



**SIXTH FORM**  
**SUBJECT DETAILS**  
**2020**

# Biology

2020 SIXTH FORM CURRICULUM



**Examination Board:** AQA

## Topics Year 12:

Foundations in biology (Cell structure, biological molecules, nucleic acids and enzymes, cell division protein synthesis and cellular organisation)

Energy transfer between organisms (Photosynthesis, respiration and ecosystems)

The immune system (Communication disease, disease prevention, the immune system and HIV)

## Topics Year 13:

Exchange and transport (Gas exchanges in different organisms and mass transport of blood in animals and sugars/water in plants)

Communications, homeostasis and energy (Human nervous and hormonal systems, excretion, plant and animal responses, and respiration)

Genetics, evolution and ecosystems (Cellular control, patterns of inheritance, manipulating genomes, cloning, biotechnology, ecosystems, populations and sustainability)

## Assessment: (ALL in summer 2021)

**Paper 1 – 2hrs** (35%) Biological molecules, Cells, Organisms and exchange, genetic information, variation and exchange with the environment. Practical skills.

**Paper 2 -- 2hrs** (35%) Energy transfer, Organisms responding to the environment, Genetic populations, evolution and ecosystems, the control of gene expression. Practical skills.

**Paper 3 – 2hrs** (30%) Synoptic.

**Practical endorsement:** All of the topics are combined with practical skills and these skills will be developed throughout the course. Students will be required to complete a portfolio of a minimum of 12 practical tasks during the 2 year course for which they will be awarded a pass or fail. Examples of tasks include: microscopy, dissection, sampling techniques, using a colorimeter, chromatography, microbiological techniques, and measuring animal responses. 15% of the marks at A-level will awarded through practical task based questions in the examination papers in summer 2021.

### **Skills Acquired:**

- Knowledge and understanding of biological facts and principles.
- Ability to apply these in constructing hypotheses and testing them.
- Ability to communicate biological information.
- Ability to carry out experimental work.
- Working independently and working with others.
- Essential mathematical skills for use in biology (10% of marks in the examinations are awarded for level 2, above GCSE, mathematical skills.)

### **What kinds of students are most suited to this course?**

- Inquisitive, interested in life and how living things 'work'.
- Numerate, confident in handling numbers and statistics and ideally able to communicate well (orally and written).
- Prepared to work hard and learn lots of new information.
- Must be able to apply information learnt to new problems.
- Must be able to work independently and in groups.

### **What other subjects often combine successfully with this?**

Chemistry, Physics, Physical Education, Psychology, Geography and Mathematics.

The Russell Group universities regard Biology as a facilitating subject and expect applicants to study at least one facilitating subject.

### **What career or higher education options might this course lead to?**

Agriculture, Environment, Microbiology, Animal Science, Food & Brewing, Nature Reserves/Parks, Biochemistry, Forensic Science, Pharmacology, Biotechnology, Forestry, Pharmacy, Genetics, Psychology, Conservation, Health, Sports Science, Dentistry, Medicine, Veterinary/Zoology, Nutrition/Dietetics, Physiotherapy, Scientific Journalism.

### **What extra-curricular activities support this course?**

Residential field trip to the field centre in Surrey (practicals, wellies and cake!)

### **Quotations from students:**

"There is more to living things than meets the eye!"

"Almost half of UK employers surveyed by the CBI reported that they were looking for employees with strong qualifications in science, technology, engineering and mathematics."

"I may look like I am doing nothing, but at a cellular level I am really rather busy".

# Chemistry



**Examination Board: AQA**

## Subject Content:

The specification has been arranged into the traditional three branches of physical, inorganic and organic chemistry.

Physical Chemistry includes atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria and Le Chatelier's principle leading on to rate equations, equilibrium constant for homogeneous systems, electrode potentials and electrochemical cells.

Inorganic chemistry will cover periodicity, group 2 and group 7 elements, group 3 elements and their oxides, transition metals and reactions of ions in aqueous solutions.

In organic chemistry students will study alkanes, halogenoalkanes, alkenes, alcohols, aldehydes, ketones, carboxylic acids and derivatives, aromatic chemistry, amines, polymers, amino acids, proteins and DNA, organic synthesis and analysis.

Students will also study analytical techniques of infrared spectroscopy, NMR spectroscopy, mass spectrometry and chromatography.

## Assessment:

### Paper 1:

Inorganic chemistry with relevant physical chemistry

Relevant practical skills

Written exam: 2 hours, 105 marks (a mixture of short and long answer questions), 35% of A level

### Paper 2:

Organic chemistry with relevant physical chemistry

Relevant practical skills

Written exam: 2 hours, 105 marks (a mixture of short and long answer questions), 35% of A level

### Paper 3:

All practical skills

All content

Written exam: 2 hours, 90 marks - 40 marks on practical techniques and data analysis, 20 marks on testing across the specification and 30 marks on multiple choice questions

### Skills acquired:

- Planning and designing of experiments
- Manipulation of apparatus
- Observation and recording
- Interpretation of experimental results
- Problem solving
- Logical thinking

### Practical work:

There will be no internal assessment that leads to marks that contribute towards the A-level grade (no coursework or controlled assessment).

Practical work will be assessed in the written paper – 15% of the total A-level marks will be for practical knowledge and understanding.

A separate 'endorsement' of practical work will be assessed by teachers. This will not be graded. If students pass, it will be reported on their certificate.

### Mathematical requirements:

Overall, at least 20% of the marks in assessments for chemistry will require the use of mathematical skills. These skills will be applied in the context of chemistry A-level and will be at least the standard of higher tier GCSE mathematics. Skills include arithmetic and numerical computation, handling data, algebra, graphs, geometry and trigonometry.

### What kinds of students are most suited to this course?

- Students who enjoy practical work and want to develop their skills in the laboratory.
- Students who are interested in the social, economic, environmental and technological applications of chemistry in everyday life.
- Students who are able to visualise abstract ideas.
- Students who want to stimulate and sustain their interest in chemistry.

### What options might be open to a student at the end of the course

- Follow a degree course in Chemistry, Materials Science, Forensic Science, Chemical Engineering, Environmental Science, Medicine, Veterinary Science, Physiotherapy and Pharmacy.
- Follow a more vocational course in Applied Chemistry, Sports Studies, Horticulture and Beauty Therapy.
- Gain employment in Pharmacy, Analytical Laboratories.

### What other subjects often combine successfully with this?

Biology, Geography, Mathematics, Physics, Product Design and Textiles. The Russell Group universities regard Chemistry as a facilitating subject and expect applicants to study at least one facilitating subject.

### Quotation from students:

"Chemistry isn't just about wearing a white coat! It's amazing that chemistry is everywhere and the course really made me appreciate how much our modern world relies on things like polymers and the development of alternative fuels in the future."

"The 6<sup>th</sup> Form Chemistry Conference in London just before Christmas was really cool!"



# Computer Science

## Examination Board: OCR

### Assessment:

#### 40% - **Computer Systems** (Examination)

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues

#### 40% - **Algorithms** (Examination)

- Elements of computational thinking
- Problem solving and programming
- Algorithms

#### 20% - **Programming Project**

- The student chooses a computing problem to work through with teacher guidance, this involves:
  - Analysis of the problem
  - Design of the solution
  - Developing the solution
  - Evaluation

### What kinds of students are most suited to the course?

Students should also have strong mathematical and problem solving skills.

Students with a keen interest in computer systems, including software, hardware, data communications and people. Students will develop skills in writing programs, therefore the ability to think creatively and logically would be desirable.

### What other subjects combine successfully with this?

Many computing-related university courses will require students to have studied Computer Science and Mathematics / Further Mathematics. These subjects are complementary, and we would encourage students to take these two subjects alongside each other. Additional subjects which may also complement Computer Science are Physics and Philosophy.

### What career or higher education options might this course lead to?

The course will prepare students for higher education in the area of Computing or Computer Science. It will also develop organisational and project management skills which would be applicable in a range of subject areas. Potential areas for future study and careers would include: programming, robotics, software and hardware design and development, networking, systems analysis, databases, consultancy, games and multimedia.

### Extra-Curricular

Students need to have access to a computer or laptop, this should have an up to date version of Office on it, and must have Internet access. Students would also benefit from having the following software: Python and Visual Basic.

# OCR Cambridge Technical Extended Certificate in IT

**Examination Board: OCR**

**OCR Cambridge Technical ICT (Level 3)**

## **Year 1: Certificate**

Students will study two units in the first year of this course. Unit 1 is entitled Fundamentals of IT, and covers hardware, software, networks, data, communications, business use of IT and cyber-security. This unit is assessed through an examination at the end of the first year (50% of Year 1). Unit 2 is entitled Global Information, and covers data and its use, and how data is stored, analysed, understood and presented. This unit is similarly assessed through an examination at the end of the first year (50% of Year 1).

## **Year 2: Extended Certificate**

The second year comprises three units. Unit 3 is entitled Cyber Security, and covers different types of electronic threats, defences and responses. This unit is assessed through an examination at the end of the second year (33% of Year 2). Unit 9 is entitled Product Development, and covers the way in which a product is developed from the analysis stage, through design, implementation/prototyping, testing and evaluation. This unit is assessed through a coursework project (33% of Year 2). Unit 17 is entitled Internet of Everything, and covers the growth in the Internet of Things (IoT), as well as how suitable products may be identified and proposed for development. This unit is assessed through a coursework project (33% of Year 2).

**2020 SIXTH FORM CURRICULUM**



## **General Information:**

The National Extended Certificate is intended as an Applied General qualification which is equivalent in size to one A Level. Students will develop a core of IT knowledge and study areas such as hardware and software in IT systems, managing and processing data to support business and using IT to communicate and share information.

## **What kinds of students are most suited to the course?**

Those who are interested in learning more about IT, developing their practical IT skills and how these can be used to support business. Students should be well organised and have met the Sixth Form entry requirements.

## **What other subjects combine successfully with this?**

IT complements a number of other subjects. Study of IT develops a range of transferable skills which can be applied to work in other subject areas.

## **What career or higher education options might this course lead to?**

The course will prepare students for higher education in the area of IT, or as a complementary subject for a range of other higher education courses. This course develops transferable skills including; reading technical texts, effective writing, analytical skills, creative development, independent learning, effective researching and presentation skills.

This course also develops employability skills such as: problem-solving, critical thinking, communicating, working collaboratively, negotiating and influencing, self-presentation, self-management, resilience and self-monitoring.

## **Extra-Curricular**

Students need to have access to a computer or laptop, this should have an up to date version of Office on it, and must have Internet access.



