



Aldenham
founded 1597

Guide to the Sixth Form 2017–2019

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The Sixth Form

Entering the Sixth Form: students entering the Sixth Form at Aldenham will embark on new courses that are designed to prepare them for university entry and for the world of work. The increase in academic difficulty from (I)GCSE to A Level means that a great deal more is expected of the pupils, both in depth of study and personal academic commitment beyond the classroom, studio or laboratory. Pupils develop to become students working in an institution that values them as individuals and encourages independent learning. These courses require more teaching hours and more hours of independent study.

The Academic Programme: A levels have changed. The old pattern of A Levels being split into Advanced Subsidiary (AS) courses taken in the Lower Sixth Year, and A2 courses taken in the Upper Sixth has been replaced by courses where the exams are designed to be taken at the end of Year 13.

All students start on four subjects for the first half term with the intention that they can make a reasoned and appropriate choice of the three to continue with after half term. At half term three pathways become possible.

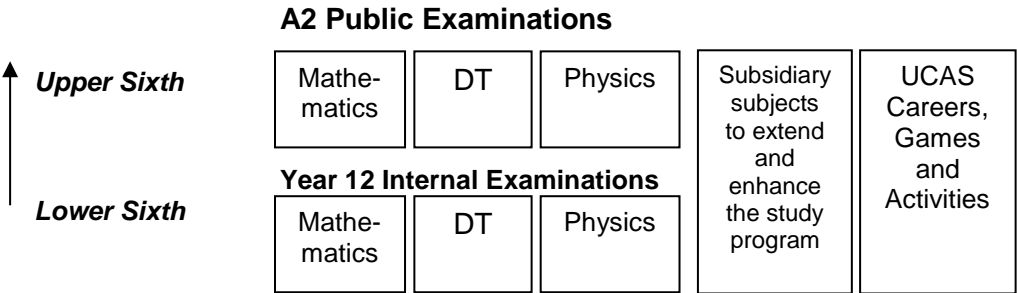
1. Some students, especially if they are likely to achieve four A or A* grades at the end of Year 13 may continue with 4 subjects following appropriate discussions with the House Team and The Assistant Head Academic.
2. Students choose 3 subjects and an additional subsidiary subject. In the current academic year we have offered the EPQ and Maths (Level 3) and we anticipate that these subjects will be available next year. The choice of which subsidiary subject is made at the same time that the three final A Levels are chosen.
3. Students carry on with 3 A Level subjects only. We anticipate that this is likely to be the pattern followed by around two thirds of the year group.

The Aldenham Sixth Form offers a wide range of subjects. In addition students receive close support and guidance through their house tutors particularly with regards to UCAS and Careers.

Progress into the Upper Sixth Year will depend on performance in the Lower Sixth and in particular the internal exams taken at the start of the summer term of that year. External examinations take place in the summer term for the Upper Sixth. Results for public examinations are published in August. All qualifications receive a points allocation ('tariff') that universities use to award places for higher education.

In combination with our extensive extra-curricular programme and UCAS advice, the curriculum in the Sixth Form gives our students their best opportunities for university entry.

The following diagram indicates one possible model for your son or daughter.



Those students who still need to pass GCSEs in English and Mathematics will receive support for re-take examinations.

University and Careers: the great majority of pupils at Aldenham gain places at university, with some deferring entry by a year. A Level requirements for university entry vary enormously: some will accept low passes at A Level but many will ask for higher grades, particularly for the popular courses and universities. The Careers Department at Aldenham gives experienced guidance to making university applications and in choosing the correct courses.

From the Assistant Head (Academic)

One of our aims at Aldenham is to offer as much breadth of choice as possible to our pupils, avoiding many of the restrictions placed on subject combinations by other schools.

As you consider entering the Sixth Form you will be asked to indicate your likely choice of courses in rank order after the Parents' Evening following the mock exams in January. Pupils should consult widely before making their choices in discussion with their parents. They should also discuss their choices with their Housemaster/ Housemistress, academic tutor, subject teachers and the Heads of Subjects. At Aldenham the Head of UCAS and the Assistant Head (Academic) are also available if further guidance is necessary. The guiding principles should be 'What do you enjoy?', 'What are you good at?' and 'What do you need?'

Over recent years we have looked at the A Level results and tried to see if the students GCSE results were a reliable predictor of them and there is, as one might expect, some overall correlation. However, our experience tells us that much more important in predicting A Level success was motivation, determination and the correct choice of subject. In making your choices these factors need to be borne in mind as ultimately your success will depend on how much you are willing to give to your studies over the next two years.

