



FRAMLINGHAM COLLEGE

Encouraging the Pursuit of Excellence

AS and A LEVEL COURSES 2010



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INTRODUCTION

Welcome to our booklet describing the AS and A Level subjects that are available to study at Framlingham College from September 2010. The choice of subjects at this level is a difficult, but important, decision for all students. Please take the time to read carefully the details of any subject that you are considering studying in Years 12 and 13.

The Gold Standard

Framlingham College is convinced that ‘A’ Level remains the “Gold Standard” of the British education system. We continue to apply ourselves with the utmost rigour to optimize the quality of our individual and collective performance in these all-important qualifications. Our results have been excellent in recent years with overall pass rates close to 100% and with A/B pass rates consistently over 60%. The average UCAS points per candidate has remained steady at over 340 points, which has regularly made us the top independent boarding school in Suffolk in the ‘Times A Level League Table’ over the last five years.

In 2008 the Year 13 students achieved an A/B pass rate of almost 80% at A Level. These fantastic results placed us as the top boarding school in the whole of East Anglia.

Central to such sustained success is the high calibre of AS Level grades gained in Year 12 and all-out commitment to the cause is essential right from the outset. Students should realize that the opportunity to continue a subject at A2 in Year 13 may be dependent upon the achievement of satisfactory results at AS.

The structure of A Level courses

Each A Level is made up of either four or six units. The first set of units will be studied in Year 12 and examined at the end of that academic year. If the students reach the required standard at the end of Year 12, they will be awarded a grade at Advanced Subsidiary (AS) Level. In Year 13, where students continue with the subject for a second year, they will sit examinations in a further set of units at A2 Level. If they reach the required standard at the end of this year they will be awarded a full Advanced (A) Level grade.

The number of subjects to be studied

Students are encouraged to study a broad range of subjects in the Sixth Form and most students at Framlingham College will be expected to study four subjects to AS Level in Year 12, leading to a sharper focus on three of these subjects to full A Level standard in Year 13.

Entry into the College at Sixth Form level is normally dependent upon the achievement of a minimum of 7 A*- C passes at GCSE with at least grade B in the subjects to be studied in Year 12. We are particularly proud of the wide range of subjects on offer. We try our best to cater for all possible combinations of subjects but unfortunately the timetable is not infinitely flexible. We also need to reserve the right not to run those AS Levels which are not numerically viable.

Mr C A Norton MA (Cantab), PGCE
Deputy Head (Academic)

ART and DESIGN

What do I need to know, or be able to do, before taking this course?

You are likely to have taken GCSE Art, but this is not always essential. It is very important that you are interested in exploring and developing creative ideas. You will be expected to present work based on your own thoughts and interests.

You should have an understanding of the basic elements of art - colour, tone, form, etc. - and also some understanding of the place of art, craft and design in the world - its history and its purpose. Above all you should have an interest in creating and understanding art and the determination to develop that interest.

What will I learn on this course?

This course is designed to extend your ability to appreciate the visual world, and to respond in a personal and creative way to it.

The skills you will develop are varied. You will increase your knowledge of materials, practices and technology within art and also gain research skills, both in practical and academic ways. These skills will help you to interpret your findings and to convey your ideas and feelings.

The development of your imaginative and creative powers and the acquisition of experimental, analytical and documenting skills are important. You will also learn a specialist vocabulary, and, through gallery visits gain some knowledge and understanding about the place of art, craft and design both in history and in contemporary society.

For what kind of student is this course suitable?

Any student who has an interest in, and an aptitude for, art and design should enjoy this course. Students who wish to take further studies in art or who are interested in careers for which an art background is relevant.

What could I go on to do at the end of my course?

There are many careers for which art is an invaluable subject. These might include advertising, marketing, architecture and interiors, publishing and the media, and the antique and auction market.

Students wishing to take further courses in Art and Design will usually go on to do a one-year 'Foundation' course, before applying for degree courses in more specialist areas of Art and Design.

Year 12 AS Course

Unit 1: Coursework.

60% of the total AS marks. 30% of the total A-Level marks. Assessment: Coursework Portfolio.

In this unit, students will have the opportunity to generate practical work, ideas and research from primary and contextual sources. They will experiment with media and processes and develop and refine their ideas, presenting their outcomes as finished pieces. Assessment is by the presentation of a coursework portfolio. This will show a selection of drawings or studies from observation. Work may be submitted from any of the following areas of study including Painting and Drawing, Mixed Media, Printmaking, Photography, Sculpture, Textiles, Ceramics and others.

Unit 2: Externally Set Assignment.

40% of the total AS marks. 20% of the total A-Level marks. Assessment: 5 hr exam.

This unit tests your ability to work independently. You will be given a question paper and choosing one of the starting points within it you will plan and produce preparatory work in response to that topic. You will have a minimum of three weeks in which to complete this stage and then, during the 5 hour exam time, you will produce an appropriate realisation of ideas as a final outcome.

Year 13 A2 Course

Unit 3: Personal Investigation.

30% of the total A-Level marks. Assessment: One major Project and supporting work; Related Personal Study of 3000 words max.

For this unit, you must return to one of the areas of study chosen in Unit 1. You may continue to develop ideas from the earlier unit, but this is not essential. You are expected to produce a final piece in your chosen medium, along with supporting work in sketchbooks and a portfolio. You also present a related personal study of between 1000 and 3000 words as a supporting project to your practical work. This should aim to place your work in an historical or contemporary context and ensures that you are demonstrating through text and imagery your understanding of the work of other artists, designers or craftspeople working in related fields.

Unit 4: Controlled Assignment.

20% of the total A-Level marks. Assessment: 15 hr exam.

This unit is designed to test your progress and learning throughout the course. As with Unit 2, you will be given an exam paper containing a number of starting-points. You choose one, and during the subsequent preparatory period, plan, make observational drawings and studies and develop ideas for a 'final piece'. You will then have fifteen hours in which to produce, unaided, the proposed piece. Your preparatory work should include studies made from observation, compositional ideas and experiments with media and technique in addition to references to the work of other relevant artists and designers.

Examination Board: OCR

Head of Department: Mrs Caroline Mallett BA (Hons), Adv Dip T

Please note:

A charge is made for the use of certain materials, (canvas, silk etc) and for visits to galleries. Intending photographers should note that it is necessary to charge for photographic paper and film.

HISTORY OF ART

What do I need to know before taking this course?

You need to be interested in the History of Western art and culture, although you may not have had any prior experience of the subject. It is not necessary to have studied Art at GCSE level, but you should be interested in reading widely on the subject and enthusiastic about researching ideas. You also need to be able to write effectively. The course involves a number of visits to Art Galleries (please note that a charge will be made for visits).

What will I learn on this course?

The course will enable you to learn about the significance of art works from specific periods in the history of art, from Ancient Greece to the present day. You will develop your ideas and opinions about art historical issues and learn to use a specialist vocabulary to communicate your knowledge and understanding about architecture, sculpture, painting and design. You will gain an understanding of the principal methods of research and you will learn how art works have been interpreted in the past and how this has often been affected by the context in which the work was made.

For what kind of student is this course suitable?

Students who think they will enjoy discovering and investigating their cultural history. It should also appeal to those who want to learn more about contemporary art and modern design. It is a subject that often uses ideas from literature, history and philosophy and combines them in an exciting discipline that tries to make you think. It is a well-respected academic subject that can lead on to a wide range of courses and careers.

What could I go on to do at the end of my course?

There are History of Art degree courses at many universities. Some of these universities offer combined courses with Languages, History, Music and Literature; it is also possible to combine it with subjects like Psychology and with Science. It is, of course, a very good subject to take with Art and Design courses, providing a good basis from which to develop ideas and it has also been valuable for students intending to study architecture. The analytical skills that you develop and the ability you will have to research ideas and reach independent judgments are very useful in a variety of careers, but there are also openings in such specific areas as restoration, conservation and curatorial work as well as opportunities to work in the antique business and art galleries.

Year 12 AS Course

Unit 1. Visual Analysis and Interpretation

This unit introduces the methods and terms used in art history. It surveys painting, sculpture, architecture and design from 500 BC to the present day. It will enable students to develop the visual skills of observation, description and analysis, as well as developing research skills and encouraging independent learning. The one - hour exam paper contains questions based on photographs showing named works of art: painting, sculpture and architecture. Students answer questions on one photograph from each category.

40% of the total AS marks. Worth: 60 marks. 20% of the total A-Level marks. Assessment: 1 hour written paper

Unit 2. Themes in History of Art

This unit investigates and presents background information about the western tradition of art and architecture from the Greeks to the Twentieth century. It focuses on topics such as materials and techniques; historical and social contexts; patronage; subjects and genres; and other broad themes. It is assessed by a written exam.

The one hour and thirty minute exam requires students to answer three essay questions from a choice of six.

60% of the total AS marks. Worth: 90 marks. 30% of the total A-Level marks. Assessment: 1 hr 30 min. written paper.

Year 13 A2 Course

Unit 3. Investigation and Interpretation (1)

This unit requires a study of a prescribed period and location, the Art and Architecture in fifteenth century Europe. The module covers such aspects as the social and economic factors that led to Florence becoming the cradle of the Renaissance. It also looks in detail at the work of artists, architects and sculptors of the period in Europe. There are four essay questions set in the final exam, from which students choose two. There is some overlap with the topics covered in the AS course, and so it is a good opportunity to gain a greater depth of knowledge. The work is assessed by a written exam that is marked by AQA.