# Digital Media Level 3 Diploma

**Examination Board:** OCR Cambridge Technicals

**The Level 3 Cambridge Technicals in Digital Media offer specialist pathways in digital content for interactive media, moving image and audio production.**

## Who is this qualification for?

*The OCR Cambridge Technical Diploma in Digital Media is aimed at students who want to do the following:*

- Progress to employment in this sector. The qualification will support applications to entry level roles within digital media or to further training and apprenticeships. The focus on technical skills would enable students to apply for roles such as digital content assistant, junior copywriter, photographic assistant and digital assistant.
- Progress to Higher Education courses at Foundation Degree and BTEC HND courses, or to full degree courses, such as:
  - BA (Hons) Publishing and Digital Culture
  - BA(Hons) Web Development
  - BA (Hons) Multimedia Journalism
  - BA (Hons) Media Studies
  - BA (Hons) Graphic Design

## Course Structure:

The course is the equivalent of two A levels and is taught over two years alongside other level 3 courses, either vocational or A levels.

12 units are studied, of which three are compulsory and examined. A further nine are taken from a selection of optional units which offer a broad experience of digital media.

## Assessed Units

Each assessment for a Cambridge Technical is linked to a specific unit. All of the units developed for assessment are of 30, 60 or 90 teaching hours to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked internally and later moderated by the exam board and a grade awarded.

The styles of assessment used for qualifications in the creative digital media suite are:

- Units – learners take the assessments during a defined window and demonstrate understanding through completion of a project task. This is set as a brief to mimic real word situations between client and customer.
- Performance – learners prepare for assessment over a specified window and demonstrate skills that generate some non-written evidence i.e. Photographic imagery (print), audio visual promo (audio file).

The three external examined assessments include a period of preparation using set information. External examined assessments are available once or twice a year and learners can have only one resit attempt during the programme. The other units are internally assessed by teachers and moderated by a visiting exam board moderator. The course is extremely practical and hands-on. The units available are as follows:

1. **Media Products and audiences (exam)**
2. **Pre-production and planning (exam)**
3. **Social media and globalisation (exam)**
4. **Create a media product**
5. **Interactive media product**
6. **Journalism and the news industry**
7. **Photography for digital media products**
8. **Comics and graphic novel storytelling**
9. **Create a digital animation**
10. **Graphic design for digital media products**
11. **Create audio visual promo**
12. **Plan and deliver a pitch for a media product.**

#### How is the course graded?

The course is graded at Pass, Merit, Distinction and Ungraded. These grades then convert to the equivalent of A level grades through a points system and thereby enables students to use the grades as part of the UCAS tariff for progression to university or other higher education institutions. More information on this can be found on the UCAS website.

#### What else can I study?

Alongside the diploma, you will take one or two further A levels and the Extended Project. A levels that go well with the diploma are:

- Fine art
- Textiles
- Product Design
- Theatre Studies
- ICT
- English language and/or literature
- Media Studies

You can take any of the other A levels we offer providing you meet the entry criteria.

**The only A level that is not allowed is photography because the content is too similar to the diploma to give enough breadth of study.**



Digital Media Diploma 2020



# English Language

**Examination Board: AQA**

## Aims:

The English Language A Level course aims to encourage students to pursue linguistic and sociological lines of enquiry, debate different viewpoints about language and develop independent research skills. This course offers opportunities for students to engage in a wide range of written and spoken texts in a creative and critical way. We explore and identify how and why different types of genres are constructed and what influences the process of production and reception. The specification explores the study of English Language both as a medium of communication and as a topic in its own right: it is a creative and expressive tool; a medium we use for making social connections; and it is innately individual. In English Language, we aim to explore the wide range of language as a symbolic system to assert power too. Language and social functions are a key factor in the course.

## Subject Content

### Language, the Individual & Society

This area of study introduces students to methods of linguistic analysis to explore concepts of audience, purpose, genre, mode and representation. It introduces students to the study of children's language development, exploring how children learn language and how they are able to understand and express themselves through language. We analyse spoken and written language from different eras, global language, community language and regional styles. This is underpinned with the study of phonetics, graphology, lexis, semantics and grammar.

### Language Diversity & Change

Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social, geographical and temporal contexts. We explore processes of language change. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity and change. We examine a range of data to explore how historical influences have impacted upon linguistic change and the inherent debates and issues that affect language.

### Non-exam Assessment: Language in Action

The aim of this area of study is to allow students to explore and analyse language data independently and develop and reflect upon their own writing expertise. Students carry out two different kinds of individual research:

- A language investigation (2,000 words excluding data)
- A piece of original writing and commentary (750 words each).

### How is it assessed?

TWO exams at the end of the course = 80%

- Paper 1: Language, the Individual and Society (2 hours 30 mins)
  - Paper 2: Language Diversity & Change (2 hours 30 mins)
- Coursework = 20%
- Language investigation: original writing, investigation and commentary

### **Skills acquired:**

- An ability to identify linguistic features and explain their role.
- To examine language use in a variety of historical and social contexts.
- A comprehensive vocabulary appropriate to the analysis of language.
- An ability to write for a variety of audiences and purposes.

### **What kinds of students are most suited to this course?**

- Students who enjoy analysing the way in which people speak and write.
- Students who are enthusiastic and relish the opportunity to debate ideas.
- Students who are organised and independent in their approach to research.
- Students who enjoy examining their own communicative skills from a new perspective.

### **What other subjects often combine successfully with this?**

The subject reinforces all the other A Level subjects but could reinforce skills required in Media Studies. French and German linguistic analysis would also complement the subject.

### **What career or higher education options might this course lead to?**

Almost any career would embrace English qualifications but the analytical, observant skills required would benefit journalism, media, teaching, management or any career that demands effective communicative skills.

### **What extra-curricular activities support this course?**

Participation in any social activity could become a topic for conversation study! Debating societies, discussion groups, engaging in contemporary media in a diversity of ways are all essential practices for this subject.

### **Quotations from students:**

“Studying English Language brings ordinary conversation to life. I have learned so much about the vocabulary, the manner and the socialisation of communication. Emailing and texting my friends has become a source of investigation. I even find myself applying linguistic theories to dialogue on the TV! If you want to learn a new word every lesson, English Language is for you.”

# English Literature

2020 SIXTH FORM CURRICULUM



**Examination Board: AQA**

## **Aims:**

The English Literature A Level course aims to encourage students to read widely in the three literary forms of drama, poetry and prose. This reading provides opportunities for students to significantly develop their enjoyment and close study of literature with a focus on set texts as well as other reading that students select for themselves. Students will learn to be both critical and creative in their response to a substantial body of texts and learn the different ways there are of responding to the reading they have undertaken. They will develop their skills of literary analysis and their understanding of how to apply this to the evaluation of the texts they read. An important aspect of the course is the consideration of the impact of context on the texts studied and the interpretations of other readers. Most significantly the course aims to encourage students to develop their interest in and enjoyment of literature and literary studies as students undertake independent and sustained reading of drama, poetry and prose to deepen their understanding and appreciation of English literature.

## **Subject content:**

### **Examination: Love Through the Ages**

Students will explore how writers present their ideas about love in its many different forms including romantic love; love and loss; social conventions and taboos; young love and maturing love; jealousy and guilt; truth and deception; proximity and distance; marriage; approval and disapproval.

Texts students will encounter include *Othello*, *Rebecca* and a *pre-1900 Poetry Anthology*.

### **Examination: Texts in Shared Contexts**

The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time. Bennett students will focus on literature from 1945 to the present day. Students will explore how writers have considered the social, political, personal and literary issues which have helped to shape the latter half of the 20<sup>th</sup> century and the early decades of the 21<sup>st</sup> century

Students study three texts taken from the three literary forms of drama, poetry and prose. Texts students will encounter as preparation for the exam: *The Handmaid's Tale*; *A Streetcar Named Desire*; the poetry of Owen Sheers.

### **Coursework: Independent critical study: Texts across time**

The aim of this area of study is to allow students to explore and analyse how writers from two different historical contexts present a theme. Students develop their skills as autonomous readers in this unit as they decide the theme and, with the guidance of their teacher, the texts they wish to read. Students write a comparative critical study of 2500 words. Possible themes students may choose to explore may include: The struggle for identity; Crime and punishment; Minds under stress: The Gothic: Satire and dystopia: War and conflict: Representations of race and ethnicity: Representations of women: Representations of men: Representations of social class and culture. As preparation for this coursework, students are required to read a pre-1900 novel before starting the Year 12 course.

### How Is It Assessed?

Two examinations at the end of the course = 80%

- Paper 1: Love Through the Ages (3 hours)
- Paper 2: Texts in Shared Contexts (2 hours 30 minutes)

Coursework = 20%

- Independent Critical Study: Texts Across Time 2500 words.

### Skills acquired:

- Responding to texts of different types and periods.
- Ability to discuss your own and others' interpretation of texts.
- Ability to produce informed and independent opinions and judgements in essay form.
- Ability to communicate clearly the knowledge, understanding and insight appropriate to literary study.

### What kinds of students are most suited to this course?

- Students who enjoy reading and discussing literature.
- Students who can reflect on and compare what they have read.
- Students with enthusiasm and an ability to work in groups and argue their own point of view.
- Students who enjoy writing analytically about literature.

### What other subjects often combine successfully with this?

Any, but especially, perhaps, History, Drama and Theatre Studies, Art, Religious Studies, Philosophy, French, German or Media Studies.

### What career or higher education options might this course lead to?

Almost any career, particularly those in which analytical and reflective skills are required such as journalism, media, teaching, civil service, writing, administration or management.

Higher Education: English, American Studies, Creative Writing, Media, Journalism, Drama.

### What extra-curricular activities support this course?

Theatre visits to see performances of set and other texts, opportunities to hear visiting lecturers and speakers.

### Quotations from students:

"What I enjoy most about English is the way we study texts in depth. I can see the themes are as relevant today as when the books were written. I love the discussions, especially when there's a real argument over an interpretation. I also love going to the theatre - it really brings the set texts to life!"



# Extended Project

## What is The Extended Project?

It is a full AS Level equivalent qualification. It is worth up to 28 UCAS points. It is recognised by all universities, including Oxbridge, as a means of distinguishing between high achieving candidates who are also predicted 3 or 4 good A Level grades.

The project is invaluable in preparing students for the level of independent research work they will need to complete at university. It is also an excellent means of adding to a portfolio for art and media based courses.

**It is an independent research project which you undertake in a topic area of your own choice. It can take the form of:**

- A Dissertation
- An Investigation or Field Study
- A Performance
- An Artefact

## Dissertation:

- This is a theoretical written project on any topic presenting an argument, for example on a Historical, Scientific, Environmental or Literary topic.
- It will be about 5000 words in length, plus research and appendices.
- Ability to plan, research, analyse information and then evaluate and review the project is assessed, as well as the final product.