The Academic Programme and Entry Requirements: Most pupils in the Sixth Form follow a two-year course involving three specialist subjects. A few go on to study four A Levels. Our minimum entry requirement is five GCSE grades A-C (including Mathematics and English) since this gives a pupil a realistic chance of passing A Levels, with ideally a grade B or better at GCSE in each of the subjects that are to be studied. Those seeking to do four subjects at 'A' level will be expected to gain at least 5 or more A grades and above at GCSE. Of course, it is essential for pupils to seek the specialist advice of their teachers concerning their suitability for a particular subject at A Level. If a pupil has failed to get a C grade at GCSE in English Language or Mathematics, then they will be required to take one or both during the Lower Sixth year, as subsequent university applications will depend upon passes in these subjects.

Choosing the Correct A Level Courses: The following information is designed to help you make an informed decision about the choices that face you. You may already have an idea of what subjects interest you. However, you should read the details of each course, as some are quite different from the experience that you may have had at GCSE level. Also, you will discover that there are new courses offered here that might suit your interests. Do not forget to talk to those who have guided you in the past, such as Housemasters/ Housemistress and tutors, as well as the Heads of Department if you have a particular career or course in mind. For example, it may not be advisable for pupils to take both Music and Music Technology. Similarly, universities may not wish to see applicants offering mainly qualifications in practical subjects for largely academic courses. Finally, there are still a number of university courses that require particular subject combinations for entry. The popular ones of these are listed later in this booklet. The best advice here is to contact universities that are offering courses you are interested in directly.

Dr P J Reid Assistant Head (Academic)

Disability Discrimination Act

We want you to do your best in your chosen subjects and so in making our arrangements for you, we will do our best to ensure that such criteria of sex, race, religion or disability will have no impact on your performance. If you do require any special access arrangements or consideration for any reason please let us know as soon as possible as we will need to let the exam boards know. Supporting documentation must be provided for this. Whilst we will make all reasonable efforts to accommodate the individual needs of a student we are limited by exam board regulations so, for example, if the method of assessment includes the assessment of a practical skill which a disability adversely impacts we will be unable to provide extra assistance.

Degree Course Requirements

This is a general guide to the A Level subject requirements for various degree courses at Universities. There is variation amongst individual institutions and some are more flexible in their requirements. Within reason, it is usually possible to find an institution which will consider you for a particular course, whatever your combination of subjects. However, you should accept that unusual combinations of subjects could severely limit your choice of institution.

Note that the majority of courses require English Language GCSE and many require Mathematics. Teaching requires Science, too.

The following information refers to Single Honours Subjects, but there is a wide variety of interesting courses combining two or more subjects. This is therefore only a guide and two publications should be consulted for further information, these are:

1. 'University Entrance : The Official Guide'
2. 'Degree Course Offers', Brian Heap

Other Higher Education Course Requirements (e.g. H.N.D.)

No generalisations regarding these courses can be made as there is much variation among institutions and the type of courses offered, depending largely on the popularity of the course or institution. Requirements range from one grade E to two grade Cs.

Some Possible Degree Courses

Science Degree Courses

Degree Subject	A Level Requirements
Agriculture (& Horticulture & Forestry)	Chemistry often essential – other preferred subjects: 2 of Mathematics, Physics, Biology
Architecture	Mathematics sometimes preferred. Science and Arts A Level combinations preferred. Art may be required at some Universities – certainly evidence of drawing ability will be needed.
Biochemistry	Chemistry essential: 1 or 2 of Biology, Physics, Mathematics.
Biology	For some Universities Biology and Chemistry required; others, combination of Biology, Physics, Chemistry, Mathematics preferred.
Chemistry	Chemistry essential; other preferred subjects, Mathematics or Physics.
Computing	Mathematics required or preferred at most Universities. Some prefer 3 Sciences, but at others a combination of Arts and Sciences possible. Note that Computing is NOT essential but may be helpful.
Dentistry	Chemistry and Biology essential (not Mathematics and Further Mathematics).
Engineering	Mathematics essential plus 1 or 2 Sciences, usually Physics or Chemistry.
Environmental Science	1, 2 or 3 from Mathematics, Physics, Chemistry, Biology or Geography.
Food Science & Technology	Chemistry required or preferred in most Universities with 1 or 2 of Mathematics, Physics, Biology.
Geology	Combination of 1 or 2 Sciences preferred, ideally Chemistry. May include Geography, but not essential.
Geography (Science)	BSc – usually Geography is required and at least one other science. (Geography as Arts subject – see page 7)
Mathematics	One Mathematics subject essential. Further Mathematics desirable.
Medicine	Chemistry essential and usually Biology. At least two Science based A levels usually needed. Highly competitive. Predicted A grades essential. Arts subjects encouraged for 3rd/4th A Levels. Biology may be required at A2 level.
Metallurgy – Material Science	Mathematics essential plus 1 or 2 of Physics, Chemistry.