25% of the total A-Level marks. Worth: 60 marks.

Assessment: 1hr 30 min. written paper.

Unit 4. Investigation and Interpretation (2)

This unit requires a study of a prescribed period and location, the Art and Architecture in Europe and the United States of America between 1900 and 1945. The module covers such aspects as the social and economic factors; different styles, movements and artistic groups; materials and techniques and the ways their use has contributed to the development of art during this period. The unit looks in detail at the work of artists, architects and sculptors of the period in Europe and America. There are four essay questions set in the final exam, from which students choose two. There is some overlap with the topics covered in the AS course, and so it is a good opportunity to gain a greater depth of knowledge. The work is assessed by a written exam that is marked by AQA.

25% of the total A-Level marks. Worth: 60 marks.

Assessment: 1hr 30 min. written paper.

Examination Board: AQA

Head of Department: Mrs Caroline Mallett: BA (Hons), Adv Dip T

BIOLOGY

What do I need to know or be able to do before taking this course?

The course builds on scientific knowledge and skills developed at GCSE. It integrates theory and practical work, and you will be required to communicate ideas effectively. The course has been written to follow on from GCSE Core Science, GCSE Additional Science, or from GCSE Biology; achievement at a minimum of grade C in these subjects is regarded as the normal requisite for entry to AS Biology. However based on our past experience, a B grade at GCSE is a more realistic minimum requirement for starting the AS level course as students with a C grade generally find the demands of AS too difficult. It is important that you are interested in Biology and that you are keen to explore this subject in greater detail welcoming the challenge of practical investigative work.

During parts of the course students will be expected to handle and interpret data, it would be helpful for students to have achieved at least grade C in GCSE Mathematics.

What will I learn on this course?

- Develop a greater knowledge and understanding of different areas of biology and how they relate to each other.
- Develop greater expertise in the area of practical work and the link between theory and experimental work
- Continue to enjoy and further develop a personal interest in the study of living organisms
- To appreciate how society makes decisions about scientific issues and how sciences contribute to the success of the economy and society.

What kind of student is this course suitable for?

This course is suitable for students who:

- have an interest in and enthusiasm for Biology.
- enjoy carrying out investigations in the laboratory or as fieldwork
- are interested in the developments of new Biology topics such as stem cells and advances in gene technology and the impact these topics have on society.

What could I go on to do at the end of my course?

This AS/A level can lead to further study of a broad range of Natural and Earth Science courses. When combined with the Chemistry AS/A level, it can lead to entry to medical and related courses. It is also a useful qualification when considering entry into non-science subjects at post-18 level.

Year 12 (AS course)

This consists of two theory units and one practical unit. The theory units are assessed as external modular exams, whilst the practical unit is internally assessed.

Unit 1: Cells, Exchange and Transport (AS 30%, A 15%).

This unit is composed of two modules:

Module 1: Cells

- Cell Structure
- Cell Membranes
- Cell Division, Cell Diversity and Cellular Organisation

Module 2: Exchange and Transport

- Exchange Surfaces and Breathing
- Transport in Animals
- Transport in Plants

Unit 2: Molecules, Biodiversity, Food and Health (AS 50%, A 25%).

This unit is composed of three modules:

Module 1: Biological Molecules

- Biological Molecules
- Nucleic Acids
- Enzymes

Module 2: Food and Health

- Diet and Food Production
- Health and Disease

Module 3: Biodiversity and Evolution

- Biodiversity

- Classification
- Evolution
- Maintaining Biodiversity

Unit 3: Practical Skills (AS 20%, A 10%).

Practical skills will be acquired through traditional laboratory work throughout the course. Assessment is via a minimum of three practical activities, covering qualitative, quantitative and evaluative skills. The qualitative and quantitative tasks will test skills of observation and measurements. The evaluative task will extend the quantitative task, students will be required to analyse the data collected, use scientific knowledge to explain the data collected and evaluate the quality of the data and procedures.

Year 13 course (A2 course)

This consists of two theory units and one practical unit. The theory units are assessed as external modular exams, whilst the practical unit is internally assessed.

Unit 4: Communications, Homeostasis and Energy (A 15%).

This unit is composed of four modules.

Module 1: Communication and Homeostasis

- Communication
- Nerves
- Hormones

Module 2: Excretion

Module 3: Photosynthesis

Module 4: Respiration

Unit 5: Control, Genomes and Environment (A 25%).

This unit is composed of four modules.

Module 1: Cellular Control and variation

- Cellular Control
- Meiosis and Variation

Module 2: Biotechnology and Gene Technologies

- Cloning in Plants and Animals
- Biotechnology
- Genomes and Gene Technologies

Module 3: Ecosystems and Sustainability

- Ecosystems
- Populations and Sustainability

Module 4: Responding to the Environment

- Plant Responses
- Animal Responses
- Animal Behaviour

Unit 6: Practical Skills (A 10%).

Practical skills will be acquired through traditional laboratory work throughout the course. Assessment is via a minimum of three practical activities, covering qualitative, quantitative and evaluative skills. The qualitative and quantitative tasks will test skills of observation and measurements. The evaluative task will extend the quantitative task; students will be required to analyse the data collected, use scientific knowledge to explain the data collected and evaluate the quality of the data and procedures.

Examination Board: OCR

Head of Biology: Mrs C. Collins BSc (Hons) PGCE

BUSINESS STUDIES

What do I need to know or be able to do before taking this course?

You need to have a genuine interest in how business works in the real world, and the impact of business on every day life. You will have to be able to write coherent and logical prose. To do well students need to be able to put together an argument which is backed up with suitable evidence. You will require numerical skills for example the ability to use percentages and ratios and to be confident generally with numbers is important.

What will I learn on this course?

The type of material that you will look at will be, for example, McDonalds in a marketing context, a football club experiencing cash-flow problems, flexible working, Japanese production techniques as well as a food producer thinking of moving into the organic market and exporting to Europe. The areas covered on the course are Marketing, Accounting and Finance, People in Organisations, Operations Management and External Influences.

What kind of student is suitable for this course?

Students should have a genuine interest in the world of business.

What could I do at the end of my course?

The AS/A level can lead to a whole variety of degrees with a Business related theme. International Business studies, European Business Studies, Business Studies with one or two languages, Accountancy and Finance courses, American Business studies, Leisure Management, Information systems and, of course, Business Studies.

Year 12 (AS course)

Unit 1: Planning and financing a business (AS 40%, A 20%)

There are two parts to this course. The first is starting a business which looks at the activities involved in setting up a small business. The other is financial planning which looks at essential financial concepts, for example break-even analysis, cash-flow forecasts and profit and loss accounts.

The examination: 10 multiple choice questions plus one unseen data-response question. One hour.

Unit 2: Managing a business (AS 60%, A 30%)

You will look at the way the management and the business and its employees are organised. You will look at the best way of motivating staff and how to develop a 'people strategy'. You need to understand why people are the most important resource of a firm. The study of operations management will focus on the way organisations can use people and machine to create a business with a competitive advantage. In particular the course looks at Japanese Management and production techniques. Finance and marketing strategies are looked at, for example, designing an effective marketing mix in relation to the financial constraints of the business.

The examination: Five questions on an unseen case study. One hour 30 minutes.

Year 13 (A2 course)

Unit 3: Strategies for success (A 25%)

This looks at four areas:

- 1) **Financial strategies and accounts**-financial information, ratio analysis and investment appraisal
- 2) **Operations management**-operational decisions, location, research and development
- 3) **Marketing strategies**-analysing markets and developing successful marketing strategies
- 4) **HR strategies**-workforce planning, adapting organisational structures, measuring performance

The examination: Five questions on an unseen case study. One hour 30 minutes.

Unit 4: The business environment and managing change (A 25%)

The candidates are given a pre-release research theme, for example globalisation. Candidates will look at major businesses through this concept.

- 1) **Mission aims and objectives**-aims of stakeholders, measuring business success
- 2) **External influences**-the effects of changes in the economic, political, social, ethical and technological environment and responses of business
- 3) **Leadership and corporate culture**-leadership styles and role of leaders in responding to change, corporate culture
- 4) **Managing Change**-planning for change, corporate strategies, managing change, decision-making

The examination: Two sections on the paper. In the first section the candidate has to answer two essays; there is no choice in terms of the questions asked. Both essays will be on the pre-released case study theme. In the second section candidates answer one question from a choice of three questions.

Examination Board: AQA

Head of Department: Mr C Caiger BA Joint Honours, MSc, PGCE

CHEMISTRY

What do I need to know or be able to do before taking this course?

The course builds on the ideas and skills developed at GCSE. The course integrates theory and practical work, and you will be required to communicate ideas effectively, research and think critically about chemical problems. The course has been written to follow on from the Core and Additional Science GCSEs, but pupils who have studied separate sciences at GCSE and have completed a full Chemistry GCSE course will be at an advantage in that they will have met some of the year 12 concepts already. Based on our past experience, a B grade at GCSE is the minimum requirement for starting the AS level course. Unless there have been exceptional circumstances, a student with only a C grade is unlikely to pass the AS level.

What will I learn on this course?

