



READING BLUE COAT SCHOOL

SIXTH FORM OPTIONS
2017 - 2019



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Foreword

The Sixth Form represents the pinnacle of the Reading Blue Coat experience. Students are given a chance to focus on a smaller number of subjects and are able to explore their favourite subjects in greater depth. They can spend more time on their particular academic passions and give full rein to their intellectual curiosity. The style of learning changes and becomes more collaborative as Sixth Formers are encouraged to show more independence in their approach to their studies. Blue Coat teachers are experienced in providing sympathetic and astute support as their Sixth Form students move towards this greater autonomy.

At a time of transition in our public exams, students will benefit from close individual guidance that will enable them to achieve the strongest possible results. It is these strong A Level results that enable our students to gain places at top universities both home and abroad, and thorough careers guidance allows them to consider all the options for university and working life in a supportive and caring context. Sixth Form students also benefit from the opportunity to complete the Extended Project Qualification, which involves the production of an extensive piece of research or an artefact. The Extended Project is well-regarded by universities and gives students an excellent opportunity to develop academic independence, as well as the research and presentation skills that will stand them in good stead at university and beyond.

Although a rigorous academic programme lies at the heart of the Sixth Form at Blue Coat, we also expect students to play an active role in the co-curricular life of the School. Indeed, the Sixth Form is an opportunity to take on leadership roles within these activities. We also encourage students to become involved in activities which will bring them into greater contact with the local community, such as our Primary School liaison and Sports Leaders programmes. Sixth Form students at Blue Coat have a healthy social life and they strike a good balance between work and play.

As the relationship between student and school changes, so we aim to provide a more adult environment for our Sixth Formers who enjoy the use of the Sixth Form Centre for leisure and study.

The Sixth Form is, not least, a preparation for life after school, be it at university or in the workplace. In recent years, leavers have gone on to an impressive range of universities, including Oxford, Cambridge and medical schools, and students are guided carefully through the university admissions process by experienced mentors. The Sixth Form experience at Blue Coat will allow your son or daughter to face the world after school with confidence.

I hope you enjoy reading about the options for Sixth Form study described in this booklet. Please do not hesitate to contact us at school if you require any further clarification.

Mr Jesse Elzinga
Headmaster



Welcome to the Sixth Form

Dear Student,

We are delighted that you are interested in joining the Sixth Form at Blue Coat. Our students repeatedly tell us that enrolling in our Sixth Form was like joining a very large family - one where they are helped to achieve their very best, both academically and within the thriving co-curricular programme.

Students deserve to feel at home in their school - when we are comfortable in our surroundings, we are more likely to be motivated and self-disciplined in our endeavours. Blue Coat students are certainly made to feel at ease and secure by the outstanding teachers of their chosen subjects, by the numerous friendly staff that guide and support them through their time with us and beyond, and by their fellow students - many who become their life-long friends.

Sixth Form study is likely to be very different from what you have encountered before, and probably more enjoyable. In your chosen subjects, you will delve much deeper into subject matter, with the nature of your classes encouraging greater class participation and discussion. Active partnerships with your teachers, and timetabled assessments, will mean that weaknesses are addressed and strengths developed. You will be expected to organise your time effectively outside of the classroom, hitting deadlines and enhancing your knowledge through independent wider study - skills that leave our students in good shape for future university study or careers.

Following their excellent examination results, most Blue Coat students leave us to study at prestigious universities, at home and abroad, with healthy numbers successfully applying to Oxbridge and Cambridge or medical courses. Specialist careers support is provided to all students throughout their Sixth Form life, with a number of students returning to us for guidance after they have left.

Students are not only academically prepared for life after Blue Coat, they are also exposed to vibrant programmes of cultural enrichment, sport and fitness development, and leadership and social skills. Every student contributes positively to the whole school community, with Sixth Formers acting as role models for our younger boys, actively organising activities and supervising events. Your tutor will help you to make the most of this exciting stage of your life, as well as providing support and advocacy when things don't quite go as you may have planned.

Blue Coat Sixth Formers earn and deserve many privileges in their time with us, including the use of the Sixth Form-only facilities. The Sixth Form Centre, with its computer suite and own cafeteria, is an ideal place to unwind and relax during your breaks and lunchtimes; the Careers Room offers a huge array of useful resources; and the newly designed Sixth Form Learning Resources Centre will provide the quiet working atmosphere and support that is perfect for research and independent study.

In short, we are sure that you will enjoy the challenging yet welcoming environment of the Sixth Form at Blue Coat. It will certainly be a very busy but ultimately rewarding experience.

Mr George Morton
Director of Sixth Form



Life in the Sixth Form



Study Programme

The Sixth Form Curriculum

No fewer than twenty-four A levels are available to study in the Sixth Form at Blue Coat. Students may have already studied a number of these at GCSE and, in some cases, it is essential to have done the GCSE beforehand in order to progress to A level. However, there are several subjects at A level which are studied by most students for the first time and so this can be viewed as an exciting opportunity to broaden their learning experience.

Beginning in 2015, the Government embarked on a substantial series of reforms to A levels. These have been introduced over three years, 2017-18 being the last. These changes have resulted in the ending of 'modularity' in the examination of A levels, with all qualifications now being assessed in one final set of exams. These are called 'linear' courses and it is intended that these qualifications are more academically rigorous than their predecessors.

The following A level subjects are offered at Blue Coat. Those subjects marked with an asterisk are either new at A Level or may be studied without having previously completed the GCSE.

Art	English Literature	IT*
Biology	French	Mathematics
Business*	Further Mathematics	Music
Chemistry	Geography	Philosophy and Ethics*
Computer Science	Geology*	Physical Education
Design and Technology	German	Physics
Drama and Theatre*	Government and Politics*	Psychology*
Economics*	History	Spanish

At Blue Coat, students opt to study three A levels, which is the requirement for university entrance, usually with very high grades. We realise that students in other schools may study four A levels at the start of Year 12 but, at Blue Coat, we believe that the most productive approach for students is to focus on getting the best possible grades in three A levels rather than starting four and then abandoning one at some point over the cycle. Studying three A levels instead of four also enables us to increase the amount of teaching time in Year 12, not just for the purpose of teaching content but to enhance the learning of skills and to consider broader elements previously impossible within the time allocated.

With the advent of linear courses, it has become more important than ever for students to make the right choice of subjects, as the opportunity for changing subjects has become impossible after a few weeks of study. However, they do offer the possibility of more ambitious and in-depth teaching and learning, especially in the light of the increased number of lessons in each subject.

The Enrichment Block

Blue Coat has always prided itself on offering academic enrichment within the Sixth Form. Universities also view a broad-based programme of study as important. As a result, at Blue Coat, we have an 'Enrichment Block', in which students are able to study for an AS in an additional subject over two years, or complete an EPQ, alongside their three A levels.

Ideally, the AS would contrast with the student's three A levels, showing perhaps a broader set of skills and interests. For example, a scientist could continue with a modern foreign language at AS or a student focusing on the humanities continue with AS Maths or Physics. We also offer a variety of subjects not on the A level curriculum at AS, such as Classical Civilisation, Electronics and Film Studies. The Enrichment Block also includes teaching time for those doing A level Further Mathematics, enabling them to do three further A levels in addition. Students who wish to apply for Oxbridge or medical schools are encouraged to complete the EPQ in Year 12 in order to demonstrate

their commitment to their subject and self-supported study. These students will then follow a course in Year 13 preparing them for entry to competitive university courses

Careers

Every member of Year 12 is given a Careers lesson once a week. Advice and guidance are given about university entry, degree courses, jobs and occupations, work experience and Gap Year information. Time is also set aside for students to conduct their own research in a fully stocked library classified according to the Careers Library Classification Index (CLCI) system. Personal interviews are also available on request with a representative of ISCO in Year 13.



Specials

The 'Specials' provide an opportunity for Sixth Form students to listen to visiting speakers. Over the course of the year, a number of individuals and groups will be invited into school to give lectures, make presentations or take part in debates. This is designed to provide breadth to Sixth Form studies and give students a greater understanding of the environment in which they live and will work. Recent speakers have included MP and Old Blue Alok Sharma, adventurers Lois Pryce and Leon McCarron, actor and Old Blue Tom Rosenthal, TV personality and Old Blue Matt Allwright, raconteur Rob Caskie, body image commentator Natasha Devon MBE, RAF fighter jet pilot Mandy Hickson and internet security expert Karl Hopwood.