## Investigation / Field Study:

- This is a practical investigative project.
- You will need to collect, analyse and evaluate data in order to answer a question or support a hypothesis.
- Your study will be about 4000 to 5000 words in length.

### **Performance:**

- This is a practical project resulting in a performance for an audience.
- It must be accompanied by written evidence of about 2000 to 3000 words in length.
- It requires the ability to plan, research, develop and evaluate the performance.

### **Artefact:**

- This may take many forms including:
  - A finished working prototype
  - A model
  - A Piece of Artwork
  - A Design
- You will be required to plan, research, develop and evaluate the production of your artefact.
- It must be accompanied by written evidence of about 2000 to 3000 words in length.

### **Will I be given any lesson time?**

Yes, you will have timetabled lessons each week. The first term's lessons will be taught lessons with your teacher guiding you through the process of deciding upon a project and teaching research skills. After that the lessons will be tutorials where you will take your project work to your teacher to receive individual guidance and feedback. Projects are completed before Easter so that students can then focus on revision for other exam subjects.

### **How is it assessed?**

There is no examination. The project is marked by your teacher assessor and then sent to the exam board for their verification. As part of the marks awarded are on a presentation, every student must present their project to an audience. The Assessment and Presentation will take place before the main examination period.

In order to study the EPQ you will need at least a grade 4 in English Language GCSE and an APS of at least 4.00



# Fine Art

**Examination Board and Qualification: Edexcel Level 3 Advanced GCE in Art & Design**

**Endorsed Fine Art – drawing, painting and related media**

## **Component 1 Title: Personal Investigation (60%):**

The following overview of the component content is based, fundamentally, on processes which use drawing and painting from first-hand Observation; Analysis & Recording from primary sources:

Processes will involve:

- Developing ideas
- Exploring media, developing and applying skills
- Researching, recording, analysing and reviewing
- Creating and presenting outcome(s)

The component must evidence three major elements: supporting studies, practical work and a personal study.

Supporting studies and practical work will comprise a portfolio of developmental work and outcome(s) and the personal study will be evidenced through critical written communication showing contextual research and understanding in 1000-3000 words of continuous prose, which may contain integrated images.

## **Component 2 Title: Externally Set Assignment (40%):**

This component will be produced in Year 13 from the end of term 3 onwards.

This requires students to process the same content as Component 1 (not including the personal study) but in response to an externally set theme. It also requires students to work more independently and to produce a final outcome under controlled examination conditions, over 15 hours.

### **Topics:**

- Still-life, self-portrait, figure, natural forms, man-made forms, environment, architecture.
- Critical/Contextual Studies and Art History

### **Skills acquired:**

- Analysis/First & second hand study – how to see and record formal/visual elements (Line, Tone, Colour and Form) from direct observation; primary & secondary sources
- Critical – How to analyse and evaluate images (and interpret their meaning) through research and visual investigation.
- Technical/Practical:
  - Methods, Processes, Techniques.
  - Manipulation of media and visual elements to express and communicate “ideas” and aims.
  - Painting, drawing, photography, printmaking, photoshop, textiles, 3D work.

### What kinds of students are most suited to this course?

Students must have done GCSE Art & Design, preferably endorsed Fine Art.

Students must have had experience of drawing and painting from direct observation; primary sources.

#### Students will also need:

- Commitment
- Concentration and ability to focus (often for long periods of time)
- Motivation and initiative
- Interest/enthusiasm for visual arts (media, visiting galleries, museums)
- Research Skills (using reference systems, data-bases, etc.)
- English Language/Literature (enjoy reading and writing)

### What other subjects often combine successfully with this?

All subjects are compatible in terms of cross-curricular interest and suitability. Successful combinations have been with Textiles, Graphics, Theatre Studies, Photography, History, English, Media, Psychology, as well as the sciences and Maths (Architecture).

### What career or higher education options might this course lead to?

Art & Design is one of the country's largest industries offering an enormous range of careers in the creative sector. There is a considerable range of practical and academic subjects which can be studied at degree level.

**1 year Diploma Foundation Course in Art and Design** – this course is designed to learn about and experience the breadth of creative discipline, building a portfolio of work and make informed decisions for specialised degree courses. (e.g. Fine Art, Illustration, Graphics, Costume Design, Architecture, Digital Animation etc.)

OR

#### **4 year Foundation Degree Course.**

E.g., Art Administration, Cultural/Media Studies, Fashion, Photography etc.

OR

#### **Degree Course** (in specialized subjects – subject to suitable A Levels)

E.g. Fashion, Photography, History of Art etc.

### What extra-curricular activities support this course?

Life-Drawing, Visiting Galleries & Museums, etc.

# French



## Examination Board: AQA

### Why choose A Level French?

French is the first or second language in over 40 countries and is spoken by 125 million people.

### Opportunities on the job market:

France is a world leader in the development of modern telecommunications, a market with explosive growth potential. The European Union, the second largest trading block in the world, recognises French as an official language. Think about the many opportunities fluency in French will provide within the airline industry, import-export companies, and other international businesses.

### Advantages for tourism:

France is the most visited destination in the world with 76 million tourists in 2001. Paris was named by Fortune magazine as one of the top ten "global cities".

### French - a language of culture:

French opens the doors to art, music, fashion and cinema. France has won more Nobel Prizes for literature than any other country. The French are also admired for their great philosophers such as Descartes and Pascal, Rousseau, Voltaire, Camus and Sartre.

### Assessment:

#### Paper 1 – 2 hours 30 minutes 40%

Listening

Reading

Translation

#### Writing Paper 2 - 2 hour exam 30%

Writing on film and book studied

#### Speaking 21-23 minutes 30%

Discussion

Presentation on individual research project

### What are the course aims?

- To communicate confidently, clearly and effectively in French through both spoken and written word, using a variety of linguistic structures.
- To provide sufficient basis for the further study of French at university.

### What kinds of students are most suited to this course?

- Students with attitude! You must have views and opinions about some of the topics covered; you practise your French by expressing these views.
- Students who are Francophiles – it helps if you have visited France and are attracted to French life and culture.
- Students who enjoy language and who get a buzz out of communicating with people from a different culture.
- Students who have an eye for the technicalities of language and who are not frightened by grammar and the need for increasing accuracy.

## What will you study?

### Subject content

#### Core content

1. Social issues and trends
2. Political and artistic culture
3. Grammar

#### Options

4. Works: Literary texts and films

### You will also learn:

- How to manipulate French in order to organise and express ideas.
- How to be expressive and imaginative in speech and writing.
- Contemporary issues and aspects of French society and culture.

### What other subjects often combine successfully with this?

German, English, History, Psychology, Media Studies, Religious Studies and any other language or essay-based subject.

The Russell Group universities regard French as a keystone subject and we strongly encourage students to investigate university courses in which they can continue with their language studies.

### What career or higher education options might this course lead to?

Interpreting, translating, teaching, business studies, secretarial work, civil service, librarianship, travel and tourism, hotel and catering, journalism, etc.

A language can be studied alongside marketing, law, business studies, and more or less anything else you can think of!

In an increasingly global society, language skills are increasing in demand in all areas of British commerce and industry, as are opportunities to work abroad.

### What extra-curricular activities support this course?

Possible visits to theatres and cinemas to see French productions.

A Level courses and conferences.

Bilingual club.

### Quotation from a student:

“The learning curve is steep – after one term you just can’t believe that you ever found GCSE hard! It’s really rewarding if you keep on top of the work, and it’s great to be reading texts about things that are actually interesting in themselves! I especially like the oral work, because I’ve got lots of strong opinions that other people don’t always agree with!”



# Geography

## Examination Board: Edexcel

### Topics:

- Tectonic processes and hazards
- Landscape systems and processes
- The water cycle and water insecurity
- The carbon cycle and energy security
- Climate change and climate change futures
- Coastal landscapes and coastal change
- Globalisation
- Changing and shaping places
- Superpowers
- Global development and global connections
- Migration patterns and an investigation into human rights

### Skills acquired:

- Cartographic skills and techniques at a range of scales.
- Undertaking independent research, investigation and fieldwork.
- Statistical skills and techniques.
- Using modern information technologies such as geographical information systems.
- Decision-making skills.
- Development as a global citizen recognising the challenges of sustainability.
- Planning, analysing and evaluating data.

### Assessment:

**All assessment for Geography will be sat in the summer of 2020. There are no examinations sat in year 12 as this is a linear, 2 year course.**

**Module 1** (30%) A physical geography exam.

**Module 2** (30%) A human geography exam.

**Module 3** (20%) A synoptic examination which brings together human and physical geography topics.

**Module 4** (20%) Independent coursework. Students will conduct 4 days of fieldwork and will write up their investigation into a 3000 word report that draws upon fieldwork and detailed independent research.

**Geography is an essay based subject, students are required to write the majority of their examinations in essay format.**

### What other subjects often combine successfully with this?

- Biology/Chemistry – Environmental studies
- Languages - European Studies
- Maths/Physics - Earth Sciences, Meteorology, Physical Geography, Surveying
- Psychology - Human Geography, Social aspects, Planning
- History/Religious Studies - Politics, Archaeology, Humanities Foundation
- IT - Business, Commerce
- Art/Product Design - Planning, Design (Landscape)
- PE/Biology - Sports Studies

The Russell Group universities regard geography as a facilitating subject and expect applicants to study at least one facilitating subject.

## What career or higher education options might this course lead to?

### An A Level in Geography opens doors!

You will find that studying geography is a brilliant step towards a wider range of higher education courses and employment opportunities. Have a look at the Sixth Form Aspiration Board for a range of exciting careers and high education courses.

### Further Education:

Geographers can go on to study higher level courses, including Foundation degrees, Undergraduate degrees and BTEC Higher Nationals.

### Employment:

Geographers can go into a wide range of jobs, including; advertising, education, finance, landscape architecture, law, marketing, retailing, travel and tourism, management, information technology, environmental management, social and health services, sales and many more.

Geography graduates are highly employable, due to the wide ranging skills students develop. Geography graduates have one of the highest employment rates after leaving university.

## What extra-curricular activities support this course?

- Geographical Experience – Opportunities to visit Iceland or China.
- Four day residential trip to Somerset.
- Study/Revision Courses including Tectonics conference in London.
- Geography Conferences at the University of London.
- Lectures at the local 'Geographical Association' Centre.
- Visiting guest speakers in a range of geographical careers.

### Important information:

A level Geography now includes a module of coursework which requires students to write a 3000-4000 word report. This report is based on fieldwork that students have independently carried out across 4 days. To facilitate this, the department will run a residential fieldtrip to Devon at an approximate cost of **£450** (moderate financial assistance may be available).

### Quotations from students:

"I have really enjoyed the course; there have been plenty of interesting topics covered. I especially liked the fieldwork investigation; it helped me to understand the issues much more clearly".