- The course will stimulate and sustain your interest in chemistry by studying some of the fundamental ideas of science, such as what all matter is made of, the chemicals that make up living organisms, the chemistry of the environment and how different substances interact.
- You will gain a knowledge and understanding of chemistry appropriate to AS/A level, and appreciate the links between different aspects of the subject.
- You will learn about how chemistry relates to other sciences, as well as its social, environmental, economic and technological implications.
- You will learn new practical skills and how to solve problems using these skills.

What kind of student is this course suitable for?

This course is suitable for students who:

- have an interest in, and enjoyment of chemistry
- enjoy learning through practical work
- want to use chemistry to support other subjects, or to provide a stepping stone towards the career of their choice.

What could I go on to do at the end of my course?

- A degree in chemistry, medicine, veterinary science, genetics, pharmacy or environmental science are just a few of the many options available.

For medicine and veterinary medicine, most universities insist that students have studied A level chemistry.

- HND courses in chemistry and related sciences.
- Employment, such as in the research departments of pharmaceutical or biotechnology industries, or laboratory work within a hospital.

Chemistry is still highly regarded as one of the most rigorous academic subjects, demanding that students have a broad range of skills and are prepared to work hard. Successful students will discover at the end of the course that people possessing such attributes are much in demand both from employers and universities. Consequently people with chemistry based qualifications have a very low rate of unemployment.

Year 12 (AS course)

This consists of two theory units and one practical unit. The theory units are assessed as external modular exams, whilst the practical unit is internally assessed.

Unit 1: Atoms, Bonds and Groups (30% of the AS level course, 15% of the whole A level).

1. Atoms and Reactions
2. Electrons, Bonding and Structure
3. The Periodic Table

Unit 2: Chains, Energy and Resources (AS 50%, A 25%).

1. Basic Concepts and Hydrocarbons
2. Alcohols, Halogenoalkanes and Analysis
3. Energy
4. Resources

Unit 3: Practical Skills (AS 20%, A 10%).

Practical skills will be acquired through traditional laboratory work throughout the course. Assessment is via a minimum of three practical activities, covering qualitative, quantitative and evaluative skills. Each activity consists of a relatively short experiment followed by a test taken under exam conditions. There is no opportunity whatsoever for copying, plagiarism etc. The style is very similar to the assessment most pupils will have experienced at GCSE.

Year 13 (A2 course)

Unit 1: Rings, Polymers and Analysis (worth 15% of the whole A level course)

1. Rings, Acids and Amines
2. Polymers and Synthesis
3. Modern Analytical Techniques

Unit 2: Equilibria, Energetics and Elements (25%)

1. Rates, Equilibria and pH
2. Energy
3. Transition Elements

Unit 3: Practical Skills (10%)

The A2 practical skills assessment follows the same pattern as the AS level unit, using experiments relevant to the content of the A2 course.

Examination Board: OCR

Head of Science: Dr D R Higgins MA, PhD, PGCE

DESIGN AND TECHNOLOGY

What previous knowledge or experience do I need?

Design and Technology is an inter-disciplinary subject, which is designed to be student focused. Students should have a broad academic background and preferably have undertaken a course that provides a solid foundation for Advanced Subsidiary and Advanced Level work. GCSE Design and Technology, Intermediate GNVQ Manufacturing or Engineering would provide a suitable basis; as would the study of Art and Design, Physics Chemistry, Business Studies, Computing or Electronics. Above all else students should have an enthusiasm for designing and making.

What kind of student is this course suitable for?

Students should have a strong interest in designing, modelling, making and evaluating products or systems and an interest in the influences of the processes and products of design and technological activity. As this is a student-focused course those taking it need to be self-motivated and self-reliant. Advice and guidance are always available but it is the responsibility of the individual student to drive his or her work forward.

How will the course help me in the future?

This AS/A level can lead to further study in a variety of areas. It is acceptable, and often a requirement, as a qualification for most engineering and design based courses. Design and Technology AS/A level complements a variety of subjects and is useful in developing creative skills and the ability to work as part of a team.

What will I learn?

- The aims of the course are to encourage students to:
- develop design solutions in their specific areas of interest e.g. engineering; furniture design, graphic products; jewellery; product design; silversmithing; systems and control;
- develop and sustain innovation, creativity and manufacturing skills, to recognise constraints and to produce high quality products;
- develop a critical understanding of the influences of the processes and products of design and technology activity from a historical perspective and in current practice;
- apply essential knowledge, understanding and skills of design production processes to a range of technological activities and develop an understanding of industrial practices;
- use Information and Communication Technology [ICT] to enhance their design and technology tasks;

- develop critical evaluation skills in technical, aesthetic, economic, environmental, social and cultural contexts;
- develop as discerning consumers able to make informed choices;
- develop positive attitudes of co-operation and citizenship and work collaboratively.

Year 12 (AS course)

Unit 1 Portfolio of Creative Skills (AS 60%, A 30%)

Content summary:

In this unit students are given the opportunity to develop their creative, technical and practical skills through a series of product investigation, design and manufacturing activities.

Students will produce **one** portfolio with **three** distinct sections which will demonstrate their creativity and flair when investigating, designing and making product(s). Ideally different products should be chosen for the **three** distinct sections as students are not being asked to carry out one large design and make exercise but three smaller and more focused tasks which build up to provide a detailed portfolio of their skills.

Assessment:

This unit is internally set and marked by the centre and externally moderated by Edexcel.

The student will produce one portfolio that contains evidence for all three distinct sections. It is important that all stages of the manufacturing process are photographed in order to evidence that the product is complete, expertly made, well finished etc.

Unit 2 Design and Technology in Practice (AS 40%, A 20%)

Content summary:

In this unit students will develop a knowledge and understanding of a wide range of materials and processes used in the field of design and technology.

It is important for students, as designers, to learn about materials and processes so that they can develop a greater understanding of how products can be designed and manufactured.

Students will also learn about industrial and commercial practices, and the importance of quality checks and the health and safety issues that have to be considered at all times.

The knowledge and understanding students develop in this unit can easily be applied to Unit 1: Portfolio of Creative Skills.

Assessment:

1 hour 30 minute examination set and marked by Edexcel.

The paper will be a question and answer booklet, consisting of short-answer and extended-writing type questions, all of which are compulsory.

Year 13 (A2 course)

Unit 3 Designing for the Future (A2 40%, GCE 20%)

Content summary:

In this unit students will develop their knowledge and understanding of a range of modern design and manufacturing practices and contemporary design issues. The modern designer must have a good working knowledge of the use of ICT and systems and control technology in the design and manufacture of products. They must also be aware of the important contributions of designers from the past which may provide inspiration for future design.

It is increasingly important that students develop an awareness of the impact of design and technological activities on the environment. Sustainable product design is a key feature of modern design practices.

Assessment:

2-hour examination paper set and marked by Edexcel.

The paper will be a question and answer booklet, consisting of short-answer and extended-writing type questions, all of which are compulsory.

Unit 4 Commercial Design (A2 60%, GCE 30%)**Content summary:**

In this unit students are given the opportunity to apply the skills they have acquired and developed throughout this course of study, to design and make a product of their choice.

In order to reach high attainment levels, students must adopt a commercial design approach to their work, reflecting how a professional designer might deal with a design problem and its resolution.

The choice of design problem should have a real commercial use, in that it should be useful to a wider range of users beyond an individual, unless it has been specifically commissioned as a 'one-off'. The design problem should provide opportunities for a client or user-group to have input into decision making at various stages of the design and make process.

A key feature of this unit is that students consider issues related to sustainability and the impact their product may have on the environment. A student may choose to design and make a sustainable product, but if they do not, they should still consider the issues of sustainability at relevant points in their designing and making activities. Sustainable issues include materials production and selection, manufacturing processes, use of the product and its disposal/recycling.

Assessment:

This unit is internally set and marked by the centre and externally moderated by Edexcel.

Students are given the opportunity to design and make a product of their choice. This unit results in the development of an appropriate product supported by a design folder. It is important that all stages of the manufacturing process are photographed in order to evidence that the product is complete, expertly made, well finished etc.

Examination board: Edexcel

Head of department: Mr D J Morgan CertEd, CDT

DRAMA AND THEATRE STUDIES

What do I need to know or be able to do before taking this course?

It is useful to have taken Drama at GCSE level but not essential. It is important that you are interested in gaining a greater understanding of how theatre and plays work and that you are keen to be involved with performances.

What will I learn on this course?

The course demands practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, either in a performing or production role. You will also be required to write about drama and to develop your powers of analysis to become an informed critic. The course will involve taking part in drama productions, as well as studying plays and playwrights.

What kind of student is this course suitable for?

You need to be curious about issues and ideas and have a creative instinct for communicating your views through drama. You may be keen on acting, writing or on the visual side of theatre and wish to develop your skills in some or all of these areas. Equally you will be interested in going to the theatre to see plays performed by different theatre companies.

What could I go on to do at the end of my course?

This AS/A level can lead to further study in Drama, Theatre Studies and Performing Arts in Higher Education at degree or HND level. It can be used as part of your course to broaden your Sixth Form studies and may lead on to a career in the performing arts industry.

Drama and Theatre Studies AS/A level complements a wide range of subjects and is useful in building confidence and improving presentation skills in a range of careers.

Please note

It is a requirement of this course for students to attend live theatre productions. We provide students the opportunity of experiencing a wide and varied programme of performances. Trips will take place each term and a charge for theatre tickets and travel will be added to each term's fee account.