The School Day

Each day starts with an assembly or tutorial period when students register and meet with

their personal tutor. The remainder of the school day is divided into nine periods, each of which lasts for 35 minutes. However, most Sixth Form lessons are taught in double periods. Each week, therefore, is made up of 45 periods.

Each A Level subject is allocated ten periods a week in Year 12 and eight in Year 13. A number of other periods are allocated to each student's timetable. A typical student's programme in Year 12 would be made up as follows:

3 A Levels of 10 periods	30
Enrichment Block	4
Special	2
Games	3
Activities	2
Careers	1
Study Periods	3
Total	45

Expectations

Students entering the Sixth Form will have many expectations of what the school and their teachers have to offer. Equally, we have many expectations of our students. Being a member of the Sixth Form is more than just taking A Levels, and students are expected to enter fully into the life of the school, taking advantage of the wide range of activities that are on offer. They should provide a positive role model for younger pupils and take on greater responsibility for the running of the school community.

Academic success comes through a partnership between students and their teachers. Time is precious and should not be squandered, effort must be invested wisely and a balance between academic and other interests maintained if academic potential is to be fulfilled.

Fees

£5220 per term (2016/17)

Parents are responsible for the cost of all core textbooks and all examination fees incurred by Sixth Form students.



Entry to the Sixth Form

Entry Requirements

To qualify for the Sixth Form at Blue Coat, we expect you to attain at least eight GCSEs at C grade or above, with four of these at B grade or above and two of these at A grade or above. To study Biology, Chemistry, Mathematics or Physics at A Level, you should have at least an A grade at GCSE or its equivalent. To study Economics, you should have at least an A grade in Mathematics. All students are required to have passed both English Language and Mathematics at C grade or above. More details of exact course requirements will be found within the information supplied.

Entry Procedures

Internal Students A letter from the Headmaster will be sent to the parents of all Year 11 pupils at the end of January, asking if their son intends to stay on into the Sixth Form.

External Students The School will consider boys and girls for admission to Year 12. An offer of a place will be made to a candidate who meets the School's criteria for entry. The School is seeking to admit students who possess a proven and purposeful work ethic, whose interests and aptitudes are compatible with what the school has to offer and who have a desire to contribute to areas of the extensive co-curricular programme. These are in addition to the fundamental academic criteria.

The selection criteria are:

- An interview with a senior member of the teaching staff.

- The successful completion of a series of assessment tests in literacy, numeracy and spatial awareness.
- A set of good GCSE results (as described above).
- An acceptable supporting report from the head teacher of the applicant's present school.

The steps in the process:

- Following the receipt of an application form, the applicant will be invited to attend for interview prior to testing, but not before Tuesday 1st November.
- Saturday 12th November will be the principal testing day and Saturday 19th November will serve as an alternative.
- Upon confirmation of attendance at the testing session, the report will be requested from the applicant's current head teacher.
- At the start of December, applicants will be informed of the outcome of their application. An offer must be accepted within the time specified, otherwise the place may be offered to a candidate on the waiting list.
- Late applications will be considered subject to places being available

Critical dates for candidates seeking entry in September 2017

Sixth Form Open Evening:	Tuesday 18th October, 2016
Assessment Tests:	Saturday 12th November, 2016 or Saturday 19th November, 2016
Offer letters sent to parents:	Thursday 1st December, 2016
Deadline for acceptance of a place:	Monday 19th December, 2016

Further details may be obtained from the Admissions Office. All correspondence regarding admissions should be directed to Mrs Jane Jarrett, the Director of Marketing and Admissions.

N.B. The School reserves the right to alter these arrangements as circumstances dictate.

Advice and Help

Advice

Each current RBCS student will be counselled by their tutor over their choice and combination of A Level subjects. Students should also seek advice from their subject teachers. In addition, they can seek further advice from:

Mr Richard Ennis	-	Head of Year 11
Mr Scott Yates	-	Director of Middle School
Mr Philip Rowe	-	Deputy Head (Academic)

Our formal programme:

- The Year 11 into Sixth Form Evening on Monday 10th October 2016.
- The Careers Evening on Tuesday 2nd March 2017.
- The tutorial programme in the Autumn and Spring Terms.

Resources:

- The Careers Room, which holds extensive information on careers and qualifications, and is run by Mr Will Nash-Wortham.
- Our connections with Old Blues, parents, business and the armed forces enable us to refer to an even wider range of specialist help.

The aim is to ensure that decisions about the next step fit in smoothly with GCSE courses. Pupils should feel free to consult with any member of staff at any time, though pupils should at first discuss choices with their tutor.

External candidates wishing to make general curriculum enquiries should contact Mr Rowe, Deputy Head (Academic). After registration, Mr Rowe will be pleased to give detailed guidance on choosing a programme, and Mr Morton, Director of Sixth Form, will advise on general Sixth Form issues. Please address these enquiries via the Director of Marketing and Admissions, Mrs Jarrett.



Sixth Form Policies and Procedures

The policies and procedures outlined below are designed to help ensure that students progress smoothly through their time in the Sixth Form.

Change of Courses

The majority of Year 12 students have few problems adapting to the demands of A Levels. However, it is inevitable that some students find their studies more demanding than they had anticipated and are concerned that they may not have made the right choice of subject. In the first instance, they should discuss their concerns with their tutor and the teachers of the pertinent subject. In many cases, worries can quickly be dispelled and students continue with their first choice subjects.

Any change of subject is disruptive to both the education of the student and to others and cannot be undertaken lightly. The later a change occurs, the greater the work that has to be caught up and the less time available to become proficient in the new subject. Any changes, therefore, must occur within the first three weeks of the Autumn Term.

Where it is clear that a change of subject is required, students must again use their tutor as their first port of call. Discussions will take place with the teachers of both the subject to be given up and the new subject to be taken. Parents will be kept informed and brought into these discussions. If the proposed change is agreed, then a letter from parents confirming their assent to the change is required before a new timetable is issued.

Independent Study

Most students have three study periods a week in Year 12. This increases in Year 13 to approximately ten periods a week. Study periods must be undertaken in school, except during the Summer examination period when study leave is granted. Students study either in the library,

under staff supervision, or, with permission, in a designated area. With limited time for study during the school day, it is important that sufficient time is put aside outside of school for individual study. We would recommend that a minimum of four hours per week should be spent on each subject outside of class. There is no such thing as 'no homework' in the Sixth Form!

Entry into Year 13 will be dependant on satisfactory academic performance throughout Year 12 and at or above the level expected in the internal examinations at the end of the Summer Term.

Mr Philip Rowe
Deputy Head (Academic)





Art and Design

Board: WJEC (EDUQAS)

Specification Codes: AS Fine Art B 651QSL
A2 Fine Art A 651QSL

Accreditation numbers: AS 601/5347/7 and A2 601/5290/4

The Art Department

The A Level courses are designed around the needs and interests of the students. Personalisation, diversification and individualism are all given high priority and, subsequently, there is no 'house style'.

Students might find a particular art movement fascinating; if so, they will be encouraged to further their understanding via individual research and analysis. Such study will be the foundation for uniquely personal units of work. The majority of Art Departments train their students via the Fine Art route, and RBCS is no exception, because Fine Art is the best visual training a student can receive, and makes the crossover to design disciplines (at a college level) a thing of ease.

Anyone considering Art at RBCS should be of a positive and determined disposition, and be willing to embrace hard work with enthusiastic conviction. Such work will be grounded upon four Art Objectives:

Art Objective 1

Contextual Understanding

Students should develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.

Art Objective 2

Creative Making

Students should refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

Art Objective 3

Reflective Recording

Students should record ideas, observations and insights relevant to their intentions, in visual and/or other forms.

Art Objective 4

Personal Presentation

Students should present a personal, informed and meaningful response, demonstrating analytical and critical understanding, realising intentions, and (where appropriate) make connections between visual, written, oral or other elements.

A Level Course Content

A Level Art and Design is made up of two components:

Component 1: *Personal investigation*, which is made up of two integrated parts:

- A major in-depth critical, practical and theoretical investigative project/portfolio.
- An extended written element of 1000 words minimum, which must clearly relate to the practical work.

The Personal Investigation will be internally determined, teacher assessed and externally moderated.

Both practical and written elements will be assessed together.
No specified time limit.

Component 2: *Externally Set Assignment*, which is made up of two parts:

Part 1: Supporting studies/preparatory work over a recommended period of six weeks, based upon a student-selected externally set stimulus. Responses should take the form of critical, practical and theoretical preparatory work, which informs and relates to Part 2.

Part 2: 13-hour period of sustained focus work, in which the students bring their work to a conclusion under supervised conditions.