# German

## Examination Board: AQA

### Why choose A Level German?

#### An important language for communication in Europe:

Anyone who can speak German can easily communicate with around 100 million people in their own language; for German is not only spoken in Germany but also in Austria, large parts of Switzerland, Liechtenstein, Luxembourg as well as areas of North Italy, Eastern Belgium and Eastern France.

Alongside Russian, German is the most frequently spoken native language in Europe and is one of the 10 most commonly spoken languages in the world.

#### German, a language of culture:

Knowledge of German opens the door to the birthplace of one of the greatest cultures in Europe, for German is the language of Goethe, Nietzsche, and Kafka, Mozart, Bach and Beethoven, Freud and Einstein.

#### Doing business in German:

Germany is the most important trading partner for almost all European and many non-European countries. The ability to speak German improves business relationships with partners in the third largest industrial nation and one of the most important exporting countries in the world. Knowledge of German is a big advantage in business, as negotiations in a third language can easily lead to misunderstandings with costly consequences.

#### Advantages for tourism:

In many countries, visitors from Germany, Austria and Switzerland make up the largest and most important tourist groups. Knowledge of German is therefore a great advantage for many people working in the tourist industry.

#### Assessment:

##### Paper 1 – 2 hours 30 minutes 40%

Listening  
Reading  
Translation

##### Writing Paper 2 - 2 hour exam 30%

Writing on film and book studied

##### Speaking - 21-23 minutes 30%

Discussion  
Presentation on individual research project

#### What are the aims?

- To communicate confidently, clearly and effectively in German through both spoken and written word, using a variety of linguistic structures.
- To provide sufficient basis for the further study of German at university.

## What kinds of students are most suited to this course?

- Students with attitude! You must have views and opinions about some of the topics covered; you practise your German by expressing these views.
- Students who are Germanophiles – it helps if you have visited Germany and are attracted to German life and culture.
- Students who enjoy language and are strong linguists with an excellent aptitude for German, and who get a buzz out of communicating with people from a different culture.
- Students who have an eye for the technicalities of language and who are not frightened by grammar and the need for increasing accuracy.

## What will you study?

### Core content

1. Social issues and trends
2. Political and artistic culture
3. Grammar

### Options:

4. Works: Literary texts and films

## You will also learn:

- How to manipulate German in order to organise and express ideas.
- How to be expressive and imaginative in speech and writing.
- Contemporary issues and aspects of German society and culture.

## What other subjects often combine successfully with this?

French, English, History, Psychology, Media Studies, Religious Studies, and any other language or essay-based subject.

The Russell Group universities regard German as a keystone subject and we strongly encourage students to investigate university courses in which they can continue with their language studies.

## Opportunities on the Job Market:

A knowledge of German improves your chances on the job market. Many German companies abroad, many foreign companies in Germany and companies with close business connections with the German speaking countries all look to recruit workers with language qualifications.

In an increasingly global society, it is not only specialists but also students and scientists with knowledge of German who can find many interesting training, study and job opportunities.

## What career or higher education options might this course lead to?

Interpreting, translating, teaching, business studies, secretarial work, civil service, librarianship, travel and tourism, hotel and catering, journalism, etc.

A language can be studied alongside marketing, law, business studies, and more or less anything else you can think of!

## What extra-curricular activities support this course?

Possible visits to theatres and cinemas to see German productions; A Level courses and conferences; Bilingual Club.

## Quotation from students:

“I really enjoy being taught in such an intensive way. There are lots of things I never really understood at GCSE which I’m really clear about now. Also, the topics you do are much more interesting than at GCSE – you *can* actually discuss them!”



# History

**Examination board: Edexcel**

## **Nationalism, dictatorship and democracy in twentieth-century Europe**

**Breadth study with interpretations:** You will study Germany and West Germany, (1918-89) in breadth, focussing on thematic developments and changes over this broad timescale with the content being presented chronologically. You will also study historical interpretations around the extent of responsibility of Hitler's foreign policy for the Second World War.

**Depth study:** You will study the rise and fall of Fascism in Italy, c. 1911-46, in depth and gain an thorough understanding of profound political, economic and social changes that occurred in this period.

## **Rebellion and disorder in early modern England and Russia 1881-1924**

**Themes in breadth with aspects in depth:** You will study rebellion and disorder under the Tudors, 1485-1603 looking at how Tudor monarchs extended their power and control and responded to rebellions. The aspects in breadth focus on long-term changes and contextualise the aspects in depth which focus more on key episodes.

**Coursework:** You will complete an independently researched enquiry on historical interpretations. This enquiry will analyse whether by 1924 the Russian people had exchanged one authoritarian regime for another. While your teacher will teach a broad overview of the chosen period, you will be able to choose an aspect within this period which particularly interests you, upon which to base your enquiry and conduct your own research.

## **Assessment:**

**Paper 1** (30%) Germany and West Germany, c.1918-89

**Paper 2** (20%) The rise and fall of Fascism in Italy, c. 1900-46

**Paper 3** (30%) Rebellion and disorder under the Tudors, c.1485-1603

**Coursework** (20%) Analysing the extent to which by 1924 the Russian people had exchanged one authoritarian regime for another

## **What kinds of students are most suited to this course?**

- You have an interest in the world around you, the society you live in, and how it has developed.
- You like learning about people, how they interact, and what motivates them.
- You like learning about different countries, societies and cultures.
- You are interested in politics, power and control.
- You enjoy discussion, debate and argument.
- You like to think for yourself and develop your own views.
- You enjoy research and analysing material to check for reliability and propaganda.
- You enjoy reading.

### **What career or higher education options might this course lead to?**

History is regarded highly as a “facilitating subject” and will help you gain entry to top universities. You can progress to higher education courses such as honours degrees in history, or to degrees in related subjects such as Law, Politics, English Literature, International Relations, Law, Anthropology, Economics or Geography.

A level history will give you a number of skills relevant to many types of employment, such as the ability to seek information and to analyse it in order to identify facts and motives and to present information clearly for others to understand.

The skills you will obtain through studying history will be useful in a number of careers, either directly related to history (e.g. working in museums, galleries, heritage sites, record offices and archives and teaching), or in areas such as law, research, accountancy, banking, management, journalism, media, libraries, national and local government and the civil service.

### **What other subjects often combine successfully with this?**

Everything has a history and no arts or science subject can fail to be enriched by an awareness of how it has been applied to human society through the ages. You may have already studied the history of scientific ideas as part of your GCSE and so will be aware of this.

History combines well with maths and science subjects to create an attractive portfolio of subjects for a student to move on to a science based course. Combined with English and the social sciences it would provide a good basis for arts or humanities based courses.

The Russell Group universities regard history as a facilitating subject and expect applicants to study at least one facilitating subject.

### **What extra-curricular activities support this course?**

You will be encouraged to visit the British Library and British Museum as well as Hampton Court Palace. In recent years we have conducted tours to China, Moscow and Berlin. There is a department discussion group, a Twitter feed and a wide range of resources are available in the LRC and on BSpace to support students in the sixth form.



# Latin

## Examination Board: OCR

### 4 papers at A level

#### 1: Unseen Latin to English translation (33% of total marks for A level)

You will learn prescribed vocabulary and translate 2 unseen passages of Latin, 1 prose and 1 verse.

#### 2: Latin reading comprehension (17% of total marks for A level)

You will translate and answer comprehension (including grammar) questions on a passage of unseen Latin prose.

#### 3/4: Latin Verse and Prose Literature (50% of of total marks for A level)

For the literature papers, as at GCSE, we will read 2 verse and 2 prose authors together through the 2 years, translating and discussing and analysing the texts, in preparation for an examination on all the texts in June 2021.

### What students are most suited to this course?

Latin A level will appeal to you if:

- You have enjoyed Latin so far - it's not radically different in the 6th form.
- You enjoy learning the Latin language and translating stories and passages etc.
- You enjoy reading and appreciate literature.
- You enjoy an intellectual challenge and rigour.

### Latin will give you the chance to:

Read in great detail some of the greatest literature ever written;  
Explore how the Romans lived and the legacy that they left to the modern world;  
Pursue a richly varied and very rewarding subject area;  
Develop a range of highly valued academic skills and personal qualities.

## What career or higher education options might this course lead to?

***In the past 6 years, 9 students from Bennett have chosen to study Classics (Latin) courses at leading universities.***

You can progress to higher education courses such as honours degrees in Classics (Latin, Greek and / or Classical Civilisation, or all three), or to degrees in related subjects such as History, English Literature, Modern Languages, Archaeology and Religious Studies.

An Advanced GCE in Latin will give you a number of highly valued skills relevant to many types of employment, such as intellectual rigour and the ability to challenge and extend yourself and solve problems. An eye for detail and a focus on accuracy and precision, combined with careful thought and powers of analysis, are invaluable for success in so many fields.

Students with qualifications in Classics (Latin, Greek and Classical Civilisation) go into a variety of professional careers.

The skills that you will obtain through studying Latin will be useful and highly prized in a number of careers, either directly related to Latin and the classical world (eg teaching, working in museums, galleries, heritage sites, record offices and archives), or in areas such as journalism, the law, national and local government, the civil & diplomatic and intelligence services.

## What extra-curricular activities support this course?

Students will be encouraged to participate in visits to museums, to university Classics departments, to study days, seminars and lectures and on trips to Classical sites at home and abroad.

## What other subjects combine successfully with Latin?

***11 out of the last 16 students at Latin A level achieved an A grade.***

The subject has very obvious connections with English Literature, Modern Languages and History. Studying Latin will complement and strengthen your study of any of these A level courses. As the course covers key cultural starting points of western society it provides a strong foundation for combination with the study of the European languages that we offer at A level.

Latin also combines well with maths and science subjects to create an attractive and complementary portfolio of subjects for a student to move on to a science based course. Combined with English and Social Sciences it would provide a good basis for arts or humanities based courses.

## Quotations from students:

‘The chance to do Latin is BRILLIANT. It teaches you skills that help in all your other lessons, such as *attention to detail*.’

‘Latin is a REALLY INTERESTING subject to study: for one thing because of all the history and how so many things are rooted in Latin.’

‘It is SATISFYING to be able to translate an ancient language. Reading famous ancient poetry and stories is FANTASTIC too.’

‘There is no subject that opens up a WIDER RANGE OF SKILLS and PLEASURES.’

‘Latin has IMPROVED my ENGLISH VOCABULARY immeasurably.’



# Health and Social Care level 3

## Examination Board: OCR Cambridge technical

The level 3 Cambridge Technical in Health and Social Care is a new and exciting vocational course that is suitable for students wishing to enter into a range of professions caring for and working with people.

