Psychology	<b><u>Title:</u></b> Psychology in Context	<b><u>Title:</u></b> Issues and Options in Psychology
<b><u>Assessment:</u></b> Written exam: 2 hours	<b><u>Assessment:</u></b> Written exam: 2 hours	<b><u>Assessment:</u></b> Written exam: 2 hours
<b><u>Maximum Marks available:</u></b> 96 marks 33.3% of A Level	<b><u>Maximum Marks available:</u></b> 96 marks 33.3% of A Level	<b><u>Maximum Marks available:</u></b> 96 marks 33.3% of A Level

## RELIGIOUS STUDIES

<b>Entry Requirements</b>	<b>Meets school entry requirements</b>
<b>Examination Board</b>	<b>OCR</b>
<b>Curriculum Leader</b>	<b>Mrs A Meredith</b>

### **Brief introduction to subject:**

The Religious Studies A Level course offers a combination of Philosophy, Ethics, and Developments in Christian Thought. This course encourages you to challenge the opinions of others by anticipating viewpoints and objections, and offering a critical approach to study.

### **Progression to Career/ University Courses:**

A Level Religious Studies helps you to acquire skills that are invaluable preparation for any degree course and is highly regarded by all universities. Previous students of Religious Studies have gone on to take university degrees in a variety of subjects including Law, Medicine, Languages, English, Business Studies, Accountancy, Psychology, Theology, Philosophy and Social Work. Skills developed during the course prepare students to negotiate effectively and critically analyse texts in any discipline.

### **Key Points:**

Students are encouraged to identify strengths and weaknesses in arguments, see several points of view and weigh up alternatives, identify key points, and draw clear conclusions from complex information. In addition, students are equipped to reason logically and persuasively, discuss coherently, research efficiently, communicate effectively and distinguish between fact and assumption.

#### **What is Philosophy and Ethics?**

Philosophy deals with the big questions humans ask, such as 'does God exist?' and 'why does God allow bad things to happen to good people?' Study includes an exploration of the ancient philosophy of Plato and Aristotle, arguments for the existence of God, the nature of religious experience and how religious believers have attempted to overcome the problem of evil and suffering in the world.

Ethics looks at how humans make important decisions, such as 'what is right?' and whether human beings naturally selfish. Study includes an exploration of ethical theories (religious and non-religious), and applies these theories to different ethical dilemmas such as euthanasia.

#### **Developments in Christian Thoughts**

This component of study explores developments in early Christian thinking, such as Augustine on human nature and developments in Christian eschatological teaching, to asking questions such as 'how can we know God?', 'what is the significance of Christ?' and 'how do Christians apply these beliefs to modern day living?'

<b>A LEVEL</b>		
<b><u>Paper 1</u></b>	<b><u>Paper 2</u></b>	<b><u>Paper 3</u></b>
<b><u>Title:</u></b> Philosophy of Religion	<b><u>Title:</u></b> Ethics and Religion	<b><u>Title:</u></b> Developments in Christian Thought
<b><u>Assessment:</u></b> 2 hours Three essays (40 marks each)	<b><u>Assessment:</u></b> 2 hours Three essays (40 marks each)	<b><u>Assessment:</u></b> 2 hours Three essays (40 marks each)
<b><u>Maximum Marks available:</u></b> 120 marks 33.3% of total A Level	<b><u>Maximum Marks available:</u></b> 120 marks 33.3% of total A Level	<b><u>Maximum Marks available:</u></b> 120 marks 33.3% of total A Level

## SOCIOLOGY

<b>Entry Requirements</b>	<b>Meets school entry requirements</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Curriculum Leader</b>	<b>Mrs G Rai</b>

### **Brief introduction to subject:**

Sociology is an exciting social science that will inspire you to think about and view the world from different perspectives. Sociology is the study of societies and human interaction within them. Sociologists try to explain what holds society together, the causes of social problems, and the reasons behind social continuity, trends and social change.

You will study a diverse and controversial range of topics, ranging from why crime occurs, what British families are like today and why, the impact of media on your conceptions of "normality", race, gender, class and age and the impact of education and shaping your place in society. Sociology encourages you to question the way our society is organised and to realise that things are not always what they seem! You will be introduced to the methods used by Sociologists and explore how people are socialised to become members of society and gain their identity.

### **Progression to Career/ University Courses:**

People who study Sociology go on into a wide variety of jobs. You will gain a range of valuable skills including how to research, argue and critique data and theories. Such skills are valuable in any work context and particularly so in careers which involve working with people.

Related courses/careers: Criminology, Law, Social Policy, Psychology, Economics, Crime analyst, Paralegal, Law clerk, Police officer, Journalism, Counselling, Social service, Community worker, Housing manager, Information scientist, Journalist, Lecturer, Prison governor, Probation services, Researcher, Teaching, Social worker, Government researcher, Social Researcher and Politics.