Teacher assessed and externally moderated.
Both parts will be assessed together.
Start and finish dates to be determined by the centre, taking into account the May deadline.

Mr Robert Wallis

Biology

Board: OCR

Specification Codes: A H420 - Linear Biology

B H022 - AS Biology AS OCR Syllabus B

Course Requirements

Prospective students should have studied Biology or Dual Award Science to GCSE or IGCSE.

Experience has shown that those who do not achieve a Grade A or above find the transition to the A Level course difficult. Therefore the minimum entry requirements for the course are an A at Separate Award Biology or an AA at Additional Science GCSE with an A in the Biology component.

Content

Biology at Advanced GCE aims to encourage students to:

- Develop essential knowledge and understanding of the concepts of Biology, and the skills needed for the use of these in new and challenging situations
- Develop an understanding of scientific methods
- Be aware of advances in technology, including information technology, relevant to Biology
- Recognise the value and responsible use of Biology in society
- And, very importantly, sustain and develop enjoyment and interest in Biology

Assessment

First Year of A Level Linear Course:

Module 1 - Development of practical skills in Biology

Module 2 - Foundations in Biology

Module 3 - Exchange and transport

Module 4 - Biodiversity, evolution and disease

Second Year of Linear Course:

Module 1 - Development of practical skills in Biology

Module 5 - Communication, Homeostasis and Energy

Module 6 - Genetics, evolution and ecosystems

The linear A Level course will be taught nationally, and will be assessed after only two years of

study. A 'standalone' AS course will be taught as an enrichment course over two years. Practical skills will be assessed separately from the written theory papers and will not be included in the student's grade. It will be a separate accreditation, granted at A Level only. This pattern of assessment is common to all exam boards.

There will be a much greater emphasis placed upon acquiring practical skills in Biology in the new A Level. This will not be purely laboratory-based, but will include a field course to Orierton in Pembrokeshire to study Ecology at the end of the first year of study. The cost of the course is added on to the school bill over two terms. This is a compulsory component of the A Level Linear course, and occurs in June of the first year of study.

Career Opportunities

Biology opens the door to careers in a wide range of fields, including: biochemistry, biomedical sciences, biotechnology, dentistry, conservation, field ecology, forensic science, genetics, medicine, neurophysiology, psychology, physiotherapy, scientific research, senior school teaching, sport science and veterinary science, to name a few.

Mr Andrew Colville



Business

Board: Edexcel

Specification Codes: AS 8BSO; A 9BSO

Course Requirements

No specific GCSE requirement.

Essentially, the course is about debating and decision-making in a business context. This could be an interesting course for you if you are interested in the following types of question: How did the founders of YouTube manage to create a business worth over £800m in less than two years? Should Burberry have moved production to China? Why is Toyota one of the few car companies to make any profit? What should be the key markets overseas for UK businesses? Should Amazon pay more tax in the UK? Are zero hours contracts acceptable?

Content

Business A Level is structured into four themes and consists of three examination papers, including one paper based on pre-release material.

The examinations use a range of questioning including case study and data response, as well as open-ended questions.

Theme One: *Marketing and People*

- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders

Theme Two: *Managing Business Activities*

- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

Theme Three: *Business Decisions and Strategy*

- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change

Theme Four: *Global Business*

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies

Career Opportunities

The Business A Level provides a good grounding in many subject areas and provides a breadth that enables students to go on to a range of degree courses, including marketing, public relations, sociology and business.

Mrs Kerry Bayliss



Chemistry

Board: Edexcel

Specification Code: A 9CH0

Course Requirements

An A grade or above in GCSE Chemistry or the Chemistry component of Dual Award Science or Additional Science is required. A good pass (A or above is desirable) in GCSE Mathematics is also required. The ability to learn and recall information, as well as the ability to present ideas clearly concisely and logically is very important. The application of principles and concepts to unfamiliar situations is a feature of the course and so the ability to think creatively and intuitively is essential.

Content

The A Level Chemistry course aims to:

- Stimulate and sustain students' interest in and enjoyment of Chemistry
- Foster imaginative and critical thinking
- Promote the acquisition of chemical knowledge
- Develop skills in laboratory procedures and techniques

The course will include a study of the following topics:

- Atomic structure and the Periodic Table
- Bonding and Structure
- Redox
- Inorganic Chemistry and the Periodic Table
- Formulae, Equations and Amounts of Substance
- Organic Chemistry
- Modern Analytical Techniques
- Energetics
- Kinetics
- Equilibrium
- Acid-base Equilibria
- Transition Metals

The course will be examined by three examinations at the end of Year 13:

Paper 1: Advanced Inorganic and Physical Chemistry (30%)

Paper 2: Advanced Organic and Physical Chemistry (30%)

Paper 3: General and Practical Principles in Chemistry (40%)

Practical work will be assessed through a number of experiments leading to the awarding of a "Certificate of Practical Competence".

Career Opportunities

Traditionally, Chemistry has been seen as a vital entry qualification for university courses in the fields of engineering, life sciences, medicine, dentistry, veterinary science, etc. Nowadays, an A Level in Chemistry is in demand in many areas where a trained numerate mind is required, e.g. business and law. Indeed, most universities now accept Chemistry as a general A Level entry qualification for a wide range of degree courses, including subjects such as English and Psychology.

Mrs Jackie Turton

Computer Science

Board: OCR

Specification Codes: AS H046; A H446

Course Requirements

The course would suit students with a strong mathematical background and a scientific and logical way of thinking. Relevant experience or a genuine interest in or aptitude for the subject will also be considered for students who have not studied the subject at GCSE level. There are 10 types of people in the world who would enjoy computing at A Level: those who understand binary, and those who do not! At the end of the course, you will understand the following joke: Why do programmers always mix up Halloween and Christmas? A: Because Oct 31 = = Dec 25.

Content

This modern qualification gives students a general grounding in computing, including an understanding of computer systems, the principles of programming and problem solving. Through computing, students can develop:

- The capacity to think creatively, innovatively, analytically, logically and critically
- An understanding of the organisation of computer systems
- The ability to apply skills, knowledge and understanding of computing, including programming, in a range of contexts to solve problems
- The capacity to see relationships between different aspects of the subject
- An understanding of the consequences of using computers, an awareness of emerging technologies and an appreciation of their potential impact on society.

Computer Systems (Component 01)

This component will introduce students to the internal workings of the Central Processing Unit (CPU) and the exchange of data, and also looks at software development, data types and legal and ethical issues. It is expected that students will draw on this underpinning content when studying computational thinking, developing programming techniques and devising their own programming approach in the Programming project component. Example topics are CISC v RISC; Von

Neumann, Harvard and contemporary processor architecture; Characteristics of networks and the importance of protocols and standards; and Web Technologies (a) HTML, CSS and JavaScript (b) Search engine indexing (c) PageRank algorithm and (d) Server and client side processing.

Algorithms and Programming (Component 02)

This component will incorporate and build on the knowledge and understanding gained in the Computer Systems component (01). In addition, students will understand what is meant by computational thinking, understand the benefits of applying computational thinking to solving a wide variety of problems, understand the principles of solving problems by computational methods, be able to use algorithms to describe problems and be able to analyse a problem by identifying its component parts.

Programming Project (Component 03)

Students will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Students are expected to apply appropriate principles from an agile development approach to the project development.

Assessment

A LEVEL MODULES	% A Level
1 (H446/01) Computer systems	40
2 (H446/02) Algorithms and programming	40
3 (H446/03) Programming project	20

Career Opportunities

In today's workplace, those with knowledge and skills in computing have the opportunity to pursue new and exciting careers and be instrumental in the conception of computer systems that increasingly shape work and social/leisure activities.

Mr Scott Yates

Design and Technology (Product Design)

Board: AQA

Specification Codes: 7552

Product Design explained

All lessons at A Level are carried out in our new state-of-the-art Design Technology Centre fitted with a metalwork shop, woodwork shop, polymer shop (including a fleet of 3D printers, CNC machinery and a laser cutter) and our 21st Century library and research facility.

Throughout the course, emphasis will be placed upon understanding and applying iterative design processes (cyclic process of prototyping, testing, analysing and refining a product or process). Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. This will lead to degree courses in Civil or Mechanical Engineering, Product Design and Architecture, and might be supported by Mathematics and Physics (for Engineering or Architecture) or subjects such as Psychology, Philosophy and Ethics, Economics or Business Studies leading to the myriad design degree options. Recent university destinations have been Loughborough, Glasgow, London, Copenhagen, Bath and Bristol.