## Who is this qualification for?

The OCR Cambridge Technical Diploma in Health and Social Care is aimed at students who

- Want to follow higher education and careers in medical professions such as nursing, paramedic science, midwifery and social work.
- Who want to progress to employment in related fields where caring for and working with people is central. This includes other careers in the area of medicine as well as working with children, the elderly, people with disabilities, those suffering mental illnesses or in the area of youth work.

## Course Structure and assessment:

This course is the equivalent of two A-levels and carries the equivalent points. Therefore D\*D\* (double \*Distinction) is worth 112 UCAS points, equivalent to two A\* A-levels. The course is taken over two years and should be alongside another traditional A-level. The majority of the course is internally assessed by assignments relevant to the unit of the course being studied. These are of 30, 60 or 90 teaching hours to allow learners to develop breadth and depth of achievement. A smaller proportion is externally assessed with an exam paper. Each year 6 units are studied.

## These units are studied in year 12

- **Building Positive Relationships in Health and Social Care**
- Equality, Diversity and Rights in Health and Social Care
- Health, Safety and Security in Health and Social Care
- Anatomy and Physiology for Health and Social Care
- **Infection Control**
- Nutrition for Health (Optional unit)

## These units are studied in year 13

- Safeguarding
- **Promote Positive Behaviour**
- **The Impact of Long-Term Physiological Conditions**

## With three units studied from the following list

- Creativity and Activity for Children and Young People
- Sexual Health, Reproduction and Early Development Stages
- Promoting Health and Wellbeing
- Psychology for Health and Social Care

Bold=mandatory or core unit    Underlined=external exam



# AS Mathematics

## AS qualification aims and objectives

This qualification enables students to:

- Continue to learn mathematics for one year to support and enhance their A level and Further Education choices.
- Remain in touch with skills that allow them to understand statistics used in the news, and make sense of the economy, medicine, law and situations in society in general.
- Understand coherence and progression in mathematics and how different areas of mathematics are connected
- Use their mathematical knowledge to make logical and reasoned decisions in solving problems and communicate these decisions clearly

## Career Opportunities:

Mathematics is a versatile qualification, well-respected by employers and it is a facilitating subject for entry to higher education. Through solving problems, students develop resilience and are able to think creatively and strategically. Additionally, students will have excellent numeracy skills and the ability to process and interpret data.

## Entry Requirements:

Students will need to achieve a minimum grade 7 at GCSE to gain access to this course.

## AS Mathematics

- AS and A Level are separate qualifications. An AS level qualification does not count towards an A level.
- AS Mathematics has 100% prescribed content, containing both pure and applied Mathematics.
- Students will complete all AS assessments within one year at the end of Year 12.
- Grades will be awarded on an A -E scale.
- There will be emphasis on problem solving, reasoning and modelling.
- Students will not be able to transfer between the AS and A level course. It is not possible to study AS Mathematics in Year 12 and then switch to A level Mathematics in Year 13.

## Assessment:

**Paper 1** (66.7%) Pure Mathematics  
This paper is out of 100 marks and the exam lasts 2 hours.

**Paper 2** (33.3%) Applied Mathematics  
This paper is out of 50 marks and the exam lasts 1 hour.

The applied paper consists of two sections, split evenly between Statistics and Mechanics.

Calculator usage is allowed in both papers.



# Mathematics

## Examination Board: Edexcel

'Almost half of UK employers surveyed by the CBI reported that they were looking for employees with strong qualifications in science, technology, engineering and mathematics'.

## A Level Mathematics is a linear qualification:

- All exams will take place at the end of the two year course in Year 13.
- Grades will be awarded on an A\*- E scale.
- An emphasis is placed on problem solving, reasoning and modelling.
- The content of the A level is pre-determined by the exam board. It will include pure mathematics, mechanics and statistics (including analysis of large data sets).

## Entry Requirements:

Students will need to achieve a minimum grade 7 at GCSE to gain access to this course.

## Assessment:

**Paper 1** (33.3%) Pure Mathematics 1

**Paper 2** (33.3%) Pure Mathematics 2

**Paper 3** (33.3%) Applied Mathematics

Each paper is out of 100 marks and the exams last 2 hours each.

The applied paper consists of two sections, split evenly between Statistics and Mechanics.

Calculator usage is allowed in all three papers.

## Skills development:

The mathematics course develops numerous key skills that can be applied to many other academic subjects and career paths. Mathematics develops critical thinking and problem solving skills. Students of mathematics are taught logical thinking and the ability to reason whilst making observations.

Mathematics students develop analytical skills and can draw conclusions. It encourages discipline with a strong work ethic but also freedom of thought to encourage non-linear thinking skills. It is a subject that teaches the facility to deal with abstract concepts.

### Career Paths:

A recent study showed that the top three best jobs in terms of income and job satisfaction were careers suited for those with academic strengths in Mathematics. These included scientists and employment in the world of Finance and Medicine. Other career paths include Computer Science; Engineering; the Military and Education. There are literally hundreds of career paths that mathematics can open for you.

### Mathematics and other subjects:

Mathematics is a subject which lends its self naturally to all others. It is the most effective way of communicating ideas and concepts, no matter how abstract. It is used to describe the way the world around us works. From analysing economic data to quantum mechanics, mathematics can be used in some way to describe lots of aspects of our lives.

Mathematics is most useful in combination with the other sciences and will further students' understanding of ideas and concepts in these subjects. It is also a tool for keeping the mind sharp and disciplined, which can be used in any subject.

The Russell Group universities regard mathematics as a facilitating subject and expect applicants to study at least one facilitating subject.

### Mathematics Quotations:

“The highest form of pure thought is in Mathematics.”

Plato

“If I were again beginning my studies, I would follow the advice of Plato and start with Mathematics.”

Galileo Galilei

“But there is another reason for the high repute of mathematics: it is mathematics that offers the exact natural sciences, a certain measure of security which, without mathematics, they could not attain.”

Albert Einstein



# Further Maths

**Examination Board: Edexcel**

## Topics:

Each unit contains a prerequisite understanding of some parts of the linear mathematics A Level specification. All papers are equally weighted and all are assessed through a ninety minute, written, calculator paper. Further Mathematics students are taught separately from Mathematics students and receive 16 lessons per fortnight in which they cover both the mathematics and further mathematics course.

## Assessment:

- Paper 1** (25%) Further Pure Mathematics 1
- Paper 2** (25%) Further Pure Mathematics 2
- Paper 3** (25%) Further Mathematics Option 1
- Paper 4** (25%) Further Mathematics Option 2

Options include Further Statistics, Further Mechanics and Decision Maths

## Entry to the Course:

Students will need to achieve at least a grade 7 at GCSE Mathematics to gain access to this course.

Further Mathematics candidates will also study Mathematics.

## Why study Further Mathematics?

Students who wish to study engineering or mathematics at Oxford, Cambridge or some other competitive entry universities must study the full further mathematics A level.

For someone who enjoys mathematics, it provides a challenge and a chance to explore new and/or more sophisticated mathematical concepts.

It enables students to distinguish themselves as able mathematicians in their applications for university and future employment.

It makes the transition from sixth form to university courses which are mathematically rich that much easier.

Further Mathematics introduces new topics such as matrices and complex numbers that are vital in many STEM degrees.

Some university courses require you to have a Further Mathematics qualification and others may adjust their grade requirements more favourably to students with Further Mathematics

Students who take Further Mathematics are really demonstrating a strong commitment to their studies, as well as learning mathematics that is very useful for any mathematically rich degree.

### Skills acquired:

Further Pure: complex numbers, numerical solution of equations, coordinate systems (including polar coordinates), matrix algebra, series (including Maclaurin and Taylor series), proof, inequalities, first and second order differential equations, hyperbolic functions, further differentiation, further integration and vectors.

Mechanics: how objects move in terms of distance, speed, acceleration and time, and how these are related; the action of forces on moving and stationary objects; centres of mass; work, energy and power; collisions, elasticity, circular motion, relative motion and stability.

Statistics & Decision: Algorithms, graphing problems, linear programming, critical path analysis, continuous distribution, Hypothesis testing & Significance Testing.

### What kinds of students are most suited to this course?

A very high level of commitment is required to succeed at A level Further Mathematics and students must enjoy challenging and complex mathematical problems. The syllabus builds upon the algebraic content of the Higher Level GCSE, and most parts of the maths A level specification.

### What career or higher education options might this course lead to?

It is a good all-round supplement to any higher education application but is particularly suitable for candidates considering Chemistry, Physics, Natural Sciences, Engineering and Mathematics at University. Of course, mathematical skills and knowledge are vital in many areas and useful in most others.

### The public status of Further Mathematics

“The number of pupils sitting Further Mathematics has doubled in the past 5 years, as this is now a subject requirement for many prestigious courses at leading Universities. Mathematics (including Statistics) is embedded in a large majority of University courses including the Sciences, Technology, Engineering and Finance.

People with qualifications in Mathematics are highly regarded in the work place and are likely to earn more money. And at a time when our economy needs more qualified young people to pursue careers in technological areas, it is good to know the country’s future employees are rising to the challenge.”

“Almost half of UK employers surveyed by the CBI reported that they were looking for employees with strong qualifications in science, technology, engineering and mathematics”.



# Media Studies

**Examination Board: Eduqas**

## Content

You will study a range of media products from Broadcasting, Print and Digital Media, and you will investigate the contemporary media landscape and the changing contexts within which media texts are produced and consumed. In this ever-growing, ever-changing landscape, you will become a critical media consumer and analyst of media texts. You analyse and learn a range of media products: 1950s marketing posters, music videos, film marketing campaigns, newspapers, vlogs and television series (UK and European). You learn about the theoretical frameworks: industry, audience, media language and representation, as well as a very wide range of other theory, including postmodernism, narrative theory and feminism. Given the demands of the course, a GCSE English Language grade 4 is advisable. If you have studied GCSE Media Studies, a grade 5.5 is also advisable, however, a willingness to learn and a keen interest in the media is of primary importance. Essays are a vital ingredient to A-level media practice: be ready to write knowledgeably and clearly.

## Assessment:

70% Exam

30% Coursework

The exam will consist of a range of questions exploring case studies and debates about media content.

Coursework will be to construct a print, broadcast or/and an e-media product according to a brief. You will need to demonstrate planning and evaluative skills.

### What kind of skills do Media students develop?

- A critical awareness of media issues and debates in a rich media landscape.
- The ability to identify and comment on factors that shape media texts.
- The ability to explain how economic and social factors influence contemporary media practice especially in a web 2.0 world.
- Practical skills such as filming, editing, digital image manipulation and web design.

### What can a Media Studies A 'Level lead to?

Students from this course very frequently go on to university to study media production, advertising industries, film and television production. We have had students go on to digital technology and animation courses to pursue a career in the gaming industry.