Year 12 (AS course)

Unit 1 Exploration of Drama and Theatre (AS 40%, A 20%)

In this unit you will explore two contrasting plays in a practical and active way. At least one of the plays will be explored in the light of a recognised theatre practitioner. As well as undertaking detailed practical study of the plays the student will begin to acquire a wider vocabulary and knowledge of drama and theatre, to use in the rest of the course.

This unit is internally assessed and a video/DVD of one session of the practical work will be made for use in moderation. A set of *Exploration Notes* will be undertaken by each student as part of their assessment.

Students will also see a variety of live theatre performances during the year and they will need to submit an evaluation of one performance for assessment.

Unit 2 Theatre Text in Performance (AS 60%, A 30%)

This unit offers students the chance to demonstrate skills in a performance environment. The knowledge and understanding gained through experiencing live theatre and during the study of the two plays in Unit 1 can now be applied with a view to delivering a performance to an audience.

This is an externally assessed unit. the first section requires students to offer either a monologue or a duologue. The second section requires students to contribute to a performance of a professionally published play by a known writer.

Students may offer either acting or a design form and must also provide a concept of their interpretation of their chosen roles or designs.

Year 13 (A2 course)

Unit 3 Exploration of Dramatic Performance (A2 40%, A 20%)

This unit requires the creation of a unique and original piece of theatre. The knowledge and understanding gained in the AS unites can now be applied to a created production. Students will be assess on both the process of creation and the finished product in the form of a performance to an invited audience.

Students will be assessed on the research and development of their work as well as the final performance in front of an identified audience. They are also required to complete an evaluation of both the process and the performance of their work.

Written evidence will be required reflecting the research and development work as well as video/DVD evidence of a sampled session of the developmental process and a video/DVD of the final performance.

Unit 4 Theatre Text in Context (A2 60%, A 30%)

This externally examined written unit requires the detailed study of one set play and one prescribed historical period of theatrical development.

This externally assessed unit takes the form of a 2 hour and 30 minute written paper in three sections.

Sections A and B require students to explore on play, from a choice of three set play texts, from the point of view of a director in both an academic and practical way.

In Section C a selection must be made of one from a choice of three historical periods of theatre history. A live performance of a play chosen from the chosen period must be experienced and evaluated and a comparison made with the original staging conditions of the play.

Examination board: Edexcel

Head of department: Ms Dorothy Englert, BA Hons, PGCE, Diploma in Speech and Drama (Central School of Speech and Drama)

ECONOMICS

What do I need to know or be able to do before taking this course?

You do not need to have studied Economics at GCSE in order to take an AS or A level course in the subject although some topics that feature in the GCSE syllabuses will be developed at AS and A level. It is important that you have an interest in economic affairs and a desire to explore why and how the study of Economics contributes to an understanding of the modern world.

What will I learn on this course?

The course requires analytical, evaluative and communication skills. You will look at current economics issues, problems and institutions that affect everyday life. You will apply economic concepts and theories in a range of contexts and assess their value in explaining real-world phenomena. The world order is now changing, and out of this will come new ideas on economics. These new ideas will be explained on the course.

What kind of student is this course suitable for?

You need to be interested in current affairs. You should enjoy learning about a subject that affects your own lives. It is also important that you are willing to debate issues and to research evidence. The course would also appeal to you if you wish to keep your options open, or to broaden your sixth form studies, as Economics can be combined with science, social science and/or arts subjects.

What could I go on to do at the end of my course?

The AS/A level can lead to a variety of degrees, not only those related to Business. Studying Economics can lead to University courses in such areas as law, politics and, if combined with Maths or Physics, engineering. You will have access to a wide range of career and higher education options. The skills learnt in Economics are in great demand and recognised by employers, universities and colleges as being of great value.

Year 12 (AS course)

Unit 1: Markets and Market Failure (AS 50% A 25%)

In this unit you will be introduced to some basic microeconomic models and you will apply them to current problems and issues. Demand and supply, operation of the price mechanism and causes of market failure are central to this unit. You will be provided with opportunities to use these basic models to explore current economic behaviour. Contexts in which you will be working include the commodity markets, agriculture, transport and health care.

The unit comprises 25 compulsory objective tests and two data response questions, of which you will answer one.

Unit 2: The National Economy (AS 50%, A 25%)

In this unit you are introduced to macroeconomics. You will again be introduced to some basic macroeconomic models, which you will be expected to apply to current problems and issues. You will be looking at the AD/AS model and other models, which help to explain consumption and investment, inflation and unemployment. You will look at recent trends in the UK economy and government policies which have taken place over the last ten years. We will study the performance of the UK economy and government policies and examine how such performance is influenced by the UK's membership of the European Union and the international economy. The unit comprises 25 compulsory objective questions and two data response questions, of which you will answer one.

Year 13 (A2 course)

Unit 3: Business Economics and the Distribution of Income (A 25%)

This unit builds on the knowledge and skills developed in unit 1. You will be introduced to more complex microeconomic models, including perfect competition, monopoly and oligopoly. You will learn how firms make decisions and how their behaviour is affected by the characteristics of the industry in which they operate. You will be applying your knowledge to additional contexts, including education and training, and utilities markets, such as gas, electricity, water and telecommunications. In this unit we will also be examining the labour market, wage rates and the distribution of income and wealth.

The examination: **Section A:** Two optional data response questions are set; Candidates answer one. One question will always relate to the global context and the other to the European context.

Section B: Three optional essay questions are set; Candidates answer one.

Unit 4: Government Policy, the National and International Economy (A 25%)

This unit builds on the knowledge and skills developed in unit 2. You will learn about recent trends and developments in the economy. Whilst we will focus on the last ten years, we will also build up an awareness of earlier events, which will help put the last decade into context. You will be looking at the reasons for recent changes in the UK economy and begin to suggest solutions for macroeconomic problems, assessing the effectiveness of current government policies and consider alternative approaches.

The examination: **Section A:** two optional data response questions are set; candidates answer one. One question will always relate to the global context and the other to the European context.

Section B: Three optional essay questions are set; Candidates answer one.

A key element in the new course is the global and the European context. For example the course will now contain sections on China and India, as well as EU enlargement. Sustainable development will also be looked at in relation to the natural capital of the world economy. A key part of the course is now looking at the reasons behind the credit crunch and the policy options open to the government.

Examination Board: AQA

Head of Department: Mr C Caiger BA Joint Honours, MSc, PGCE

ENGLISH LITERATURE

Should I do English?

A Level English at Framlingham College is very much a Literature (rather than a Language or Lit/Lang) course. If you enjoyed, and were successful at, GCSE English Literature, then there's a good chance the same will be true of A Level. If not, then this is probably not the subject for you.

The New A Level

As of September 2008, all A Level English Literature courses were given a new shape, with strikingly different priorities to those of the courses in place before. Rather than a fixed number of individual set novels, plays and poems, candidates now study specific literary topics, with a range of texts chosen for their relevance to those themes. Some of these texts are, of course, studied very thoroughly in class, but pupils are expected, more than previously, to engage in independent reading and thought, and the total number of works they are required to know about is greater than before. For the first time in a long while, teachers and pupils of English now also have the freedom to choose texts in translation, so that, for instance, the tragedies of Shakespeare can be studied alongside those of the ancient Greeks or modern Europeans like Chekhov and Ibsen. These changes are exciting ones, and the new AQA B syllabus that we chose at Framlingham, with its emphasis on the themes of Narrative and Tragedy, has so far proved a very interesting and engaging one. But the new courses also throw up challenges which prospective candidates must be ready to meet head on.

The Life of an A Level English Student

As an A Level English student, you will be constantly exercising five basic, but vitally important skills:

Reading: You will be required to read a wide range of texts from different genres, time periods and parts of the world. Some you will need to read more than once, and there will also be historical, biographical and critical works to contend with. You will not like all these texts, but if you enjoy reading you will be in your element. If you don't, life will be a struggle.

Writing: Clearly, your final grades will be decided by what you write in coursework and in examinations. You should expect, then, to be practising your essay writing skills regularly. More than this, though, good A Level English students are writing constantly, making notes as they read, as they listen in class, and as they think through ideas alone. A brilliant thought not written down is all too often lost.

Speaking: It is possible to proceed silently through an A Level English course, but it's not much fun. You will find that the best way to test and develop your ideas is to share and, if necessary, defend them in the heat of class debate.

Listening: Speaking is worthless unless somebody is listening. A Level English students learn from the expertise of their teachers, of course, but they also learn from each other. Every class discussion will be an opportunity to pick up ideas that may not have occurred to you otherwise.

Thinking: All of the things you read, write, say and hear will need to be processed, evaluated and stored for later use. This requires thinking. But A Level English is also about being made to think in ways and directions that are new to you. You will need to keep an open mind and be willing to explore unfamiliar and possibly challenging ideas. There is nothing to be afraid of in this!

The English Department

If you choose to study English A Level at Framlingham, you will be in good hands. All our staff are lifelong English enthusiasts, successful students of the subject in their own right, and experienced teachers of A Level courses. Several of us are A Level examiners, so we are well-placed to know exactly what you will need to do to achieve the grades you desire. Our classrooms, like all those at the College, are equipped with PCs and projectors to allow for the most up-to-date teaching methods, and our Sharepoint site is a growing source of worksheets, internet links and other materials to help you with your course. We hold a library of critical books on all the texts we study for A Level, and every year run a range of theatre trips, book groups and other extra-curricular activities for English lovers to get involved in.