Specification Outline

The A Level is evaluated in three parts, all evaluated at the end of the course. There are two written examinations and one extended and in-depth design and manufacture task of the student's own choosing. The direction of this

would be selected in response to and in support of the student's choice of future university study.

Examination 1

Core technical principles and core designing and making principles. This is a mixture of short answer, multiple choice and extended response questions.

- Written exam: 2 hours
- 100 marks
- 25% of A Level

Examination 2

Specialist knowledge, technical and designing and making principles.

- Written exam: 2 hours
- 100 marks
- 25% of A Level

Non-exam assessment (NEA)

Practical application of technical principles, designing and making principles and specialist knowledge. Written or digital design portfolio and photographic evidence of final prototype.

- Substantial design and make task
- 45 hours
- 100 marks
- 50% of A Level

Foreign Studies

Annual foreign trips afford students the chance to study differing key moments of 20th Century design history at first hand, and raises both aesthetic and functional understanding. Recent trips have been to Milan, Copenhagen, Sweden, Vienna, Budapest and Glasgow.

Mr Harvey McGough



Drama and Theatre

Board: WJEC (EDUQAS)

Specification Codes: A690QS

A Level Drama and Theatre has been designed to be a practical, engaging and creative specification for learners to study. It will provide them with opportunities to question and debate Drama and the work of others, to explore a range of Drama as a practical art form, and to work independently to create their own Drama performances making informed artistic choices.

The main purpose of this qualification is to allow learners to study Drama and Theatre in an academic setting, analysing this art form and applying their knowledge and understanding to the process of creating and developing Drama and Theatre and to their own performance work.

A Level Drama and Theatre will encourage learners to develop and apply an informed, analytical framework for making, performing, interpreting and understanding Drama and Theatre.

Candidates will also understand the place of relevant theoretical research in informing the

processes and practices involved in creating Theatre and the place of practical exploration in informing theoretical knowledge of Drama and Theatre.

Course Overview

- Create and perform one original piece, based on a published extract and informed by knowledge of theatre practice. *20% internally assessed.*
- Respond to a stimulus text to create two pieces of live theatre. *40% externally assessed.*
- Study two play texts and one text extract, showing awareness of performance context and conventions across time. *40% written.*

Mrs Natasha Coccia-Clark



Economics

Board: Edexcel

Specification Codes: AS 8ECO; A 9ECO

Course Requirements

Maths at GCSE A grade is required for the numerical content of the course.

AS and A2 Level Economics aim to give an insight into key issues in the news affecting everyday life. Our goal is to allow you to understand the forces driving things like the price of oil, exchange rates and the level of unemployment in an economy.

Economics is a social science, making extensive use of statistical and graphical data, hence the mathematics requirement, but interest in current affairs is also desirable. The subject will test skills in writing, data handling, problem solving and analysis.

Content

The Economics A Level is structured into four themes and consists of three examinations papers.

The examinations use a range of questioning including multiple choice, calculations, data response and essays.

Theme 1: *Introduction to markets and market failure*

Nature of economics and types of economies, how markets work - supply and demand, the role of profit incentives and price determination, oil market, stock market, housing market and foreign exchange. The role of government in tackling monopoly, pollution, inequality.

Theme 2: *The UK economy - performance and policies*

Economic growth, inflation, balance of payments, unemployment, consumption, investment and trade. Exchange rates, interest rates, taxes, government spending and debt. Keynesian versus classical economic ideas. Great Depression and 2008 financial crisis.

Theme 3: *Business behaviour and the labour market*

Mergers and acquisitions, business objectives and wage determination. Pricing and non-pricing strategies in monopoly or competition. Business costs, revenue, profit and achieving efficiency.

Theme 4: *A global perspective*

Globalisation, trade and protectionism. International competition, poverty and inequality, emerging and developing economies. Government policy and the role of the financial sector and central banks.

Career Opportunities

Directly beneficial for any social science course in higher education e.g. Economics, Business Studies, Politics, as well as Accounting and Finance degrees. Combines well with all other subjects. A useful subject for a career in commerce and actuarial work, accountancy, surveying, finance, civil service and banking.

Mrs Kerry Bayliss

English Literature

Board: Edexcel

Specification Code: 9ETO

Course Requirements

GCSE English and English Literature are required at B grade or above and a love of reading is essential, as is a high degree of intellectual curiosity. The specification places emphasis on testing a student's power of analysis, and thus original thought and critical acuity need to be in evidence in every component of the course.

Content

The A Level course aims to develop a profound understanding, appreciation and enjoyment of literature and language. Students study eight core texts by a number of authors, from Shakespeare to Blake through to Keats and Ishiguro. It is a course requirement that at least three of the core texts studied are from before 1900, so prospective students must feel comfortable with literature from before the Twentieth Century. Extended teaching time in Year 12 allows us to go beyond the bounds of the syllabus, where appropriate, and to encourage wider reading, in preparation for the coursework unit studied in Year 13.

Assessment

Year 12 Programme of Study

- Component 1: 21st Century Poetry and 20th Century Drama (25%)
- Component 2: Prose (20%)
- Component 3: Romantic Poetry (15%)

Year 13 Programme of Study

- Component 1: Shakespeare (15%)
- Component 2: Coursework (20%)
- Component 3: Unseen poetry (5%)

Students are taught by three teachers in Year 12 and two in Year 13. The critical essay is the main mode of response, so students should have a love of argument and language. Where possible, visits to the theatre, poetry readings, literary events or appropriate revision conferences are

organised, in order to complement the work that is done in class.

Career Opportunities

- Higher Education at University in English and Arts/Humanities subjects
- Writing - novelist, poet, playwright
- Law
- Advertising
- Journalism
- Politics and Local Government
- Television and Radio
- Film and Theatre
- Acting and Directing
- Teaching - at any level
- All sorts of Management, where literacy and literary skills need to be demonstrated
- Sales and Marketing
- Public Relations
- The Military/British Security Services

The possibilities, in fact, are just about as wide as one can imagine. Many students are surprised to find out that careers that may not automatically be associated with this subject (working as an airline pilot, for instance) favour, or require, applicants with qualifications in English.

Mr Malcolm Stewart

Geography

Board: Cambridge International Examinations
Specification Codes: 9696

Course Requirements

GCSE B grade or above in Geography iGCSE or equivalent GCSE. Strong grades in Maths and English are also required, as written expression and the effective use of geographical data are integral parts of the course.

The aim of the department is to provide a range of teaching and learning experiences through which the student will develop:-

- an ability to work independently with confidence and monitor their own academic progress
- an awareness of the relevance of Geography to understanding and solving contemporary environmental problems
- an appreciation of the nature, value, limitations and importance of different approaches to analysis and explanation in Geography
- a logical approach in order to present a structured, coherent and evidence-based argument
- an awareness of the importance of decision-making processes that affect physical and human environments
- knowledge of, and ability to use and apply, appropriate skills and techniques including fieldwork

Course Content

Core Physical Geography

Hydrology and fluvial geomorphology

Atmosphere and weather

Rocks and weathering

Core Human Geography

Population

Migration

Settlement dynamics

Advanced Physical Geography

Coastal environments

Hazardous environments

Advanced Human Geography

Global interdependence

Economic transition



Assessment Component

The course is assessed through four externally assessed examinations completed at the end of Year 13. Each examination is 1 hour and 30 minutes in length, with marks awarded for knowledge, understanding and application, geographical skills and evaluation.

Career Opportunities

Geography is an A Level subject valued by both higher education and the wider world. It combines well with subjects from both the sciences and the arts. Physical geographers at degree level will often have studied a science subject in the Sixth Form, while human geographers might have experience in Politics, Economics or History. Geographers are sought-after graduates as their dynamic and flexible approach is highly prized by prospective employers.

Mr Mike Baker

Geology

Board: WJEC

Specification Codes: AS 221101; A 321101

Course Requirements

Geology AS and A Level are taught assuming that students have no previous knowledge of the subject. It is, therefore, not necessary to have studied Geology at GCSE. Students with a GCSE Geology Grade must have a B grade or above. Those students who have not studied Geology must have a B grade or above in GCSE Science.

Assessment

Geology is a modular system in 2016-18 and so will be examined at the end of Year 12 on GL1, GL2 and GL3 and these results will make up 50% of the A Level. Students will also be able to resit these exams in the summer of Year 13. There is no coursework for AS Geology.