Media qualifications can open doors to careers in business, retail, marketing, public relations as well as digital media industries which is one of the fastest growing economic sectors in the world.

### What kind of student should consider this course?

Students who enjoy engaging with the world of media and exploring media texts from a critical and analytical perspective.

Students who like to apply their creative and technical skills to plan and construct media products.

Students who enjoy undertaking research into the way that media texts are produced, constructed and regulated.

### What the students say:

“I loved the opportunity to understand the theory behind the TV. Who knew? ”.

“I never imagined that I would be able to create an advertising campaign that looked so professional.”

“Media Studies prepared me for my course in Television Production at university; I always use my course essays to help me with my university studies!”



# Music

**Examination Board:** Edexcel

**Topics:** The six areas of study include: Vocal Music; Instrumental Music; Music for Film; Popular Music and Jazz; Fusions and New Directions.

- Performing – A minimum 8 minute recorded performance as a soloist and/or part of an ensemble in any style; any instrument is permitted.
- Composition & Technical Study - One composition, free or free choice brief lasting a minimum of 4 minutes & one technical study lasting a minimum of 1 minute (6 minutes in total).
- Listening - Aural identification of key features from extracts of music from the eighteen set works, from six areas of study, with the aid of a skeleton score with some rhythmic and melodic dictation.
- Investigating musical styles – written analysis of familiar set works as well as an essay on an unfamiliar work within the realm of the six areas of study. This will involve using your analytical and appraising skills to make evaluative and critical judgements about music (30%) demonstrating and applying musical knowledge (10%) with reference to your wider listening of other relevant

**Assessment:**

**Component 1** (30%) Performing

**Component 2** (30%) Composing

**Component 3** (40%) Appraising

**Skills Acquired:**

- Practical - performance techniques, composition techniques, use of music technology.
- Interpretative - score reading & performing.
- Creative - composition techniques, composing and performing.
- Aural - interval development, genre development.
- Knowledge - instrumental music, vocal music and applied music as well as exploring the context in which different types of music are placed.

**Why Study Music?**

A Level music offers students an opportunity to explore and develop their understanding of the art form which they love.

Music combines creativity, imagination and academic study in a way that is unique.

It is a course which is highly regarded by universities and employers because it produces team players, analytical thinkers, performers under pressure and students who are determined and resilient.

Music will enhance your future whether or not you wish to study the discipline at university. Studying A Level music will make you stand out from the crowd!

### **What career or higher education options might this course lead to?**

Music A level does not tie you to the arts but, of course, it is well suited to leading to a music college degree, university music degree, teaching qualification or work in the arts in general. Beyond that, recruiters for universities and employers will find the diversity of your study to be interesting and valuable.

### **What other subjects often combine successfully with this?**

English, Languages, Drama, Art, Maths, Sciences, Humanities.

### **What kinds of students are most suited to this course?**

You will need to have the potential to achieve a minimum performance standard of Grade 7 by the end of the course in Year 13. You must be able to demonstrate that it is likely that you will be able to reach this standard.

We strongly advise you to take advantage of a recognised instrumental or vocal teacher's support for this part of the course. You will need to have a secure grasp of staff notation (treble and bass) and general music theory, but may be able to join the weekly theory workshops that exist at Bennett.

It would be beneficial if you have had some experience of composition, for example as part of a GCSE course. You should be willing to study a wide range of genres and eras of music.

### **What extra-curricular activities support this course?**

All students studying music are expected to support the worship band and attend the chamber choir.

Most students attend more ensembles and also assist in a leadership capacity.

You should also be willing to join in other 'ad hoc' groups and perform at events such as Open Evenings, Parent Consultations, Concerts, and Competitions etc.

### **Quotations from music students:**

"Challenging but fun. Great team spirit. The teachers really bring it to life."

"The high quality of all the music making at Bennett really helps you to gain confidence as a performer."

"The Bennett Music Academy is awesome. Learning any instrument or having vocal lessons with amazing professional musicians and teachers sets Bennett apart from other schools."



# Physical Education

## Examination Board: OCR

### Topics

#### A Level:

- Physiological Factors Affecting Performance
- Psychological Factors Affecting Performance
- Socio-cultural and Contemporary Issues

#### Assessment:

**Component 1** (30%) Physiological Factors Affecting Performance (2 hour examination paper)

**Component 2** (20%) Psychological Factors Affecting Performance (1 hour examination paper)

**Component 3** (20%) Socio-cultural and Contemporary Issues (1 hour examination paper)

**Component 4** (30%) Performance with Physical Education (internal assessment/external moderation)

#### What extra-curricular activities support this course?

The practical aspect of the course is not taught directly and so students must be committed to at least one sport outside of school. Their assessment in this area is linked directly to the level they compete at and suitable candidates are most likely to be training and competing at least twice a week on average. **Performance at club level or above is crucial.**

#### Quotations from students:

“I loved GCSE PE and want to do something sport related at university so A-level PE was the one A-level I really wanted to do. It is difficult, there’s a lot of physiology and science, but because it all relates to sport it’s really interesting. I compete in martial arts at a high standard so it meant my coursework score was definitely going to be high and my teacher said this would help.”

#### What other subjects often combine successfully with this course?

- Psychology
- Biology
- Physics
- Maths

#### What kinds of students are most suited to this course?

- Students with good practical skills in sport and who compete or perform to a high level
- Students who have a high level of motivation and an interest in the study of sport at a high level
- Students with the ability to cope with advanced scientific concepts and theoretical knowledge
- Students with the ability to analyse, observe and understand performance

#### What career or higher education options might this course lead to?

Sports Science – Physiotherapy - Teacher Training in PE - Sports Management  
- Sport Studies – Personal Training



# Sport and Physical Activity Level 3

## Examination Board: OCR

The course is worth up to 112 UCAS points (the equivalent of two A\* grades) and can therefore enable progression to higher education courses.

You will develop professional and social skills through interaction with performers, clients and team mates, as well as theoretical knowledge and understanding to underpin these skills. This will allow you to offer informed, practical advice and guidance to the people you'll be working with.

You will consider the barriers to and the effects and benefits of sport and physical activity across all age ranges and social groups so you can tailor your approach depending on the person, people or situation you're working with. You'll also learn how to work in a safe and effective way, protecting yourself and those you're working with from injury or harm.

You will also gain an understanding of how different businesses and organisations in the sports sector work. When it comes to progression or employment, you will understand the variety of opportunities available to you, and the roles and responsibilities of businesses and organisations within the sector. This will make sure you develop clear ideas about where you might like to take your career and what progression routes they'd like to follow.

## Assessment Weighting

- Examined Content 40%
- Course work content 60%

## Example Units:

1. Body systems and the effects of physical activity (exam)
2. Sports organisation and development (exam)
3. Working safely in sport, exercise, health and leisure (exam)
4. Performance analysis in sport and exercise
5. Sports coaching and activity leadership
6. Organisation of sports events
7. Physical activity for specific groups
8. Health and fitness testing for Sport and exercise
9. Sports injuries and rehabilitation
10. Practical skills in sport and physical activities
11. Sport and exercise psychology



# Philosophy

**Examination Board: AQA**

**A level Philosophy splits into four sections assessed in two exam papers.**

**Section 1 Epistemology** – We all believe we know some truths; however, could we explain what it means to know a claim? How does knowing differ from having an opinion or a belief, if at all? This is the first big question of this unit of work. We all perceive things every day. We see, touch, taste, hear and smell; however, could we explain in a clear fashion what happens in every instance of perception? This is the second big question of this unit of work. Finally, we all have ideas and knowledge; however, would we be comfortable explaining where all of our ideas and knowledge come from? Are ideas only gained through experience? If this is the case where do our ideas of things we have never experienced, nor ever could experience, come from?

**Section 2 Moral philosophy** – Many great thinkers have claimed that every person wants to do the morally right action but sometimes, despite our best intentions, we find it hard to determine what the morally right action is. The first big question of this section of the course is: does a method exist for establishing what is the best moral action in every situation I could find myself in? Three classic methods are explored and applied. The second big question for this portion of the course is: what does ethical language even mean? We say some actions are right and others wrong, but in what way? Are moral actions right or wrong in the same way mathematics is right or wrong? Or are moral actions right or wrong in the same way some art is good and other art not so good?

**Section 3 Metaphysics of God** – Many millions of people of many different faiths have claimed to believe that God exists. Their beliefs have impacted upon their behaviour, and decisions which believers make affect non-believers lives too. The first big question of this portion of the course is: does the idea of God even make sense? Does the idea of God have internal contradictions? A further big question follows: can God's existence be proved? The course covers three of the classic arguments for the existence of God. The third big question of this section of the course is: how are we to make sense of talk about God? Many people will say things like, 'God is my shield' or 'God looks over me'; however, what sense can be made of these statements, if the person saying them also believes that God is a spiritual being outside of space and time?

**Section 4 Metaphysics of Mind** – As you have read this hand out you have explored certain thoughts; however, what is a thought? And who is it that does the exploring of your thoughts. Clearly your eyes scanned this page but presumably your eyes alone cannot think. You might say that it is your brain that thinks thoughts. But what is a brain? Isn't a brain made out of exactly the same basic material as an eye? And if this is the case what is it that separates a brain from an eye and allows the former to think whereas the later cannot? We could sum up all of these questions in one big question: are you just matter (physical stuff) or is there a non-material, mental element to you as well?

## Assessment:

**Section 1** (25%) Epistemology

**Section 2** (25%) Moral philosophy

**Section 3** (25%) Metaphysics of God

**Section 4** (25%) Metaphysics of Mind

## Skills acquired:

Philosophy enables you to develop strong analytical skills. Ability to suspend judgement, argue a case (both orally and in writing), and evaluate different arguments. Textual study, the ability to debate and discuss in a logical, well-organised order to present a coherent study. How to articulate an argument, and how to benefit from listening and evaluating other people's views.

## What kinds of student are most suited to this course?

Those who are inquisitive, open minded, resilient to challenge, enjoy a good argument, and can produce detailed and cogently-argued essays. Students are expected to be able to read, not necessarily long, but certainly argumentatively dense prose. Above all, you will be required to *think!* Long-cherished assumptions may be challenged, but you will emerge with a clearer understanding of the world around you.

*N.B: philosophy is not an easy option. It is rigorous and intellectually demanding and not for the faint-hearted!*

## What other subjects often combine successfully with this?

Any subject in which written analysis is an important feature; English, History, Psychology and the Sciences. It is permissible for those opting for Religious Studies to take Philosophy as a separate subject, even though there is a small degree of overlap.