After A Level English

Of course, if you hanker to study English in Higher Education, then an English Literature A Level is a must. The new course clearly offers plenty of scope for developing the kind of independent thought and study habits which will be essential at university level, and it is our aim at Framlingham to foster pupils' love of literature while fully equipping them to take their studies further.

English Literature fits well in any combination of A Level subjects, and, in recent years, we have shared successful candidates with almost every other department in the College. In Higher Education, an increasing number of courses allow for English to be studied alongside other subjects, particularly those from the arts or humanities: history, psychology, philosophy, law, politics, art, drama, languages, and so on.

The intellectual and practical skills learned and developed during an A Level Literature course are valued highly by universities and employers, and a good English A Level is a widely recognised proof of intelligence and communicative ability. Careers open to students with an AS or A Level in English Literature are many and include journalism, business and management, the media and the law. In fact, former English students turn up in all walks of life, and choosing the subject at A Level is unlikely to close any doors for you.

The A Level Course

Year 12 – AS English Literature (AQA B)

| <p style="text-align: center;"><u>Unit One: ASPECTS OF NARRATIVE</u></p> <p style="text-align: center;">2 hour examination</p> <p style="text-align: center;">60% of AS, 30% of A Level</p> | <p style="text-align: center;"><u>Unit Two: DRAMATIC GENRES (Tragedy)</u></p> <p style="text-align: center;">2400-3000 word coursework</p> <p style="text-align: center;">40% of AS; 20% of A Level</p> |
|---|--|
| <p>This unit focuses on how stories are told in a range of at least FOUR texts: two poets from the period 1800-1945 and two novels from post-1990. In the examination, candidates write two essays, one a detailed analysis of a passage from one of their texts, the other a more wide-ranging comparative piece on the others.</p> | <p>This unit looks at the history and conventions of the tragic genre. Candidates are required to write one essay on a Shakespearean tragedy and one on a tragic play by another author.</p> |
| <p><u>Potential Poetry Texts:</u> works by Auden, Browning, Coleridge, Hardy, Keats, Rossetti and Tennyson, etc.</p> <p><u>Potential Prose Texts:</u> Charles Dickens, <i>Great Expectations</i>; Anne Tyler, <i>Digging to America</i>; Khaled Hosseini, <i>The Kite Runner</i>; Ian McEwan, <i>Enduring Love</i>; Sebastian Faulks, <i>Birdsong</i>, etc.</p> | <p><u>Potential Shakespeare Texts:</u> <i>Hamlet, Othello, King Lear, MacBeth, Romeo and Juliet, Julius Caesar, Antony and Cleopatra, Richard III</i>, etc.</p> <p><u>Other Potential Tragic Authors:</u> Aeschylus, Sophocles, Euripides, Marlowe, Webster, Chekhov, Ibsen, Miller, Williams, Beckett, etc.</p> |

Year 13 – A2 English Literature (AQA B)

| | |
|--|---|
| <p style="text-align: center;"><u>Unit 3: TEXTS AND GENRES</u></p> <p style="text-align: center;">2 hour examination</p> <p style="text-align: center;">30% of A Level</p> | <p style="text-align: center;"><u>Unit 4: FURTHER AND INDEPENDENT READING</u></p> <p style="text-align: center;">2700-3500 word coursework</p> <p style="text-align: center;">20% of A Level</p> |
| <p>This unit is based on one of the two set literary topics – Gothic and the Pastoral. Candidates study at least three texts related to the chosen theme, one of them from the period 1300-1800. In the examination they write two essays, one on a specific text, one exploring the theme in a more general, comparative style.</p> | <p>This unit allows teachers and pupils to explore texts and themes of their own choosing, and is particularly attractive to those looking to study English in Higher Education. Candidates are required to submit two pieces of coursework, one a comparison of two related texts, the other an application of critical and theoretical materials supplied by AQA.</p> |
| <p><u>Potential Gothic Texts:</u> <i>Dr Faustus, MacBeth, Frankenstein, Wuthering Heights, Dracula, etc.</i></p> <p><u>Potential Pastoral Texts:</u> <i>Tess of the D'Urbervilles, Brideshead Revisited, Huckleberry Finn</i>; poetry by Andrew Marvell, Philip Larkin, Dylan Thomas, etc.</p> | <p><u>Possible Topics/Texts:</u> Literary Utopias/Dystopias (<i>News from Nowhere, Nineteen Eighty-Four, The Handmaid's Tale</i>); Representations of Work (Robert Frost, <i>The Ragged Trousered Philanthropists, Glengarry Glen Ross</i>); Literary Feminism; Modernism; etc.</p> |

Examination Board: AQA

Head of English: Mr P R Drummond MA (Cantab)

GEOGRAPHY

What do I need to know before taking this course?

It is usual for candidates to have successfully completed a GCSE Geography course, but this is not essential. If you have any questions, please talk to the Geography staff about your suitability.

What will I learn on this course?

This course encourages candidates to:

- understand how places and landscapes are formed and how people and environments interact.
- understand the processes that produce the diverse features of the physical environment
- discover how different societies, economies and environments are connected.
- understand how human and physical environments are managed in a sustainable way
- investigate and think critically about the issues affecting the world and peoples' lives, today and in the future
- learn through fieldwork, use of maps, images and ICT; and, with these, develop the ability to find, present and analyse information
- acquire and apply a wide range of specialist and transferable skills which are important to employers [communication skills (written and oral); teamwork and leadership skills; self management; powers of analysis; problem posing and solving; literacy; numeracy; computer literacy; spatial awareness].

For what kind of student is this course suitable?

You should be interested in the world around you and in learning about people, places and environments. The course will encourage you to be interested in local and global issues and in fieldwork outside the classroom.

What could I go on to do at the end of this course?

Geography combines well with a large range of other subjects in the sixth form: sciences, languages and humanities. You can then go to one of many universities or institutions of higher education offering degrees in Geography and related subjects. With an AS or A level in Geography you will have access to the widest possible higher education and career opportunities. Geographers develop the skills to work in almost every field of employment.

Year 12 (AS course)

Unit 1: Managing Physical Environments (AS 50%, A 25%)

In this unit you will learn about the physical environment of the earth and how it influences peoples' activity and how people influence the physical environment.

You will study three of the four topics:

- river environments
- coastal environments
- cold environments (glacial)
- hot and semi-arid (desert) environments

You will be assessed by an examination lasting one and a half hours. There will be a choice of questions. An answer booklet will be provided to help you structure your answers.

Unit 2: Managing Change in Human Environments (AS 50%, A 25%)

In this unit you will learn about the management problems which arise from the interaction between people and their physical and human environments.

You will study three of the four topics:

- managing urban change
- managing rural change
- the energy issue
- the growth of tourism.

You will be assessed by an examination lasting one and a half hours. There will be a choice of questions. An answer booklet will be provided to help you structure your answers.

Fieldwork investigations are incorporated in both the Physical and the Human Environment AS modules.

Year 13 (A2 course)

Unit 3: Global Issues

(A 30%)

This unit gives you the opportunity to build on the foundations laid at AS; it develops and extends the concepts in the context of wider global issues.

Assessment is by a two and a half hour written paper.

You will study three topics:

at least one from

Section A: *Environmental Issues*

- Earth Hazards
- Ecosystems and environments under threat
- Climatic hazards

and at least one from

Section B: *Economic Issues*

- Population and resources
- Globalisation
- Development and inequalities

Unit 4: Geographical Skills

(A 20%)

This unit is designed to develop your ability to use a range of skills and techniques that are important in the process of geographical investigation.

The module is examined by a one and a half hour written paper partly based on your own investigation / research.

Section A contains structured data-response questions. These are based on stimulus material such as OS maps, photographs, satellite images, diagrams and statistical information and the techniques involved in the geographical research that you will have undertaken.

Section B includes two extended writing questions which focus on the skills and techniques used during your geographical research including analysis, interpretation, evaluation and drawing conclusions.

Fieldwork investigations at a variety of locations are incorporated in both the Global and the Geographical Skills modules for A2.

Examination Board:

OCR

Head of Geography:

Mr P. D. Barker MA (Oxon)

HISTORY

What do I need to know or be able to do before taking this course?

It is not a requirement that you have studied History at GCSE in order to take an AS or A Level course in the subject. A number of the topics offered for study are developments from GCSE but there are also plenty of topics offered which are likely to be new to most students. It is more important that you have an enquiring mind, an interest in the past and its relevance to current affairs, and an ability to communicate your ideas effectively.

What will I learn on this course?

During your course you will learn:

- About the significance of events, individuals, issues and societies;
- How and why societies have changed over time;
- About the theories of historians and the way they discuss them;
- To understand and evaluate historical evidence;
- To express your own historical ideas confidently and effectively.

What kind of student is this course suitable for?

The course will appeal to students who:

- Have an interest in the way that the world has developed;
- Enjoy investigation and discovery;
- Enjoy debate and framing a well-argued case;
- Want to improve their analytical skills;
- Want to broaden science AS or GCE to include an arts subject;
- Want to keep their options open. History is widely regarded as a useful qualification for a wide range of higher education or career choices.

What could I go on to do at the end of my course?

Students who study AS or GCE Advanced History have access to a wide range of career and higher education opportunities. By the end of your course you will have learned how to evaluate and analyse information, how to weigh up evidence and how to communicate complex ideas effectively. These skills are recognised and valued by employers, universities and colleges. History combines well with maths and science subjects to create an attractive portfolio of qualifications, enabling a student to move on to a university science-based course. Combined with English and a modern foreign language it would provide a good basis for an arts or languages-based degree. History AS/A provides an excellent foundation for a number of popular careers including journalism, law and business.