Course Content

AS LEVEL

UNIT	Module Content	Assessment
GL1: Foundation Geology	Structure of the earth, geological time and the Earth's energy sources and resultant processes	1 hour Written Examination
GL2: Investigation Geology	Fieldwork, laboratory and map-work skills	1 hour 30 mins Internal Practical
GL3: Geology and the Human Environment	Natural hazards, human hazards and engineering geology	1 hour 15 mins Written Examination

A five-day field trip, at the start of the Easter holiday, is held on the Isle of Arran, Scotland

A2 LEVEL

UNIT	Module Content	Assessment
GL4: Interpreting the Geological Record	Rock forming processes, deformation, fossils and geological map interpretation	2 hours Written Examination
GL5: Geological Themes	Quaternary Geology and Natural Resources	2 hours 30 mins Written Examination
GL6: Geological Investigations	Coursework assessment from both field and laboratory work	Internal Assessment

A five-day field trip, at the start of the Christmas holiday, is held on Tenerife

Career Opportunities

The scientific education provided by Geology, with its emphasis on observation, data recording and interpretation, spatial awareness and the production of fieldwork reports is an excellent foundation for any career. The subject is of direct relevance to those interested in careers in civil engineering, hydrogeology, hazard management, environmental geology, oil and gas exploration, precious stones and metals, mining, geophysics

and geochemistry. A large number of Blue Coat pupils go on to study Geology at university. Recent years have seen a steady growth in environmental awareness, with increasing numbers of geologists employed in areas of environmental planning, hydrology and pollution control.

Mrs Rebecca Crossland

Government and Politics

Board: AQA

Specification Codes: 7152

Course Requirements

It is important to have a B grade or above in a related essay-writing subject at GCSE, such as English, Geography or History. The course is designed to help those with an interest in knowing more about politics in both the UK and the USA, to understand the nature of how these two countries are governed today. The course also includes a new paper on political ideologies. You do not need to know all about contemporary politics before starting the course, but it is essential that you have both a desire to learn more, and a keen and enquiring mind.

Content

There are three broad areas of study for A Level Government and Politics:

- the government and politics of the UK
- the government and politics of the USA
- political ideas

The course therefore provides an excellent grounding in UK and US political institutions and processes, as well as giving students a solid understanding of four key political ideologies.

Unit 1: Government and Politics of the UK

British Constitution, Parliament, Prime Minister, Judiciary, Devolution

Democracy and Participation, Elections and Referendums, Political Parties, Pressure Groups and The European Union

We will look at key questions such as: How democratic is the UK? Is the Westminster electoral system fair? Does the UK need a written constitution? Do UK judges now have too much power? How does the EU actually work and is Brexit in our best interests?

Unit 2: Government and Politics of the USA and Comparative Politics

The US Constitution, Congress, Presidency, Supreme Court, US Elections, US Political Parties, Pressure Groups and Civil Rights. Students will also be expected to make comparative points to analyse the differences and similarities between politics in the UK and the USA.

We will look here at key questions such as: How powerful is the NRA? Why are US elections so expensive? Why has US politics become so polarised? Is the US Constitution still effective? Why is the US President's power actually quite limited?

Unit 3: Political Ideas

This course covers the **three** core ideologies of Liberalism, Conservatism and Socialism, plus the study of **one** ideology from the following: Nationalism, Feminism, Multiculturalism, Anarchism and Ecologism.

This paper will require students to discuss the nature of these ideologies and to study the key thinkers who have influenced them.

Assessment

Each of the three units is assessed through a two-hour examination at the end of Year 13.

Teaching Resources

You will be given textbooks and copied materials. The library is well stocked with books, journals and newspapers. It is advisable that students should read the relevant parts of at least one "broadsheet" newspaper and generally follow current political events in the media (e.g. news programmes, Question Time and PMQs). We normally have an annual visit to Westminster Central Hall to listen to talks by prominent politicians outlining their policies and ideas and, on occasion, we host outside speakers from university politics departments and the world of politics itself.

Career Opportunities

There is a wide range of possible career opportunities leading from a study of Government and Politics, including law, journalism, local and central government, charity and human rights work, marketing, television and radio, military and diplomatic services and business, managerial and accountancy positions. Transferable skills, such as nuanced analysis, careful evaluation and clear and concise communication are invaluable to many professions.

Mr Luke Johnson

History

Board: AQA

Specification Codes: 7042 AC; 7042 BH

Course Requirements

A B grade or above is required in History and, preferably, English GCSE as a foundation for the skills required by the course, although rare exceptions to this may be accepted at the discretion of the Head of Department. We are not dependant on the content of the GCSE course, so History may, in rare cases, be taken up by students who have not studied at this level, provided they feel competent in the basic skills of Arts subjects, such as writing, using language competently and thinking critically and independently.

We are looking for students who wish to read, to research independently, who enjoy writing, questioning, discussing and arguing in small groups in class and who can react intelligently to a wide variety of data.

We aim to provide students with training in critical thinking, in forming arguments and selecting evidence to support them. We will help individuals to develop clear, concise and accurate powers of expression, orally and on paper. This will be done via essays, source work, debate and research.

The course offers students the opportunity to study some of the most exciting and influential events, personalities, movements and institutions in History.

Assessment

1C: The Tudors: England, 1485-1603

Part 1: *Consolidation of the Tudor Dynasty: England, 1485-1547*

- Monarchy restored and enhanced, 1485-1529
- Revolution in Church and State, 1529-1547

Part 2: *Turmoil and Triumph, England, 1547-1603*

- Religious and political instability and consolidation, 1547-1570
- Gloriana and decline, 1571-1603

2H: France in Revolution, 1774-1815

Part 1: *The End of Absolutism and the French Revolution, 1774-1795*

- The Origins of the French Revolution, 1774-1789
- The Experiment in Constitutional Monarchy, 1789-1792
- The Emergence and the spread of Terror, 1792-1795

Part 2: *The Rise of Napoleon and his Impact on France and Europe, 1795-1815*

- The Directory and Napoleon's Rise to Power, 1795-1815
- The Impact of Napoleon's rule on France, 1799-1815
- The Impact of Napoleon's rule on Europe, 1799-1815

Parts 1 of 1C and 2H can be taken at the end of Year 12 to gain as an AS qualification.

The whole of 1C and 2H will be examined at the end of Year 13 to gain a full A Level. In addition to the two papers, for the full A Level, students will be required to complete a third element in Year 12: a 3000-3500-word historical investigation.

Career Opportunities

History is a wonderful choice for anyone who enjoys reading and wants to become more proficient in arguing on paper and analysing data. It provides genuine academic discipline. As regards the future, the skills learnt through History are at a premium in universities and are highly prized in the commercial, industrial and professional worlds.

Career paths followed by those with a qualification in History include: law; government and politics; accountancy; journalism; television and radio; advertising; sales and marketing; PR; archaeology; archive, museum or library work; antiques and auctioneering; teaching; the Armed Forces; the Police... the list is endless.

Miss Tanya van der Werff

Information Technology

Board: Cambridge International Examinations
Specification Codes: 9626

Course Requirements

IT at A Level is taught assuming that students have no formal recent teaching in the subject. It is, therefore, not necessary to have studied IT at GCSE. Students with a GCSE in IT must have a B grade or above. Relevant experience or a genuine interest in and aptitude for the subject will be considered.

Content

The world is increasingly dominated by the use of Information Technology. Many aspects of our daily lives rely on IT on a practical level. This course will introduce you to the fundamentals of IT, providing a foundation from which to extend your knowledge of this growing area. Through the course you will develop your understanding of the principles of problem solving using IT. You will learn about the range of IT applications and the effects of their use. The course aims for you to be able to apply this knowledge and understanding when developing ICT solutions to problems

From PC to phone ... and beyond, IT engages the logical and creative parts of your personality. At a technical level, you'll need to know how information actually gets from wherever it is stored (like a company server) to where it is needed (like a sales person's mobile phone). But there's a creative side, too, which, in this case, is: how will that information be presented on a tiny phone screen?

A qualification in IT combines well with many subjects, including those that would benefit from an ability to obtain, manipulate, present and communicate information. It also goes well with subjects that contain analytical, scientific and technological aspects.

Assessment

A Level Modules	% of A Level
1 - Paper 1 Theory 1 hour 45 minutes	25
2 - Paper 2 Practical 2 hours 30 minutes	25
3 - Paper 3 Advanced Theory 1 hour 45 minutes	25
4 - Paper 4 Advanced Practical 2 hours 30 minutes	25

Career Opportunities

IT is one of those great subjects that lets you maximise your own strengths. If you turn out to have a really technical interest in IT, you could work for a bank or corporation helping to design systems that transfer information from a database to a terminal. But if you are more interested in the user interface, you could work in advertising or for a handset manufacturer. Information is everywhere, so IT is a sound career move as those capable of designing, introducing or developing new applications within their chosen profession are increasingly valued and sought.