## What higher education or career options might this course lead to?

Philosophy is regarded as a 'hard' academic subject by all the leading universities in the UK and is highly valued by the Russell Group and Oxbridge. Bennett students who have studied Philosophy in the past have gone on to study for BA degrees in Philosophy or Theology at various universities, including Oxford, Durham, Sussex, Southampton, Cardiff and Leeds. Philosophy can be studied in combination with subjects such as Theology, History and English, among others, or it can be simply taken on its own. A Philosophy degree can open the door to a variety of careers, including law, journalism, teaching, management, local and national government, finance, public relations and so on.

## What extra-curricular activities support this course?

In previous years, students have been invited to attend conferences in London and philosophy master classes involving senior AQA examiners have also been run at Bennett. In the 2012-13 academic year Bennett hosted a Philosophy Conference for local schools during which some of Britain's most prominent philosophers ran workshops on topics such as Personhood and Naïve Scientism. (The philosophers were Julian Baggini, Stephen Law, Keith Ward and Oliver McAdoo).

## Quotations from students:

"This is doing my head in!" (Frequently said of Philosophy of Religion).  
When people say this, I know that I'm doing my job!

"Philosophy is challenging and rewarding; I always smiled when I knew I had philosophy the following day on my timetable. It is a luxury that you can attempt to answer questions that the fast-paced modern world doesn't normally allow you time for."

# Photography



**Examination Board:** Edexcel

## Topics

- Thematic investigating of visual elements; composition, tone, texture, form, line, depth and perspective.
- Mood through colour and visual effect (distortion, image manipulation).
- Manual settings of a DSLR
- Lighting in structure & portraiture
- Critical and contextual studies and art history (photography).
- Mixed Media approaches.

## Component 1 Title: Personal Investigation (60%):

The following overview of the component content is based, fundamentally, on processes which use drawing and painting from first-hand Observation; Analysis & Recording from primary sources:

Processes will involve:

- Developing ideas
- Exploring media, developing and applying skills Researching, recording, analysing and reviewing
- Creating and presenting outcome(s).

The component must evidence three major elements: supporting studies, practical work and a personal study.

Supporting studies and practical work will comprise a portfolio of developmental work and outcome(s) and the personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 3000 words of continuous prose, which may contain integrated images.

## Component 2 Title: Externally Set Assignment (40%):

This component will be produced in Year 13 from the end of term 3 onwards. This requires students to process the same content as Component 1 (not including the personal study) but in response to an externally set theme. It also requires students to work more independently and to produce a final outcome under controlled examination conditions, over 15 hours.

## Skills acquired

**Visual Analysis** from direct sources – how to see and record a photographic image (visual elements).

**Critical** – how to analyse and evaluate images (and interpret their meaning) through research and visual investigation.

**Technical/Practical** - methods, processes, techniques of using a 35mm & DSLR camera and digital manipulation. Manipulation of photographic media to communicate “ideas” and aims. Manipulation of visual elements to express “ideas” and aims in photographic form.

### What qualities are needed?

**Students must have done GCSE Art & Design, or Photography preferably.**

**Students must have had experience of handling cameras, 35mm or digital.**

- Computer proficiency
- Commitment
- Motivation and initiative
- Interest/enthusiasm for visual 'arts' (photography, media, visiting galleries, museums)
- Research Skills (using reference systems, data-bases, etc)
- English Language/Literature (enjoy reading and writing)

### What other subjects often combine successfully with this

All subjects are compatible in terms of cross-curricular interest and suitability. Successful combinations have been with Textiles, Graphics, Theatre Studies, Photography, History, English, Media, Psychology, and Sociology as well as the sciences and Maths (Architecture).

### What career or higher education options might this course lead to?

**1 year Diploma Foundation Course in Art and Design** – this course is designed to learn about and experience the breadth of creative discipline, building a portfolio of work and make informed decisions for specialized Degree Courses.

(e.g. Fine Art, Illustration, Graphics, Costume Design, Architecture, Digital Animation etc.)

### 4 year Foundation Degree Course.

e.g. Photography, Art Administration, Cultural/Media Studies, Fashion etc.

**Degree Course** (in specialized subjects – subject to suitable A Levels) E.g. Photography, Fashion, History of Art etc.

All subjects are compatible in terms of cross-curricular interest and suitability. 'Successful' combinations have been with Textiles, Graphics, Theatre Studies, Art, History, English, Media, Psychology, and Sociology.

### What extra-curricular activities support this course?

Visiting Galleries, Museums, Film and video etc.



# Physics

**Examination Board: AQA**

## Subject Content

### Core Content

1. Measurements and their errors – Please note that the practical skills in physics will be assessed in 15% of the written examinations
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity
6. Further mechanics and Thermal physics
7. Fields and their consequences
8. Nuclear physics

### Optional Content

1. Astrophysics
2. Medical Physics
3. Engineering Physics
4. Turing points in Physics
5. Electronics

### Assessment:

**It is important to note that 40% of marks in the marks available in the examinations are awarded for mathematical skills, as taught within the specification.**

Paper 1 (34%) written exam: 2 hours

- Core content sections 1 to 6
- 60 marks available for short and long answer questions
- 25 marks available for multiple choice questions

Paper 2 (34%) written exam: 2 hours

- Core content sections 6 to 8
- 60 marks available for short and long answer questions
- 25 marks available for multiple choice questions

Paper 3 (32%) written exam: 2 hours

- Section A: Practical skills and data analysis
- Section B: Students enter for one of the optional content topics
- 80 marks available for short and long answer questions

### **Skill acquired:**

- Ability to become a skilled problem solver
- Ability to apply mathematical knowledge to tackle problems
- Ability to work as part of a team
- Developing and improving practical skills
- Ability to analyse and evaluate data to sound conclusions
- Understanding how Physics can be applied in various work places

### **Students most suited for this course:**

A-level Physics suits hard working students, with a very curious mind and a desire to solve problems. Students studying A-level Physics will relish the challenge that difficult concepts will present. They will have a passion for practical work and they will be skilled at collecting sound results that they can analyse to draw conclusions. Students will be interested in Physics discoveries and will love reading around the subject. Students may aspire to study Physics and Engineering at University.

### **Subjects combining successfully with Physics:**

Mathematics and Further Mathematics, Chemistry, Biology, Computer Science.

The study of A-level Mathematics is essential for students studying A-level Physics.

### **Careers options offered by this course:**

Physics is a highly regarded A-level. Oxford, Cambridge and the Russell group universities consider Physics as a facilitating subject. A-level Physics can lead to careers in: Engineering, Astrophysics, Biophysics, Medicine, Food Science, Forensic Science, Nuclear Physics, Theoretical Physics, Cosmology and Geophysics.

### **Extra-curricular activities supporting the course:**

- HEADSTART courses – mainly engineering related courses at prestigious universities
- Regular clinics running weekly through the year to support students

### **Students studying A-level Physics say:**

“I found Physics relatively easy to pick up and understand at GCSE. But at A-Level it required a lot of work to learn new concepts and remember them. The teachers are very helpful and explain concepts fully. They make A-level Physics easier to understand”

“Physics is very challenging and can be very demanding. But you learn a lot and you gain a lot of skills, especially problem solving. Also it gives you a lot of options when you have to choose a university course.”



# Product Design

## Examination Board: AQA

'Almost half of UK employers surveyed by the CBI reported that they were looking for employees with strong qualifications in science, technology, engineering and mathematics.'

## What is Product Design?

Product Design is a course that encourages students to develop even further as designers. You will complete research, create and develop design proposals, model and plan before making the product and finally evaluating its success. It will be your decision to select which materials and processes are most appropriate to manufacture your selected design in.

It is a course that has had a great deal of success, seeing students progressing onto degrees and vocations in the field of design.

## Assessment:

**Coursework** (50%) Practical application of technical principles, designing and making principles and specialist knowledge.

**Paper 1** (25%) Core technical principles and core designing and making principles

**Paper 2** (25%) Specialist knowledge, technical and designing and making principles.

## Coursework:

The coursework components are based around four activities:

### Exploration:

A process in which students produce an in-depth analysis of a problem or problem area to achieve an innovate outcome.

### Designing:

A creative process when students are encouraged to think, invent, experiment, model, using methods including CAD, make decisions and evaluate.

### Making:

Products are manufactured using a range of materials and techniques, using hand skills as well as CAM (Computer aided Manufacturing) including laser cutting, 3D printing and CNC Routing.

### Analysis and evaluation:

Design and manufacturing work is evaluated within a portfolio using a variety of methods including client feedback, testing and modification techniques.

### Assessment Objectives:

Candidates should be able to demonstrate and apply skills, knowledge and understanding of relevant materials, processes and techniques, and use materials and equipment to produce suitable and appropriate outcomes; they should communicate ideas and outcomes and demonstrate strategies for evaluation.

## **Paper 1 and paper 2 – Examinations:**

### **Paper 1:**

This will be a mixture of short answer, multiple choice and extended response aimed at core technical principles and core designing and making principles

### **Paper 2:**

This will be a mixture of short answer, multiple choice and extended response questions aimed at specialist knowledge, technical and designing and making principles.

### **Section A: Product Analysis**

This section will involve up to 6 short answer questions based on visual stimulus of products.

### **Section B: Commercial Manufacture**

This section will be a mixture of short and extended response questions covering commercial manufacturing processes.

### **Assessment Objectives:**

Candidates should demonstrate specific knowledge and understanding and be able to apply that knowledge and understanding in combination with appropriate skills in their designing and should communicate ideas and outcomes and demonstrate strategies for evaluation.

## **University Degrees and Career Opportunities:**

Former students have progressed onto a wide range of degrees, a sample of these include: Product Design, Furniture Design, Industrial Design, Engineering, Civil Engineering and Graphic Design.

### **Quotations from students:**

“The best part of product design is creating exciting designs and then being able to make them”.

“Given more responsibility over work. You work independently with greater freedom”.

“Being creative and seeing a rough sketch develop into a fully-fledged idea”.

“Developing ideas into functional products that can be made into a prototype”.

“Sets you up with future life skills”.

# Psychology

2020 SIXTH FORM CURRICULUM



**Qualification:** A level

**Examination Board:** AQA

The course is linear and will be examined entirely at the end of 2 years' study. There is no assessed course work component.

## Introductory topics in Psychology

**Social Influence:** Why do people obey? Why do people help others? How do people form groups?

**Memory:** How do we store and retrieve information? What are the implications for eyewitness testimony?

**Attachment:** How do children form attachments to their care-givers? What differences are there in attachment between cultures?

**Psychopathology:** What is normality? How can we define abnormality? Where do phobias come from?

## Psychology in Context

**Approaches in Psychology:** How does the social approach see behaviour? What do psychologists study in the developmental approach?

**Biopsychology:** What parts of the brain are responsible for our behaviour? How do neuro-transmitters work?

**Research Methods:** How do we conduct research studies? How can we use inferential statistics? What makes a psychological study reliable?