The quality of the A Level History experience is well illustrated by the significant numbers of students that have chosen to read the subject at top universities in recent years, including Oxbridge.

Year 12 AS course

Units 1 and 2 are examined in two written papers in May/June.

Unit 1 (European History)

The Reformation in Europe, c.1500-1564:

- An introduction to Europe in 1500;
- The condition of the Roman Catholic Church;
- Erasmian Humanism;
- The magisterial Reformation: Luther and Calvin;
- Radicals and Anabaptists;
- The Catholic or Counter-Reformation.

Unit 2 (British History)

The Church in England: the Struggle for Supremacy, 1529-1547:

- The Church on the eve of the Reformation, 1529;
- The Divorce and the Break with Rome;
- Dissolution of the Monasteries;
- Political implications of the Reformation;
- Henry VIII's final years.

Year 13 A2 course

Unit 3 is examined in one 90 minute paper in June; Unit 4 is completed during the Lent Term.

Unit 3 (British or European History)

One of the following topics will be studied in depth:

1. The later Tudors, 1547-1603 ('The Triumph of Elizabeth').
2. The emergence of Spanish power, 1492-1556.

Unit 4 (Historical Enquiry)

Students choose any suitable topic of interest to them over a 100-year period; under guidance of a teacher they research and plan an extended essay of c.3,500 words answering a carefully framed question which enables them to demonstrate research and historical judgment. This is completed during the Lent Term.

Exam board: AQA

Head of History: Mr M. D. Robinson MA, BEd (Hons)

MATHEMATICS

What entry qualifications do I require for this course?

At the College a grade B secured from GCSE Mathematics is considered the minimum entry standard. Aspiring candidates should seek advice from their present mathematics teachers as to their suitability.

What will I learn on this course?

Mathematics at AS and A level is a challenging and interesting course worth studying in its own right. It builds on work you will have met before, but also involves new ideas and concepts. It serves as a very useful support for many other qualifications as well as being a sought after qualification for the workplace and courses in Higher Education.

While studying Mathematics you will be expected to:

- use mathematical skills and knowledge to solve problems
- solve problems of varying complexity by using mathematical arguments and logic. You will also have to understand and demonstrate what is meant by proof in mathematics
- simplify real life situations so that you can use mathematics to show what is happening and what might happen in different circumstances
- use the mathematics that you learn to solve problems that are given to you in a real – life context
- develop and extend your capability to do and write mathematics logically without the use of a calculator
- use calculator technology and other resources (such as formulae booklets or statistical tables) effectively and appropriately; understand its limitations and when it is inappropriate to use such technology

What will I need for this course?

All mathematics students from Year 9 to the Upper Sixth must be in possession of a basic, relatively inexpensive calculator costing no more than a few pounds. It is essential that this has the **Trigonometry** buttons of **sin**, **cos** and **tan** and also crucial that it **does not** have the capacity to perform **symbolic algebra** operations. (In simple terms, for example, it should be able to perform the four rules with number but not have the capacity to add $2x + 3x$ and give the answer of $5x$.)

What could I go on to do at the end of my course?

AS mathematics is very valuable in supporting many courses at A level and degree level, especially in the sciences, geography, psychology, sociology, and medical courses.

A Level Mathematics is a much sought after qualification for entry to a wide variety of full-time courses in Higher Education.

Mathematics at AS and A Level is divided into four branches:

Pure Mathematics

When studying pure mathematics at AS and A level you will be extending your knowledge of topics such as algebra and trigonometry as well as learning some new concepts; for example calculus.

Statistics

If you study statistics you will learn how to analyse and summarise numerical data in order to arrive at conclusions about it. You will investigate probability and tackle problems by using the new mathematical techniques studied on the pure mathematics course.

Mechanics

When you study mechanics you will learn how to describe mathematically the motion of objects and how they respond to forces acting upon them.

Decision Mathematics

If you study decision mathematics you will learn how to solve problems involving networks. You will study a range of methods, or algorithms, which enable such problems to be tackled. This branch of mathematics is of recent origin and does not require pure mathematical skills.

Yr 12 (AS course)

Students will study Mechanics and Pure Mathematics throughout their first year and will normally aggregate for an AS qualification at the end of their first year.

Yr 13 (A2 course)

Usually, there are three main categories of student:

- Advanced Level candidates studying Pure and a second Mechanics unit.
- Advanced Level candidates studying Pure and a Statistics unit.
- Top set candidates studying at a faster rate for a Further Mathematics qualification.

How many units will I have to take to get my qualification?

| | |
|--|----------|
| AS Mathematics | 3 units |
| A level Mathematics | 6 units |
| A level Mathematics and AS Further Mathematics | 9 units |
| A level Mathematics and Further Mathematics | 12 units |

Examination Board: **Edexcel**

Head of Department: **Mr K R S Hoyle BSc, BA, PGCE**

MODERN FOREIGN LANGUAGES

(French, German, Spanish)

What do I need to know or be able to do before taking this course?

You will need to show competence in the foreign language skills of Listening, Reading, Writing and Speaking. You must have a reasonably sound knowledge of grammar and above all the desire to develop your grammatical skills. You must also have some knowledge and understanding of the culture and way of life of the target-language country. You need to be interested in developing this understanding and in exploring in much more depth the topic areas that you will have covered at GCSE.

What will I learn on this A level course?

The course will help you to develop your general study skills, but most of all you will learn to communicate at a higher level in the language that you have chosen. You will also learn much more about a wide range of aspects of the society or societies in which the language is spoken.

Reading: You will be able to read, understand and extract information from written passages in the target language that are taken from authentic sources, such as magazines and newspapers, reports or books.

Listening Speaking and Writing: You will learn how to write essays or longer pieces and to hold conversations and discussions in the target language. You will learn all the appropriate grammar, words and phrases that will help you to:

- * present information in the target language
- * organise your arguments
- * provide opinions
- * analyse your ideas

For what kind of student is this course suitable?

If you are interested in languages and communication, and you enjoy learning about other cultures and ways of life, then the Modern Foreign Languages course could be suitable for you. Similarly, if you are interested in the business world, in travel or tourism, in literature, or in journalism and the media, then you are also likely to find the course appropriate. The ability to give your opinion on a wide range of subjects is important. You will be discussing various aspects of life and culture and your ideas will be of great benefit to all who are on the course. There are a number of options in the course where you can choose your topic or question to suit your

interests. Whether you want to use language for work, for further study, training, or for leisure, this course will equip you with the necessary skills and knowledge.

ICT

The MFL Department is fully committed to using the latest technology to help you get the best possible results:

- You will have interactive listening and reading material at your disposal.
- You will be able to keep up to date with current affairs in France on a daily basis by watching French television web video streams (whilst practising your listening skills).
- You will have the opportunity to use the department's interactive whiteboard and language lab to enhance your learning experience further.

Year 12 (AS course)

Unit 1: Speaking (15 minutes) The Speaking test consists of two sections.

Section A: Role Play (5 minutes)

The role-play is set within a business or domestic context, and may take place in Britain or the foreign country. Candidates have 20 minutes in which to study a document containing brief instructions in English and the target language, and a stimulus passage of not more than 150 words of background information in English relating to the situation in which they are placed, and on which they should draw during the conversation. They make notes on the sheet, if they wish. Situations are of a kind requiring candidates to give practical information and advice, for example to a visitor. Candidates are required to do some of the following: seek and provide opinions; request and supply information; deal with enquiries; negotiate to solve problems; make arrangements; suggest possible course of action; respond to a complaint.

Section B: Presentation and discussion of topic (10 minutes)

The topic may relate to the subject areas for Advanced Subsidiary, or may be of the candidate's own choosing, but it must relate to aspects of the society or culture of a country or community where the language studied is spoken. Candidates may if they wish discuss a literary text.

Unit 2: Listening, Reading and Writing (2 hours 15 minutes)

Section A: Listening and writing:

Candidates listen to **three** recorded texts (up to 5 minutes in total). Some tasks require non-verbal (matching, box-ticking etc.) responses and some require answers in English.

There is also some translation from English into French, German or Spanish related to the third text.

Section B: Reading and writing:

Candidates read three texts and respond to a variety of tasks:

- Text 1 – non-verbal responses
- Text 2 – short responses in French, German or Spanish
- Text 3 – summary answer and extended writing task in French, German or Spanish

For tasks related to text 1, reading comprehension is assessed on a point-by-point mark scheme; for tasks related to text 2, reading comprehension is assessed on a point-by-point mark scheme and on quality of language. For tasks related to text 3 candidates are assessed on comprehension of text, response to text as well as quality of language.

Year 13 (A2 Course)

A level -The full A level qualification is made up of the AS units plus two more units which are studied at a higher level. You don't necessarily have to take the full A level qualification; you can still get a certificate just for the AS, and your teacher will advise you on what is best. If you do decide to take the second half of the course it will cover the two units described below.

Unit 1 – Speaking and Reading (15 minutes)

Section A: Discussion (5-6 minutes)

Candidates have 20 minutes before the examination to read and prepare responses to a short written stimulus in the foreign language. The stimulus may be taken from a newspaper or a periodical, and may present information in a visual or tabulated form as well as some written text. Candidates will then engage in discussion with the Examiner and respond to question about the prepared text. Questions test understanding of and

response to the actual text studied; and comprehension of and response to the Examiner.