Mr Scott Yates

Mathematics

Board: Edexcel

Specification Codes: AS 8371; A 9371

Course Requirements

Experience has shown that students who have achieved less than an A grade at GCSE or IGCSE find the A Level conceptually very challenging. Even then, students have very different needs in their mathematical education and the department aims to provide a variety of different courses to satisfy these individual needs.

The new A Level in Mathematics consists of three sections: Pure Mathematics, Mechanics and Statistics, with the Pure content being roughly twice as much as the Mechanics and Statistics combined. Students no longer have the choice of different modules and all students will study the three sections.

Pure Maths extends familiar areas such as algebra and trigonometry and introduces areas such as calculus, exponentials and logarithms.

Mechanics looks at displacement, velocity and acceleration, as well as moments and the effect forces have on an object (Newton's 2nd Law).

Statistics looks at sampling, analysing and presenting data, as well as probability and statistical distributions.

Students will need a graphical calculator, which is bought through the department at a cost of approximately £60.

Career Opportunities

An AS in Mathematics is very valuable as a support subject to many courses at degree level. A2 Level Mathematics is one of the most highly regarded qualifications for entry to a variety of degree courses, vocational courses and areas of employment. Career opportunities include Economics, Medicine, Architecture, Engineering, Accountancy, Teaching and Psychology.

Mr Richard Shuttleworth



Further Mathematics

Board: tbc

Specification Codes: tbc

Course Requirements

Students with a real interest in and aptitude for Mathematics who may wish to proceed to degrees in Mathematics, Physics, Engineering, Computing or Economics should consider this course, which provides a sound preparation for degree study. Although not compulsory, it increasingly supports applications to highly regarded universities. Pure Maths and applications are studied to a greater depth leading to two A Levels or one A Level and one AS. Units may vary dependent on students' needs and abilities.

The new A Level in Further Maths is split into four equally weighted sections. The first two are compulsory and consider Pure Mathematics topics not on the single A Level course. The

remaining two can be selected from more Pure topics, Statistics, Mechanics and Decision Maths, or a combination of any two. The choice is dependent on each student's requirements for university.

To take this course, you must also take Mathematics. At least an A at GCSE or IGCSE is required and students should discuss this choice with the Head of Department.

Career Opportunities

A strong background in Mathematics opens doors to many courses at top Universities, in turn leading to a wide range of careers.

Mr Richard Shuttleworth



Modern Languages: French, German and Spanish

Board and specification codes:

French: AQA AS 7651; A Level 7652

German: AQA AS 7661; A Level 7662

Spanish: AQA AS 7691; A Level 7692

Course Requirements

Candidates should preferably have obtained a grade A* or A at GCSE and naturally have a sympathetic attitude towards the country and culture of the foreign language. Independent learning and self-motivation will be essential.

Content

A Level

- a) An introduction course to 'bridge the gap' between GCSE and A Level.
- b) Emphasis on structural grammar to enable students to communicate effectively in the language.
- c) Opportunities to speak freely and develop oral confidence, including role plays, debates and presentations.
- d) The study of a wide range of cultural, political and social topics.
- e) A book and a film or two books will be studied during the course.
- f) Weekly small group sessions with the language assistants to help develop oral fluency.
- g) Lessons conducted in the target language, boosting oral and comprehension skills.
- h) Individual research project, which will form basis of oral exam.
- i) Examination will consist of three parts: oral exam, written paper and reading and listening comprehension paper.

AS Level

This is similar to the A Level, but has fewer topics. There is no research project at AS, but there are

three papers, as at A Level, based on the AS topics only.

Teaching and Resources

Materials to be used in both courses will include those from authentic media sources as well as text books. Additional use will be made of audio-visual equipment, including ICT, authentic radio and TV broadcasts and video. Each language has its own club which meets regularly and offers a further insight into the country and its culture. Events may include films, theatre trips or talks related to the country and its culture. Students are expected to spend some time in the country of the language they are studying. French students are offered a topic-based study tour, combined with a work experience placement. German students have the opportunity of participating in a work experience exchange with a school in Düsseldorf. Spanish students are offered a week in Spain, staying with Spanish host families. They have language lessons at a Spanish language school in the mornings and a programme of cultural visits in the afternoons.

Career Opportunities

A language at A or AS will equip any student with the ability to communicate in a business environment and develop a level of oral fluency that will give them the confidence to deal with natives of that country in their language. The department has also had many students who have continued their study of a language at university either on a more traditional literature-based course or as a combination with a more vocational subject or with sciences.

Mrs Sally Head

Music

Board: Edexcel

Specification Codes: A 9MU0

Course Requirements

Candidates should have obtained an A grade pass in GCSE. In addition, candidates should be of a practical standard of Grade VI with one of the examination boards, e.g. The Associated Board of the Royal Schools of Music. A Level students are expected to take part in the choir and one or more of the ensembles. All students are required to have lessons on their first instrument for the duration of the course and will be expected to practise for 30 minutes per day for six days of the week.

This A Level is 100% externally assessed and consists of one written paper and two non-examined assessment components.

Component 1. Performing - 30%

Assessment overview

- A public performance of one or more pieces, performed as a recital.
- The total performance time across all pieces must be a minimum of eight minutes.

Component 2. Composing - 30%

Assessment overview

- Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief.
- One composition must be from either a list of briefs related to the areas of study, or a free composition, carrying 40 marks for this component. This composition must be at least four minutes in duration.
- One composition must be from a list of briefs assessing compositional techniques, carrying 20 marks for this component. This composition must be at least one minute in duration, **unless the brief specifies a longer minimum duration.**
- Total time across both submissions must be a minimum of six minutes.

Component 3. Appraising - 40%

Content overview

Candidates will have to study six areas of music, each with three set works. These areas are:

Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions and New Directions.



Assessment overview

Section A: Areas of study and dictation (50 marks)

- Three questions related to the set works (audio and skeleton score provided).
- One short melody/rhythm completion exercise.

Section B: Extended response

- Two essay questions - Essay One (20 marks) and Essay Two (30 marks).
- Essay One asks students to draw links from their study of the set works to the music heard as an unfamiliar extract.
- Essay Two gives a choice of three questions that ask students to evaluate the musical elements, context and language of one set work. Each option will be from a different area of study.

Career Opportunities

Performing, teaching, librarianship, research/editing, publishing, BBC, commercial recording studios, television etc.

Mr Jonathan Bowler

Physical Education

Board: AQA

Specification Codes: A 7582

The A Level course is designed to encourage students to take a broad view of Sport and Physical Education through theoretical and practical work. The capacity for critical thinking is developed whilst appreciating the relationship between different aspects of the subject. The new specification helps students to develop their analytical skills through the evaluation of their own and others' performance, in addition to suggesting plans for further improvement.

Course Requirements

It is desirable but not essential for students to have studied GCSE Physical Education and to have achieved a B grade. The equivalent grade in Science is also very useful.

Students are required to have a keen interest and good practical ability in a wide range of sporting activities and knowledge of their development and current trends.

Structure

Students will cover physiological and psychological aspects of sport as well as sport and society. One double period per week will be allocated to practical work.

Theory assessment

There will be two two-hour papers to complete

at the end of the course which will be a mixture of multiple choice, short answer questions and extended writing. This accounts for 70% of the A Level.

Paper One will be on 'Factors affecting participation in physical activity and sport'. This will include applied anatomy and physiology, skill acquisition and sport in society.

Paper Two will be on 'Factors affecting optimal performances in sport'. This will include exercise physiology, sport psychology, and sport and society and the role of technology in physical activity and sport.

Practical assessment

Each student is assessed as a performer or coach in the full-sided version of one activity plus written/verbal analysis of performance. This accounts for 30% of the A Level.

Career Opportunities

An A Level in the subject can lead on to a number of courses at University, including Sports Science, Psychology and Sport and Business Management. The continued expansion and diversification of the Sport/Leisure industry is providing ever-increasing opportunities.

Mr Simon Cook



Physics

Board: AQA

Specification Codes: 7408

Course Requirements

This is a challenging course, which requires a solid grounding (minimum A) in both Mathematics and Physics (or Physics section of dual award) at GCSE. The course is essentially mathematical, and Physics is not a suitable choice for those who find Mathematics hard going. Despite this, the level of Mathematics that is essential demands little more than GCSE and there is additional help offered by the department for those physicists not also studying AS or A Level Mathematics.