## Issues and Options in Psychology

**Issues and Debates in Psychology:** Is behaviour due to nature or nurture? What ethical considerations are there when conducting psychological research?

**Cognition and Development:** How do children develop intellectually? What are the applications to understanding the cognitive differences of autism, for example?

**Schizophrenia:** What are the relative merits of different theories of the causes of schizophrenia? How effective are different treatments of schizophrenia?

**Forensic Psychology:** What makes some people more likely to commit crime? Is there a 'violent gene'?

## Assessment

### Paper 1: Introductory Topics in Psychology

Duration: 2 hours

Weighting: 33.3% of total A level

### Paper 2: Psychology in Context

Duration: 2 hours

Weighting: 33.3% of total A level

### Paper 3: Issues and Options in Psychology

Duration: 2 hours

Weighting: 33.3% of total A level

### Skills needed for the course:

- The ability to remember details.
- The ability to analyse, be critical of research and suggest solutions.
- The ability to write detailed evaluative short essay answers.
- To be organised and meet deadlines.

### What kinds of students are most suited to this course?

Students who are curious! Who question, explore and examine human behaviour in detail, who can think about things from different points of view and who can discuss issues. Psychologists ask questions such as:

- *"What causes humans to behave the way they do?"*
- *"How do children learn to think?"*
- *"How can people develop their memory?"*
- *"Who are the normal people?"*

These all start out from simple observations of everyday human experience. You might see a news report about people panicking in a fire or about a new way of dealing with young offenders. Or you might notice a young cousin having difficulty with spelling. The Psychologist will ask:

- *"How can I understand that better? What can I do about it?"*

### What other subjects often combine successfully with this?

Almost anything: humanity subjects and science subjects complement the skills required for Psychology particularly well.

### What career or higher education options might this course lead to?

**Higher Education Courses:** Degree (BA/BSc/Honours) in Psychology or subjects such as Criminology or Social Policy; Degree (BSc/ honours) in Mental Health Nursing; PhD in Clinical Psychology or Educational Psychology.

### Career options:

Forensic Psychology; Speech Therapy; Teaching; Child Psychology; Clinical Psychology; Sport Psychology; Nursing; Journalism; Probation Service; Politics; Human Resource Management; Media; Social Services; Counselling; Management; Educational Psychology ; Law; Advertising; Research; Prison Services; Civil Service; Occupational Psychology and Health Psychology.

### What extra-curricular activities support this course?

Researching and reading around the course material. Keeping up-to-date with relevant current issues that relate to the course. Subject trip in year 13. [Destination to be confirmed]

### Student Quotes:

"It involves a lot of hard work and a good memory, there is an incredibly wide variety of stuff to learn about."

"A challenging but rewarding course. It made me learn a lot about myself and others' thoughts and actions".

"It's a challenge, I thought it might be easy but it turns out you have to work. It's good though, you learn a lot about life and why we do the things we do. Keep on top of the work. If you get behind it's hard to keep up".

"It's really interesting and I am excited about studying Psychology at university."



# Religious Studies

**Examination Board: AQA**

**Specification: A Level Religious Studies – draft 7062**

## 1 – Christianity and the Philosophy of Religion

### Section A – Study of Religion

In this section students study key beliefs and teachings of Christianity and how these impact on individuals, communities and societies. We also explore the significance of similarities and differences of opinion within Christianity about these topics.

1. God
2. Self, death and the afterlife
3. The challenge from science
4. Christianity and the nature and function of religion
5. Sources of religious wisdom and authority in Christianity

### Section B – Philosophy of Religion

Students should also be able to draw on, critically analyse and evaluate the views of scholars, from both within and outside religious traditions, and use specialist language and terminology appropriately. Topics studied:

1. Arguments for the existence of God: design, ontological, cosmological
2. Evil and suffering
3. Religious Experience
4. Religious Language
5. Miracles
6. Self, death and the afterlife

### Section C – The dialogue between Philosophy and Religion

Questions will test the students' ability to explain, analyse and evaluate the way philosophy of religion has influenced developments in religious beliefs with reference to issues concerning:

- Sources of religious authority.
- God/Ultimate Reality – including the arguments for the existence of God.
- Self, death and the afterlife.
- The challenge of science.
- The challenge of secularism.
- The nature and function of religion.
- Evil.
- Religious experience.
- Religious language.
- Miracles.

## 2 – Christianity and Ethics

### Section A – Study of Religion

In this section students study key beliefs and teachings of Christianity and how these impact on individuals, communities and societies. We also explore the significance of similarities and differences of opinion within Christianity about these topics.

1. Key moral principles
2. Christian religious identity
3. Christianity and sexual identity
4. Christianity and religious pluralism

## Section B – Ethics and Religion

Students should also be able to draw on, critically analyse and evaluate the views of scholars, from both within and outside religious traditions, and use specialist language and terminology appropriately. Topics studied:

1. Normative ethical theories: deontological, teleological and character based
2. The application of natural moral law, situation ethics and virtue ethics
3. Introduction to meta-ethics: the meaning of right and wrong
4. Free will and moral responsibility
5. Conscience
6. Bentham and Kant

## Section C – The dialogue between Ethical Theories and Religion

Questions will test the students' ability to explain, analyse and evaluate the way philosophy of religion has influenced developments in religious beliefs with reference to issues concerning:

- How far these two ethical theories are consistent with religious moral decision making.
- Sources of religious authority.
- Ethical theories: Natural moral law; situation ethics; virtue ethics, and the views of Bentham and Kant.
- Key religious moral principles.
- The range of ethical issues specified above, including lying and theft.
- Issues concerning religious identity.
- Feminism.
- Religion and religious pluralism.
- Meta ethics, free will and conscience.

## Skills acquired:

Religious Studies enables you to develop strong analytical skills; the ability to suspend judgement, argue a case (both orally and in writing), and evaluate different arguments. In addition, you will develop good research and presentation skills, the ability to synthesise a range of views and construct your own individual thesis.

## What kinds of students are most suited to this course?

- You don't need to be 'religious'.
- You do need to be inquisitive and open minded.
- An ability to think clearly, logically and critically is important.
- Able to listen to and consider a variety of possibilities before coming to a judgement.
- Must be prepared to complete wider reading and write extended essays on a regular basis.
- Resilience to challenge and willingness to lead presentations.

## What other subjects often combine successfully with this?

Any subject in which written analysis is an important feature; English, History, Psychology and the Sciences. It is permissible for those opting for Religious Studies to take Philosophy as a separate subject, even though there is a small degree of overlap.

## What higher education or career options might this course lead to?

Religious Studies is regarded as a 'hard' academic subject by all the leading universities in the UK and is highly valued by the Russell Group and Oxbridge. Bennett students who have studied Religious Studies in the past have gone on to study for BA degrees in Religious Studies or Theology at various universities, including Durham, Exeter and York. Other students have gone on to study subjects such as Philosophy, History, English, French, Teaching, Nursing, Journalism and Law at Russell Group universities.

A degree in Religious Studies can open the door to a variety of careers, including law, journalism, teaching, management, local and national government, finance, public relations and so on.

# Drama and Theatre Studies

2020 SIXTH FORM CURRICULUM



**Examination Board: AQA**

## Units:

### **Unit 1: Drama and Theatre:**

In this unit, you will be required to study two set texts; one which represents significant drama through the ages and another to represent 20<sup>th</sup> and 21<sup>st</sup> Century drama. Assessment for this unit will be a 3 hour open book exam exploring both of the set texts as well as analysis and evaluation of the work of live theatre makers.

### **Unit 2: Creating Original Drama:**

This unit will assess the process of creating devised drama as well as its performance to a live audience. The devised work must be influenced by the work and methodologies of one prescribed practitioner and is marked by your drama teachers and moderated by an external AQA examiner.

### **Unit 3: Making Theatre:**

For this unit, three extracts from a range of plays are studied and workshopped. One is then chosen, either a monologue, duologue or group scene, and performed. This practical examination is marked by an external examiner.

### **Assessment:**

**Unit One: 40%** - Study of two set texts and critical response to live theatre

**Unit Two: 30%** - Devised performance and working notebook

**Unit Three: 30%** - Performance of an extract and reflective report

### **Entry Requirements:**

You need to have achieved at least a grade 5 in GCSE Drama or have a proven track record in performance. 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 either as an actor or designer. Remember there are a large number of theatre trips, which usually take place outside of school hours that you will be expected to participate in.

### **What will you study?**

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 design role. You will also be required to write about drama and to develop your powers of analysis to become an informed critic.

### **What kinds of students are most suited to this course?**

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 and technical 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 innovative and exciting theatre companies.

### **What other subjects often combine successfully with this?**

English, Art, Textiles, Music, Media and almost any other subject. Past students have successfully combined Drama with Sciences, Languages and Humanities.



# Textiles

## Examination Board: AQA

The course directly supports progression to further and higher education. It provides students with a rich platform to inspire a lifelong interest in Art and Design.

## Assessment:

This is a Linear A level, with all assessment taking place at the end of the 2 year course.

Year 12 terms 1 and 2: Foundation course. Students work on producing a sketchbook of ideas and experiments exploring a wide variety of textile techniques and processes. This sketch book becomes an excellent resource for students and builds and develops textile skills and knowledge in preparation for component 1 and 2 of the A level.

Year 12 term 3 to year 13 term 2: Component 1: Personal Investigation into a theme of the student's own choice supported by written material 1000-3000 words. This contributes to 60% of A Level.

Year 13 terms 3 to 5: Component 2: Externally set assignment- preparatory work plus a 15 hour practical examination.

This contributes to 40% of A Level.

## Skills Acquired:

- Visual recording of experiences and observation, awareness of textile design; shape, colour, texture, pattern, harmony, contrast and /or repetition.
- Development of knowledge and critical understanding of the work of others in textiles and design.
- Exploration through a variety of textile methods including printing, fabric construction, embroidery.
- Visual culture; how images and artefacts relate to their social, environmental, cultural and ethical context.

## What kinds of students are most suited to this course?

Students should have gained at least a grade 5 in GCSE Textiles. If a student is not studying GCSE Textiles, he or she should seek advice directly from Mrs Warwood as to their suitability for this course.

Students must have a desire to learn and explore topics thoroughly through investigations and analysis. This course enables students to develop personal responses to their experiences, environment and culture in both practical and theoretical activities. Students should be imaginative, have creative flair and practical aptitude.

## What Higher Education options might this course lead to?

- Fashion design
- Textile design
- Decorative arts
- Knitwear design
- Illustration
- Interior design
- Buying and marketing
- Fashion and Textile management
- Journalism
- PR and advertising
- Marketing and communication
- Fashion Business