Typical grade requirements to study Sociology/ a Sociology related degree are as follows:  
Oxbridge: A\* A A, Russell Group: A B B to B B B, Non Russell Group: A B B to C C C

### **Key Points:**

Strong essay writing skills are needed to succeed in this subject as well as the ability to engage with complex material in a critical and evaluative manner. Students should also be aware of current affairs or interested in engaging more with this while studying the course.

You will study Education, Media, Families, Crime and Deviance in British society as well as research methods and theories of Sociology. Some examples of questions that will be explored are:

Why do girls do better at school than boys? Why do many of the top jobs in society go to students who have been educated at private schools and Oxford? How scientific is science? How does the construction and ownership of the media control societies views on race, class, sexuality, disability and gender? How do our police control crime? How does labelling in schools impact student performance? Who creates government social policy and how does it control and normalise certain patterns in society? Is poverty the underlying cause of crime? Why are some social groups disproportionately represented in the in the prison population?

**A LEVEL**

<b>A LEVEL</b>		
<b><u>Paper 1</u></b>	<b><u>Paper 2</u></b>	<b><u>Paper 3</u></b>
<b><u>Title:</u></b> Education with Methods	<b><u>Title:</u></b> Topics in Sociology: Families and Households The media	<b><u>Title:</u></b> Crime and Deviance with Theory and Methods
<b><u>Assessment:</u></b> 2 hour written exam Education: short answer and extended writing, 50 marks Methods in Context: extended writing, 20 marks Theory and Methods: extended writing, 10 marks	<b><u>Assessment:</u></b> 2 hour written exam Section A: extended writing, 40 marks Section B: extended writing, 40 marks	<b><u>Assessment:</u></b> 2 hour written exam Crime and Deviance: short answer and extended writing, 50 marks Theory and Methods: extended writing, 30 marks
<b><u>Maximum Marks available:</u></b> 80 Marks 33.3% of A Level	<b><u>Maximum Marks available:</u></b> 80 Marks 33.3% of A Level	<b><u>Maximum Marks available:</u></b> 80 Marks 33.3% of A Level

## SPANISH

<b>Entry Requirements</b>	<b>Grade 6 or above in the subject at GCSE</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Curriculum Leader</b>	<b>Mrs C Dhamia</b>

### **Brief introduction to subject:**

Can you communicate? Do you want to find out more about the Spanish-speaking world? The course builds on the skills acquired at GCSE, provides insight into another culture and society, provides a sound basis for further study and enhances employment prospects.

### **Progression to Career/ University Courses:**

A degree in Spanish, or a degree in Spanish combined with another subject, can help prepare you for a career in many fields: Tourism, Education, Translating, Interpreting, Journalism, Civil Service, Administration, Marketing, Linguistics - the possibilities are endless. Spanish is widely spoken in South America as well as Spain.

### **Key Points:**

You will:

- Need to play an active part in lessons.
- Be encouraged to express your ideas and opinions orally and on paper.
- Learn about Spanish life and culture.
- Be willing to tackle Spanish grammar.

### **Themes and Sub-themes:**

<p><b>Aspects of Hispanic society</b></p> <ul style="list-style-type: none"><li>• Modern and traditional values</li><li>• Cyberspace</li><li>• Equal rights</li></ul> <p><b>Artistic culture in the Hispanic world</b></p> <ul style="list-style-type: none"><li>• Modern day idols</li><li>• Spanish regional identity</li><li>• Cultural heritage</li></ul>	<p><b>Multiculturalism in Hispanic society</b></p> <ul style="list-style-type: none"><li>• Immigration</li><li>• Racism</li><li>• Integration</li></ul> <p><b>Aspects of political life in the Hispanic world</b></p> <ul style="list-style-type: none"><li>• Today's youth, tomorrow's citizens</li><li>• Monarchies and dictatorships</li><li>• Popular movements</li></ul>
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A LEVEL	
Paper 1	Paper 2
<p><b><u>Assessment</u></b>            Written exam: 2hrs 30 mins            100 marks            50% of A Level</p> <ul style="list-style-type: none"> <li>• Listening, reading and responding to a variety of texts</li> <li>• Translation into English</li> <li>• Translation into Spanish</li> </ul>	<p><b><u>Assessment</u></b>            Written exam: 2 hours            80 marks            20% of A Level</p> <ul style="list-style-type: none"> <li>• One essay on a set literature text</li> <li>• One essay on a set film</li> </ul>
<b>Paper 3</b>	
<p><b><u>Speaking Assessment</u></b>            Recorded test            21-23 minutes (including 5 minutes preparation time)            30% of A Level            Discussion of one sub-theme based on a stimulus card (5-6 minutes)            Presentation and discussion of individual research project (11-13 mins)</p>	



## THEATRE STUDIES

<b>Entry Requirements</b>	<b>Meets school entry requirements</b>
<b>Examination Board</b>	<b>Edexcel</b>
<b>Curriculum Leader</b>	<b>Mrs E Booton-Ford</b>

### **Brief introduction to subject:**

Why choose to study Drama and Theatre Studies?