Course Style

At its heart, Physics is about finding things out – about what lies behind everyday phenomena such as rainbows and red sunsets, as well as the more revolutionary concepts of quantum theory, sub-atomic particles and cosmology. Physics also forms the basis for much of present and future technology. Few would claim that Physics is an easy subject. It usually requires a great deal of effort to master but, as a result, Physics qualifications are regarded very highly by universities and employers.

Course Content

Probable content of Year 12 material:

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity

Probable content of Year 13 material:

6. Further mechanics and thermal physics
7. Fields
8. Nuclear physics
9. Optional topic (one of astrophysics, medical physics, turning points in physics or electronics)

Careers

Physics A Level is a valuable foundation for a remarkably wide range of careers ranging from many branches of science, including computing and electronics, to more applied disciplines such as engineering and medicine as well as being a powerful option for those entering the business world in management, accountancy or even law.

Employers today respect and seek out people who have learnt to think logically, who know how to handle numbers and theories, who are creative and love a challenge - exactly the qualities that you will develop through a study of Physics.

Mr David Salmon



Psychology

Board: AQA

Specification Codes: AS 7181; A 7182

Course Requirements

Psychology AS and A Level are taught with the assumption that students have no prior knowledge of the subject. Psychology is the science of behaviour and experience; it is a cross between the human and natural sciences. Psychologists use the same research methods as other scientists to study the brain. What is different in Psychology is that the science helps a psychologist understand how our physiology links to our behaviour. Psychology is a demanding academic discipline, therefore a good working knowledge of Maths is expected and at least a B grade in GCSE Biology (whether as a GCSE in its own right or as a component of the Dual Award accreditation) and B grade in GCSE English is a requirement. Strong written communication is essential as the Psychology student needs to discuss various scientific issues/debates, research methodology and major approaches in Psychology in a clear and concise manner.

Course Content

AS Level

AS Psychology is an enrichment course offering a qualification. It does not contribute to the A Level grade and it is taught over two years.

Paper 1: *Topics in Psychology* (1 hour 30 minute exam; 72 marks; 50% of AS)

- Social influence
- Memory
- Attachment

Paper 2: *Psychology in Context* (1 hour 30 minute exam, 72 marks, 50% of AS)

- Approaches in Psychology
- Psychopathology
- Research Methods

A Level

The A Level course is a two-year qualification.

Paper 1: *Topics in Psychology* (2-hour written exam, 96 marks, 33.3% of A2)

- Social Influence
- Memory
- Attachment
- Psychopathology

Paper 2: *Psychology in Context* (2-hour written exam, 96 marks, 33.3% of A2)

- Approaches in Psychology
- Biopsychology
- Research Methods

Paper 3: *Issues and Options in Psychology* (2-hour written exam, 96 marks, 33.3% of A2)

- Issues and Debates in Psychology
- **One from:** Relationships, Gender or Cognition and Development
- **One from:** Schizophrenia, Eating Behaviours or Stress
- **One from:** Aggression, Forensic Psychology or Addiction

Career Opportunities

There is a variety of careers in Psychology, including: medicine and psychiatry, counselling and social work, forensics and criminology, business and marketing, educational psychology, teaching, neuroscience and clinical psychology.

Mrs Michelle Clews

Religious Studies: Philosophy & Ethics

Board: Edexcel

Specification Codes: AS 8RS0; A2 9RS0

Course requirements

There is no requirement for having studied a particular combination of subjects at GCSE, although a pass in English Literature at B grade or above is desirable. The course is designed to be accessible to candidates of any religious background or none. The main requirement is a genuine desire to think and analyse complex philosophical, ethical and religious concepts.

Course Content (areas marked * indicate A2 content)

The course is divided into three equal parts, each worth 33.33% of the total AS or A2 mark.

Each part is examined with a paper of one hour (AS) or two hours (A2).

1. Philosophy of Religion

- Philosophical issues and questions: Arguments for God's existence (*a posteriori*: design, cosmological; *a priori*: ontological)
- The nature and influence of religious experience: Context, definition of God, types (e.g. conversion, mysticism, numinous), physiological and psychological explanations, as an argument for the existence of God
- Problems of evil and suffering: theodicies including process theodicy
- * Philosophical language: analogy and symbol, verification and falsification, language games
- * Works of scholars: postmodern interpretations of religion, atheism, criticisms of religion (Freud and Marx)
- * Influences of developments in religious belief: life after death (immortality of soul, reincarnation, rebirth, replica theory, resurrection), mind-body dualism, religion and science (including creation themes and scientific cosmologies)

2: Religion and Ethics

- Significant concepts in issues or debates in religion and ethics: environmental issues, equality
- A study of three ethical theories: utilitarianism, situation ethics, natural moral law

- Application of ethical theories to issues of importance: war and peace, sexual ethics
- * Ethical language: meta-ethics, relationship between religion and morality
- * Deontology, Virtue Ethics and the works of scholars: Kantian deontology, Aristotelian Virtue Ethics
- * Medical ethics: beginning and end of life issues: status of embryo, assisted dying

3: Study of Religion: Buddhism

- Religious beliefs, values and teachings: Noble Truths, three refuges, sangha
- Sources of wisdom and authority: life of Buddha, Tipitaka
- Practices that shape and express religious identity: Theravada Buddhism, meditation
- * Social and historical developments: developments in China and Japan, rise of Triratna Buddhism
- * Works of scholars: bodhisattava, Mahayana Buddhism
- * Religion and Society: ahimsa (non-violence), inter-faith dialogue
- * Primary texts: Questions of King Milinda

Career Opportunities

The course would benefit all students due to the critical thinking and evaluative skills that are integral to the subject. It would be of particular help to students wishing to study for an Arts-based degree including Theology, Philosophy, Psychology, English etc. It is equally desirable for those wishing to enter professions such as medicine, law, education and the media.

Mr Benjamin Clark



GCE A2 & AS Results

GCE A LEVEL RESULTS - SUMMER 2016

SUBJECT	BOARD	RESULTS 2016									2015		2014		2013		2012		2011	
		A*	A	B	C	D	E	U	Entry	% Pass (A-E)										
Art	WJEC	1	4	1	0	0	0	0	6	100	6	100	6	100	7	100	11	100	3	100
Biology	OCR	7	8	11	1	0	2	0	29	100	32	100	36	97	22	100	25	100	29	97
Chemistry	Edexcel	2	11	8	2	2	0	0	25	100	25	100	24	100	28	100	21	100	22	100
Classical Civilisation	AQA	-	-	-	-	-	-	-	-	-	3	100	0	-	4	100	4	100	2	100
Design Technology	AQA	1	1	1	2	0	0	0	5	100	5	100	3	100	0	-	8	100	3	100
Economics	Edexcel	2	7	14	4	0	0	0	27	100	24	100	19	100	17	100	25	100	18	94
English Literature	WJEC	4	4	8	4	0	0	0	20	100	25	100	36	100	28	100	27	100	14	100
French	AQA	0	3	5	0	0	0	0	8	100	6	100	9	100	4	100	15	100	4	100
Geography	AQA	1	8	10	1	2	0	0	22	100	31	100	21	100	19	100	20	100	8	100
Geology	WJEC	2	11	2	2	0	0	0	17	100	14	100	12	100	9	100	12	100	7	100
German	AQA	0	1	6	0	0	0	0	7	100	4	100	8	100	2	100	4	100	10	100
Government & Politics	Edexcel	0	2	2	0	0	0	0	4	100	5	100	6	100	1	100	1	100	4	100
History	Edexcel	0	4	6	6	1	0	0	17	100	20	100	18	100	27	100	17	100	12	100
History of Art	AQA	-	-	-	-	-	-	-	-	-	-	-	8	100	2	100	1	100	5	100
Information Technology	AQA	1	3	2	2	2	0	0	10	100	3	100	3	100	13	100	16	94	11	100
Mathematics	Edexcel	10	29	20	7	2	0	0	68	100	62	100	42	98	41	98	55	100	38	100
Mathematics Further	Edexcel	5	2	1	0	0	0	0	8	100	7	100	5	100	7	100	4	100	8	100
Music	Edexcel	0	0	1	0	0	0	0	1	100	3	100	3	100	2	100	-	-	2	100
Music Technology	Edexcel	0	0	1	0	0	0	0	1	100	-	-	3	100	4	100	3	100	2	100
Performance Studies	OCR	0	0	4	2	0	0	0	6	100	8	100	5	100	5	100	4	100	1	100
Physical Education	AQA	0	0	1	1	3	2	0	7	100	10	100	6	100	8	100	13	100	8	100
Physics	AQA	3	5	7	6	2	1	0	24	100	35	100	21	95	21	100	22	95	20	100
Psychology	AQA	5	7	6	7	3	3	0	31	100	31	100	29	100	17	88	-	-	-	-
Religious Studies	WJEC	0	18	16	2	0	0	0	36	100	25	100	26	100	22	100	22	100	14	100
Spanish	Edexcel	0	0	0	3	2	0	0	5	100	3	100	7	100	5	100	5	100	4	100
A2 Totals		44	128	133	52	19	8	0	384		387		356		315		335		250	