Section B: General Conversation (10-12 minutes)

Candidates submit **two** different titles related to two different sub-topics from either the same or different A2 topic areas that they have prepared. The titles should relate to aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied.

The candidate discusses the topic of their choice. The conversation should not overlap with any topic discussed in the first part of the exam nor with the candidate's AS topic.

The second topic is **ONLY** discussed if the candidate is not able to sustain the discussion of the first topic for any length of time.

Unit 2 – Reading, Listening and Writing (2 hours 30 minutes)

Section A: Listening and writing

One or two extended listening texts are set (not exceeding 6 minutes). The passage is taken from a statement or talk given by a single speaker or from an interview or discussion involving more than one speaker. Questions are set in the target language and aim to test both overall comprehension of the text and comprehension of specific details. Candidate's responses are also in the target language.

Section B: Reading and writing

Two extended reading texts are set (maximum 600 words in total). Some exercises may involve a non-verbal response or English language questions requiring answers in English, as well as a translation from the target language into English. There are also a set of questions requiring answers in the foreign language or other tasks requiring writing in the foreign language, such as finishing sentences, definitions etc.

Section C: Writing in the foreign Language and transfer from English

Candidates write an essay of 250-400 words in the target language on prescribed topics, such as the environment

Examination Board:
Head of Department:

OCR
Mr B Dyer BA (Hons), PGCE, AST

MUSIC

What do I need to know or be able to do before taking this course?

It would be useful for you to have taken Music at GCSE level but not essential. You should be able to play an instrument or sing to approximately a pass standard at Grade V. It would also be useful, but again not essential, for you to have attempted to do some theory before you embark on the course.

What will I learn on the course?

Depending on the 'Areas of Study' chosen you can follow a wide variety of routes. This might be a 'classical' one or a 'pop' or 'jazz' one. You will develop skills in composing, performing and analysis. You will also develop skills in using IT, recording equipment and language (!).

What kind of student is this course suitable for?

You should be the kind of person who has a desire to play /rehearse/compose/practice without being forced to do so. You will already have a desire to perform on a regular basis and you will already have spent quite a bit of time at the Music Department. Students who take Music as a subject beyond Year 11 will have a desire to become good performers as they already know, to some extent, what a joy it is to participate in the study and making of music.

What could I go on to do at the end of my course?

AS and A level Music can lead to you wanting to study Music further at a University or Conservatoire. At AS level Music you would gain an insight that might be very useful in many kinds of career in the Music Industry. This might be an administrative role or a more practical one. A full A level might lead to the study of Music with a view to being a more practical musical participant. This might be via a performance-based course at a Conservatoire or a more academic route through a University. Both of these may lead to a career in the actual performance, composition or creation of music in one way or another. There are also careers in publishing and teaching.

Year 12 (AS course)

Unit 1 Performing Music (30%)

This unit gives students the opportunities to perform as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a five-six minute assessed performance. Notated and/or improvised performances may be submitted.

Unit 2 Composing (30%)

This unit encourages students to develop their composition skills leading to the creation of a three-minute piece in response to a chosen brief. Students also write a CD sleeve note to describe aspects of their final composition and explain how other pieces of music have influenced it.

Unit 3 Developing Musical Understanding (40%)

This unit focuses on listening to familiar music and understanding how it works.

Set works from the anthology provide the focus for the first two sections, through listening and studying scores. It is recommended that students familiarise themselves with each work as a whole, before learning how to identify important musical features and their social and historical context.

In the third section, students use a score to identify harmonic and tonal features, and then apply this knowledge in the completion of a short and simple passage for SATB.

Year 13 (A2 course)

Unit 4 Extended Performance (30%)

This unit gives students the opportunities to extend their performance skills as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a 12-15 minute assessed performance of a balanced programme of music. Notated and/or improvised performances may be submitted.

Unit 5 Composition and Technical Study (30%)

This unit has two sections: composition and technical study.

The composition section further develops students' composition skills, leading to the creation of a final three-minute piece in response to a chosen brief.

The technical study section builds on the knowledge and awareness of harmony gained in Unit 3 section C through the medium of pastiche studies.

Students must complete two tasks in this unit choosing from either one composition and one technical study or two compositions or two technical studies.

Unit 6 Further Musical Understanding (40%)

This unit focuses on listening to music, familiar and unfamiliar, and understanding how it works. Set works from the anthology, using different selections from those in Unit 3 provide the focus for much of the unit. It is recommended that students familiarise themselves with each work as a whole, before concentrating on important musical features, context and/or elements of continuity and change.

Students should also listen to a wide range of unfamiliar music related to the two compulsory areas of study. They should learn how to compare and contrast pairs of excerpts, contextualise music and identify harmonic and tonal features.

Examination board: Edexcel

Director of Music: Mr R Goodrich BA (Hons), LTCL, ABSM, PGCE

PHYSICAL EDUCATION

What do I need to know or be able to do before taking this course?

GCSE Physical Education is not a pre-requisite for following this subject at A Level, although it does provide useful background information. Generally candidates should be interested in sport and keen to understand how the human body is able to respond to the demands of the sports environment and the role that sport plays in society. You do not need to be a top class performer, but you must be prepared to take advantage of all the opportunities for improving personal skill that exist outside the curriculum.

What will I learn on this course?

The course forms a link between the practical performance and relevant theoretical knowledge. As well as being encouraged to improve your skills in two specialist activities, you will learn that successful sporting performance draws on a wide body of knowledge and understanding, including areas of anatomy and physiology, psychology and sociology.

What kind of student is this course suitable for?

You must understand that the course is not about providing you with the chance to play sport. You must have the desire to approach this course with the academic commitment required by any other subject.

What could I go on to do at the end of my course?

The leisure industry continues to expand and opportunities such as leisure facility management, coaching, and outdoor education provision are plentiful. Teaching is another linked profession, but the really good news is that this A Level is fully accredited and accepted by all Further Education institutions alongside the more traditional disciplines and thus choosing this subject does not just lead to directly related careers but opens many more doors in addition.

Year 12 (AS course)

Unit 1: An Introduction to Physical Education (AS 60%, A 30%)

The work in this module is broken into three components:

- a) Anatomy and Physiology
- b) Acquiring Movement Skills
- c) Socio-Cultural Studies relating to participation in physical activity

In the first of these you will learn how various systems of the body, such as muscular, skeletal and circulatory, combine in order to produce human movement in a sporting context. In the second component we consider how performers learn skills and we apply this knowledge to discovering the best ways in which coaches and teachers can work with their students. In the third component we examine the role played by sport in society. We consider the different levels on which people can participate such as play, recreation and competitive sport. The part played by PE in school is also investigated. Issues such as commercialism, drugs, hooliganism, and opportunities for women require students to keep up-to-date with sporting current affairs.

This unit is assessed through external examination at the end of Year 12.

Unit 2: Coursework (AS 40%, A 20%)

You will select two activities, which must come from different activity profiles.

Activity Profiles

Athletics Activities:

Combat Activities:

Dance Activities:

Gymnastics Activities:

Invasion Games:

Net/Wall Games:

Striking/Fielding Games:

Target Games:

Outdoor/Adventurous:

Swimming Activities:

Exercise Activities

Example Activities

Athletics

Judo

Dance

Gymnastics

Basketball, Hockey, Rugby,

Football, Netball or Lacrosse

Squash, Volleyball, Badminton,

Tennis or Table Tennis

Cricket or Rounders

Golf

Sailing, Canoeing, Hill Walking,

Skiing or Horseriding

Competitive Swimming, Life-saving

Circuit training

In this unit you are assessed performing in conditioned competitive situations. You can also choose to be assessed in coaching or officiating rather than as a performer in one of your sports. In addition, there is an assessment of your skills in evaluating performance in one of your sports. This unit is assessed internally at the end of Year 12.

Year 13 (A2 course)

Unit 3: Optional Topics (A 35%)

We have chosen to deliver the following modules from those offered by the board:

- Historical Studies
- Exercise Physiology
- Psychology or Biomechanics

In historical studies we study the development of sport during key historical periods. In psychology students learn how the power of the mind can provide the winning edge in competitive situations. This module covers topics such as stress management, controlling aggression, mental preparation and self-confidence. Biomechanics is a good option for students taking Mathematics or Physics at A Level since it requires the ability to apply the mathematical concepts, such as the effect of forces, to the sporting context. The majority of students, however, follow psychology rather than this option. In exercise physiology students examine the scientific principles behind how performance can be enhanced by training. This module is assessed by external examination at the end of Yr 13.

Unit 4: Coursework (A 15%)

This is an extension of the A2 coursework, but students now concentrate on just one of their specialist sports. In addition they are assessed in their ability to observe and analyse performance in their chosen sport and apply aspects of their theory courses to the performance.

This unit is assessed internally at the end of Year 13.

Examination board: OCR

Head of department: Mrs K M Gardens BSc(Hons), PGCE

PHYSICS

Because physics has the reputation of being a difficult subject it has a high status in both the academic and business worlds. For this reason those considering pursuing a challenging career would be well advised to make physics one of their main 'A' level choices.

What do I need to know or be able to do before taking this course?