This qualification engages students through encouraging creativity, focusing on practical work which reflects 21st-century theatre practice and developing skills that will support progression to further study of drama and a wide range of other subjects.

The course has a practical focus, concentrating on the exploration of performance texts, including studying them in light of the work of theatre practitioners. The performance texts that will be studied for the exam will require you to articulate how you would perform in certain roles, design for certain scenes and interpret a text for performance, putting practical work at the heart of your work.

### **Progression to Career/ University Courses:**

Any course in the Creative Arts, Literature or Humanities. An interest in Design. A career in Law, Teaching or Business. Any individual seeking a career that involves public speaking, performance or analytical writing will benefit from Theatre Studies.

**A LEVEL**

<b>A LEVEL</b>		
<p style="text-align: center;"><b><u>Component 1</u></b></p> <p><b><u>Title: Devising</u></b></p> <ul style="list-style-type: none"> <li>• Devise an original performance piece.</li> <li>• Use one key extract from a performance text and a theatre practitioner as stimuli.</li> <li>• Centre choice of text and practitioner.</li> <li>• Performer or designer routes available.</li> </ul>	<p style="text-align: center;"><b><u>Component 1</u></b></p> <p><b><u>Title: Text in Performance</u></b></p> <ul style="list-style-type: none"> <li>• A group performance/design realisation of one key extract from a performance text.</li> <li>• A monologue or duologue performance/design realisation from one key extract from a different performance text.</li> <li>• Centre choice of performance texts.</li> </ul>	<p style="text-align: center;"><b><u>Component 3</u></b></p> <p><b><u>Title: Theatre Makers in Practice</u></b></p> <ul style="list-style-type: none"> <li>• Live theatre evaluation – choice of performance.</li> <li>• Practical exploration and study of a complete performance text – focusing on how this can be realised for performance.</li> <li>• Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimagined for a contemporary audience.</li> <li>• Centre choice of 15 performance texts from two lists on the next page.</li> <li>• Choice of eight practitioners.</li> </ul>
<p><b><u>Assessment:</u></b></p> <p>AO1, AO2 and AO4 are assessed.</p> <ul style="list-style-type: none"> <li>• Internally assessed and externally moderated.</li> <li>• There are two parts to the assessment:</li> </ul> <ol style="list-style-type: none"> <li>1. a portfolio (60 marks, 40 marks assessing AO1 and 20 marks assessing AO4) The portfolio submission recommendations are: - can be handwritten/typed evidence between 2500–3000 words or recorded/verbal evidence between 12–14 minutes or - can be a combination of handwritten/typed evidence (between 1250–1500 words) and recorded/verbal evidence (between 6–7 minutes).</li> </ol>	<p><b><u>Assessment:</u></b></p> <p>AO2 is assessed.</p> <ul style="list-style-type: none"> <li>• Externally assessed by a visiting examiner.</li> <li>• Group performance/design realisation: worth 36 marks.</li> <li>• Monologue or duologue/design realisation: worth 24 marks</li> </ul>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen in light of a given statement.</li> <li>• Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words. Section B: Page to Stage: Realising a Performance Text</li> <li>• 36 marks, assessing AO3.</li> <li>• Students answer two extended response questions based on an unseen extract from the performance text they have studied.</li> </ul>

<p>2. the devised performance/design realisation (20 marks, assessing AO2).</p>		<ul style="list-style-type: none"> <li>• Students will demonstrate how they, as theatre makers, intend to realise the extract in performance. Students answer from the perspective of a performer and a designer.</li> <li>• Performance texts for this section are not allowed in the examination as the extracts will be provided. Section C: Interpreting a Performance Text.</li> <li>• 24 marks, assessing AO3.</li> <li>• Students will answer one extended response question from a choice of two based on an unseen named section from their chosen performance text.</li> <li>• Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.</li> <li>• Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.</li> <li>• Students must take in clean copies of their performance texts for this section, but no other printed materials.</li> </ul>
<p>Non-examination assessment 40% of qualification 80 marks</p>	<p>Non-examination assessment 20% of the qualification 60 marks</p>	<p>Written examination: 2 hours 30 minutes 40% of the qualification 80 marks</p>