	2016	2015	2014	2013	2012	2011
Number of candidates	129	127	118	104	110	81
% A2 results at grade A*	11.5	14.2	12.1	14.3	15.2	19.2
% A2 results at grades A* and A	44.8	46.8	42.4	44.4	43.0	55.6
% A2 results at grades A* to B	79.4	79.8	70.5	71.7	75.8	80.0
% A2 results at grades A to E	100.0	100.0	99.2	99.0	99.4	99.2
Average passes per candidate at A2	3.0	3.0	3.0	3.0	3.0	3.0
Average points per candidate at A2	313	326	305	313	316	336
Average points per candidate at A2 and AS	346	359	341	353	354	388
Average points per entry at A2	105	107	101	103	104	109

In interpreting the quality of grades obtained in each subject, it must be borne in mind that the academic calibre of individual students will vary from subject to subject and from year to year.

P C K Rowe
Deputy Head (Academic)
09/11/16 15:02

GCE AS LEVEL RESULTS - SUMMER 2016

SUBJECT	BOARD	RESULTS 2016									2015		2014		2013		2012		2011	
		A	B	C	D	E	U	Entry	% Pass (A-E)	Entry	% Pass									
Art	WJEC	6	2	0	0	0	0	8	100	6	100	7	100	8	100	12	100	14	100	
Biology	OCR	20	6	2	2	1	1	32	97	38	95	55	93	52	90	43	91	38	95	
Business	Edexcel	1	4	5	7	2	1	20	95	-	-	-	-	-	-	-	-	-	-	
Chemistry	Edexcel	17	5	5	1	0	0	28	100	33	100	46	93	41	93	36	97	32	100	
Classical Civilisation	AQA	0	0	3	0	0	0	3	100	1	100	4	100	0	-	6	100	4	100	
Computing	OCR	0	1	1	0	0	0	2	100	8	100	-	-	-	-	-	-	-	-	
Design Technology	AQA	2	1	2	5	0	0	10	100	9	100	9	100	6	100	1	100	11	100	
Economics	Edexcel	12	11	7	8	2	0	40	100	35	100	35	97	32	88	36	94	45	91	
English Literature	Edexcel	6	11	5	3	1	0	26	100	38	100	39	100	43	100	35	100	34	100	
French	AQA	4	4	2	0	0	0	10	100	9	100	11	100	12	100	9	100	18	94	
Geography	AQA	10	9	10	2	4	0	35	100	27	100	33	100	28	100	22	100	23	100	
Geology	WJEC	13	6	0	1	0	0	20	100	19	100	14	100	15	100	9	100	14	100	
German	AQA	4	3	1	0	0	0	8	100	9	100	7	100	15	100	3	100	6	100	
Government & Politics	Edexcel	1	3	3	2	1	0	10	100	4	100	10	90	10	100	2	100	1	100	
History	AQA	11	11	6	6	0	0	34	100	20	100	28	100	30	100	29	100	19	100	
History of Art	AQA	-	-	-	-	-	-	-	-	-	-	-	-	11	100	8	100	1	100	
ICT	AQA	1	2	2	1	1	0	7	100	11	100	3	100	4	100	14	100	25	92	
Mathematics	Edexcel	36	14	9	5	0	1	65	98	79	100	77	99	59	92	50	96	64	97	
Music	Edexcel	1	0	0	0	0	0	1	100	3	100	4	100	5	100	4	100	2	100	
Music Technology	Edexcel	0	1	0	0	0	0	1	100	2	100	-	-	3	100	5	100	3	100	
Performance Studies	OCR	3	3	1	0	0	0	7	100	7	100	8	100	8	100	10	100	8	100	
Physical Education	AQA	0	2	1	1	0	0	4	100	11	100	15	100	10	90	10	90	16	94	
Physics	AQA	15	9	8	5	3	1	41	98	47	96	48	98	30	93	28	96	32	94	
Psychology	AQA	2	13	17	3	2	2	39	95	38	100	40	98	37	95	17	100	-	-	
Religious Studies	WJEC	5	10	7	1	2	0	25	100	43	100	25	100	36	100	29	100	25	100	
Spanish	Edexcel	0	3	2	1	1	0	7	100	9	100	5	100	11	91	8	100	6	100	
AS Totals		170	134	99	54	20	6	483		506		523		506		426		473		

	2016	2015	2014	2013	2012	2011
Number of candidates	125	129	133	128	108	112
% AS results at grade A	35.2	38.5	35.6	34.2	31.9	35.9
% AS results at grades A and B	62.9	68.2	64.1	57.1	60.6	64.7
% AS results at grades A to E	98.8	99.2	97.7	95.5	97.4	96.6
Average passes per candidate at AS	3.8	3.9	3.8	3.8	3.8	4.1
Average points per candidate at AS	183	191	185	176	183	197

Leavers' Destinations 2016

Aberystwyth	Mathematics/German	London - King's	War Studies & History
	Zoology	London - Queen Mary	Geography
Academy of Contemporary Music	Songwriting & Creative Artistry	London - Royal Holloway	Psychology
Aston	Psychology & Business		Geology
Bath	Computer Science	London - St George's	Biomedical Science
	Mechanical with Automotive	London - University College	Information Mgmt for Business
	Engineering	Loughborough	Civil Engineering
Bath	Politics & International Relations.		Geography
Birmingham	Economics		Product Design Engineering
	English & Philosophy		Social Psychology
	Mechanical Engineering	Manchester	Social Anthropology/Criminology
	Modern Languages		Social Anthropology/Philosophy
Birmingham City	Sound Engineering & Production		Biochemistry
Bournemouth	Sport Management (golf)	Newcastle	Business and Philosophy
	Biological Sciences		Economics
Bristol	Anthropology		Economics & Business Mgmt
	Biochemistry		Economics & Finance
	French & Italian (4 years)		Marketing & Mgmt
	Geology		Modern Languages
	Mathematics & Philosophy	Newcastle	Philosophy
	Medicine	Nottingham	Economics with Chinese Studies
	Neuroscience		Geography
	Psychology		Psychology
Brunel	Economics		Zoology
Buckingham	Accounting & Financial Mgmt		Chemical Engineering
Cardiff	Architectural Engineering	Nottingham Trent	Animation
	Biology		Business Mgmt & Marketing
	Biomedical Sciences		Product Design Engineering
	Civil & Environmental Engineering	Oxford - St Catherine's	Philosophy, Politics & Economics
	Economics & Finance	Oxford - Lincoln	Medicine
	Geology	Oxford - Pembroke	Experimental Psychology
	Law & German	Oxford - Trinity	Engineering
	Philosophy & Politics	Oxford Brookes	Business & Marketing Mgmt
	Psychology		International Relations & Politics
De Montfort	Media Production		Mgmt /International Relations
Durham	Anthropology	Plymouth	Marketing
	General Engineering	Portsmouth	Financial Mgmt for Business
	Geology	Southampton	Biomedical Sciences
	Geophysics with Geology		Chemistry
	Mathematics		Education & Psychology
East Anglia	Biomedicine		Electromechanical Engineering
Exeter	Philosophy		Electronic Engineering (4 years)
	Psychology		History
Glasgow	History		Politics & Economics
Keele	Business Mgmt & Economics		Psychology
Kent	English and German Law	Surrey	Business Economics
Leeds	Biology		Mathematics.
	Geological Sciences		Physics
	Management & Philosophy	Sussex	Psychology
	Pharmacology	Swansea	Geography
Leeds Beckett	Business Mgmt & Marketing		Materials Science & Engineering
	Sport Business Management	Univ of Arizona, USA	
Leicester	Geology	UWE	Architecture
Lincoln	Computer Science		Games Technology
Liverpool	Bioveterinary Science		Sociology with Psychology
	Business Management	Warwick	Computer Science
	Law with Business Studies		French with Sociology
Liverpool John Moores	Applied Sport Psychology	Winchester	Social Psychology
London - Imperial	Geology	Writtle	Horticulture
	Mechanical Engineering	York	Biology
London - King's	Medicine		Philosophy