The course builds on the ideas and skills developed at GCSE. The course integrates theory and practical work, and you will be required to communicate ideas effectively, research and think critically about physical problems. The course has been written to follow on from the Core and Additional Science GCSEs, but pupils who have studied separate sciences at GCSE and have completed a full Physics GCSE course will be at an advantage in that they will have met some of the year 12 concepts already. Based on our past experience, a B grade at GCSE is the minimum requirement for starting the AS level course. Unless there have been exceptional circumstances, a student with only a C grade is unlikely to pass the AS level.

What kind of student is this qualification suitable for?

A level physics is suitable for students who:

- have an interest in, and enjoy physics;
- want to find out about how things in the physical world work;
- enjoy applying their mind to solving problems;
- enjoy carrying out investigations by the application of imaginative, logical thinking.

AS physics is also suitable for students who:

- want to go on to the full A level;
- want a grounding in a relevant worthwhile qualification of recognised value;
- want to broaden their educational experience before making a decision about which A levels to take;
- are taking A levels in the other Sciences and/or Mathematics or other relevant courses such as design and Technology and want to take another course that will support their studies.

Year 12 (AS course)

Unit G481: Mechanics

30% of the total AS GCE marks (15% of the total Advanced GCE).

1 h written paper

60 marks

Candidates answer all questions.

- Motion
- Forces in action
- Work and energy

Unit G482: Electrons, Waves and Photons

50% of the total AS GCE marks (25% of the total Advanced GCE)

1.75 h written paper

100 marks

Candidates answer all questions.

- Electric current
- Resistance
- DC circuits
- Waves
- Quantum physics

Unit G483: Practical Skills in Physics 1

20% of the total AS GCE marks (10% of the total Advanced GCE)

Coursework

40 marks

Candidates complete **three** tasks set by OCR.

Tasks are marked by the centre using a mark scheme written by OCR.

- This AS (practical skills) unit is teacher assessed and externally moderated by OCR.
- Candidates are assessed on one task from each of the following categories: qualitative, quantitative and evaluative tasks.

Year 13 (A2 course)

Unit G484: The Newtonian World

15% of the total Advanced GCE marks

1 h written paper

60 marks

Candidates answer all questions.

This unit is **synoptic**.

- Newton's laws and momentum
- Circular motion and oscillations
- Thermal physics

Unit G485: Fields, Particles and Frontiers of Physics

25% of the total Advanced GCE marks

1.75 h written paper

100 marks

Candidates answer all questions.

This unit is **synoptic**.

- Electric and magnetic fields
- Capacitors and exponential decay
- Nuclear physics
- Medical imaging
- Modelling the universe

Unit G486 Practical Skills in Physics 2

10% of the total Advanced GCE marks

Coursework

40 marks

Candidates complete **three** tasks set by OCR.

Tasks are marked by the centre using a mark scheme written by OCR.

- This A2 (practical skills) unit is teacher assessed and externally moderated by OCR.
- Candidates are assessed on one task from each of the following categories: qualitative, quantitative and evaluative tasks.

Synoptic assessment tests the candidates' understanding of the connections between different elements of the subject.

Synoptic assessment involves the explicit drawing together of knowledge, understanding and skills learned in different parts of the Advanced GCE course. The emphasis of synoptic assessment is to encourage the development of the understanding of the subject as a discipline.

All A2 units, whether internally or externally assessed, contain synoptic assessment.

Synoptic assessment requires candidates to make and use connections within and between

different areas of physics at AS and A2, for example, by:

All A2 units, G484–G486, contain some synoptic assessment.

Examination board: OCR

Syllabus: Physics A

Head of Science: Dr D R Higgins MA, PhD, PGCE

Head of Physics: Mr C M Constanti BSc

PSYCHOLOGY

What do I need to know or be able to do before taking this course?

The course demands good communication and analytical skills. You will need to be able to read around the subject, analyse and summarise it orally and on paper. Most students have had no previous study of Psychology but come with a keen interest in why people behave as they do.

What will I learn on this course?

Psychology is defined as “the scientific study of the mind and behaviour” and as such it covers a vast range of topics ranging from children’s moral development, gender theories, popularity and rejection, to topics such as substance abuse, conformity, eye witness testimony and the false memory debate as well as practical skills on how to carry out psychological investigations.

What kind of student is this course suitable for?

You will need to have a keen interest in peoples' behaviour, be able and prepared to read about different approaches and theories and to present them in logical, analytical essays. There is also a requirement in the second year, for statistical analysis and therefore good passes in English, Maths and Science at GCSE level are required.

What could I do at the end of my course?

How the mind works and how people behave in certain situations affects us all and all aspects of work. It can be of use in any career.

Recently students have gone on to study various careers ranging from; Forensic Psychology, Music Therapy, Law, Personnel work, Physiotherapy, Teaching, Clinical Psychology and even Dentistry!

Year 12 (AS course)

Unit 1: Introducing Psychology PSYB1 (50% of AS , 25% of A2)

Externally assessed examination, 1 ½ hours. Candidates answer 3 compulsory questions; one from each section

1.a. Key Approaches in Psychology.

- 1.b. Biopsychology
2. Gender development
3. Research Methods and Ethics.

**Unit 2: Social and Cognitive Psychology and Individual differences
PSYB2 (50% of AS, 25% of A2)**

Externally assessed examination, 1 ½ hours. Candidates answer 3 questions: one from each section

There are several topic areas in this unit which include:

1. Social Influence, such as Conformity & Obedience
2. Memory and Forgetting
3. Anxiety Disorders

Assessment:

It is hoped that students will be examined on Unit 2 in January and Unit 1 in May of the first year.

Year 13 (A2 course)

Unit 3 Child Development and Applied Options PSYB3 (25% of A level.)

Externally assessed exam. 2 hours. Candidates answer 3 questions: one from section A and 2 from section B

Part A: Child Development

1. Social Development
2. Moral Development

Part B. Applied Option Topics :

1. Cognition & Law
2. Substance Abuse

Unit 4: Approaches, Debates and Methods in Psychology PSYB4 25% of A level

Externally assessed exam. 2 hours. Candidates answer 1 from section A & 1 compulsory from each of sections B and C.

- A. Approaches in Psychology involves a more detailed look at each of the approaches introduced in the first module.
- B. Debates includes aspects such as Freewill-determinism, Nature-Nurture etc that are critical debates in Psychology
- C. Methods in Psychology: This builds on the work covered in Year 12 but also introduces Inferential Statistics and Statistical Analysis as well as further issues in research.

Examination board: AQA Specification B

Head of department: Mrs J. S. Hobson BA (Hons), PGCE

RELIGIOUS STUDIES

What do I need to know, or be able to do, before taking this course?

It is not necessary to have taken RS at GCSE to be able to sit this course successfully. Some background knowledge to any World Religion would be an advantage, but not a requirement. What is essential is that you are interested in the way that people think and what their motivations are.

What will I learn on this course?

You will gain a greater understanding of society through the study of its religious heritage. You will also be more able to relate to people of different faiths and therefore be prepared for working within a global community.

You will have the opportunity to frame questions about life and then find the answers. As a result, you will develop the ability to think more deeply about issues of life and have some idea where to look for the answers!

For what kind of student is this course suitable?

Any student who has an interest in the world and what makes it tick. It is likely you will have a natural aptitude for discussion and debate, although this is not essential.

What could I go on to do at the end of my course?

Religious Studies is possibly the most cross-curricular subject available for study. It can prepare you for any career or degree course. The ethics element of the course is especially suitable for prospective lawyers and doctors; the study of other religious cultures is a perfect background for working in any sector of today's multi-cultural world. In short, RS can prepare you for a greater understanding of the world irrespective of which career path you follow.

Year 12 (AS Course)

Philosophy of Religion

Plato: the Analogy of the Cave - *The Republic VII. 514A–521B*

Plato: the concept of the Forms; the Form of the Good

Aristotle: ideas about cause and purpose in relation to God -
Metaphysics Book 12

The concept of God as Creator

The goodness of God

The Ontological argument from Anselm and Descartes; challenges from Gaunilo and Kant
The Cosmological argument from Aquinas and Copleston; challenges from Hume and Russell
The Teleological argument from Aquinas and Paley; challenges from Hume, Mill and Darwin
The Moral argument from Kant: psychological challenges from Freud
The problem of evil
Religion and science

Developments in Christian Theology

Part 1: A study of the foundations of Christian theology through particular theologians

God and creation
Knowledge of God
Human nature
The person of Christ
Interpretation of the Bible

Part 2: Liberation Theology

Preferential option for the poor
Praxis
Hermeneutics
Jesus the Liberator
Base communities
Environment and situation
Influence of Marxism
Impact and influence of liberation theology

All AS courses are assessed by 90 minute examination

Year 13 (A2 Course)

Philosophy of Religion 2

Religious Language

Religious Experience

Miracle - a study of how God might interact with humanity, by looking at the concept of miracle

Nature of God

Life and Death

Developments in Christian Theology 2

Part 1 – Theology of Religions

Attempts to define religion

Exclusivist/particularist responses of Christianity to other world religions

Inclusivist responses of Christianity to other world religions

Pluralist responses of Christianity to other world religions

Part 2 – Feminist Theology

Presentation of women in the Bible and Christian tradition

Liberal/equality feminist theology

Reconstruction feminist theology

Radical/naturalist feminist theology

Feminist theological ethics

All A2 units are assessed by a 90 minute exam

Exam Board: OCR

Head of Department: Mr J. Holland BA PGCE