Degree Subject	A Level Requirements
Nursing, Health Courses	Some have no specific requirements; others require Chemistry and/or Biology.
Pharmacy	Chemistry preferred, plus 1 or 2 of Mathematics, Physics, Biology.
Physics	Physics and Mathematics required.
Physiotherapy Sports Science/Studies	1 or 2 Sciences; Biology often required. Some courses require 1 or 2 Sciences. All very competitive.
Veterinary Science	Chemistry essential plus 1 or 2 of Mathematics, Physics, Biology. A grades essential.
Zoology	Chemistry or Biology sometimes required. Mathematics or Physics helpful too.

Arts Degree Courses

Degree Subject	A Level Requirements
Archaeology	Most subjects acceptable; 1 or 2 Sciences (including Geography) helpful. GCSE Language often required.
Art	Art an advantage but not essential although a portfolio of work may well be required. Applications usually made after 1 year Art Foundation Course.
Classics	Latin and/or Greek may be required. Latin or Classics are very useful
Dance	Theatre Studies or Dance required for some courses. Evidence of practical proficiency essential.
Drama	Theatre Studies may be required; English, a Modern Foreign Language or History may be helpful. High grades required.
English	English required. Highly competitive.
French	French required; second language sometimes preferred.
German	German required; second language, English or History useful.
History	History preferred but not essential. Some Universities require a language at GCSE. Latin or Classics are very useful
Music	Music required, plus evidence of instrumental proficiency. Several Universities require one GCSE modern language.
Theology	Religious studies not essential; one or more of English, History, Geography, language, preferred.

Degree Courses Accepting Mixed Arts/Sciences

For these courses, any combination of subjects is acceptable unless otherwise stated.

Degree Subject	A Level Requirements
Accountancy	Mathematics required/preferred by some Universities.
Business	Business not required. Mathematics sometimes required; Foreign Language or Economics useful.
Economics	Mathematics required/preferred by some Universities. History, Geography useful. A Level Economics not essential.
Education	Mathematics, English and Science GCSE passes are required qualifications for all intending teachers.
Geography	Geography usually required. Can be studied as a BA or BSc. Virtually any combination of A level subjects is acceptable. If studying for a BSc usually one science is a requirement
Law	English, Politics, a language, History, Economics or Mathematics
Philosophy	Arts or Sciences acceptable.
Politics	Most subjects acceptable. A Level Political Studies not essential. History, Economics, English, Geography, foreign language all supply useful background.
Psychology	Mixture of Arts and Sciences acceptable but remember that this subject is more likely to be science-based so 3 Arts subjects probably will not qualify. A few require 2 or 3 sciences – Biology, Mathematics, Physics or Chemistry. Highly competitive.
Sociology	English, Economics, History, Mathematics or a language.

Guide to A Level Courses

2017 – 2019

Art (Art and Design Textiles)

Examination Board: Edexcel

Specification No: 9 TEO

Art and Design Textiles is a versatile and creative subject based upon the Fine Art specification (see the fine art subject information). This subject encourages the use of a range of materials and media to realise concepts in a range of chosen disciplines. The specialisms within the specification are textiles for interiors, fine art textiles and fashion textiles.

Textile design students are expected to work in a multi-disciplinary way to create ideas, concept, materials and techniques for different applications. There is the opportunity to create personal fine art pieces, create installations, mixed media constructions, three-dimensional pieces, soft sculpture, wall hangings and fashion and theatre garments. Students will develop skills through the creative development of process, production, reflection and evaluation, leading towards skills, knowledge and understanding.

The A Level course will be a 2 year course and students will work on an open theme learning and practicing skills and developing their ideas. Students will need to produce a portfolio of work and practical responses thorough coursework over the two years. The qualification consists of two components; a Personal Investigation portfolio of work, which will include a written element of up to 3000 words, and an Externally Set Assignment. This will be completed within a specific time frame and results in a 15 hour practical assessment.

Art Textiles is an exciting enriching subject and allows students to fully develop their creative skills.

Head of Textiles: Miss C Macdonald

Art (Fine Art)

Examination Board: Edexcel

Specification No: 9 FAO

Art is a form of communication and expression: a visual language, which deals with the construction and interpretation of both personal and cultural meanings. Attainment in Art is achieved through the creative development of process, production, reflection and evaluation, leading towards skills, knowledge and understanding. A Level Art builds on the knowledge, skills and understanding established at GCSE.

We seek to develop an all-round knowledge of art and artists as well as the main emphasis being on developing Painting, Drawing and Sculpture skills at A Level. Our aim is to enrich and expand pupils' experience through a range of 2 coursework Units over the 2 year A Level study programme, reinforced by excursions to many London Galleries. Allowing pupils to progress on to studying Art Foundation Diplomas and degrees at university.

The A Level course will be a 2 year course and students will again work on an open theme learning and practicing skills and developing their ideas. Students will need to produce two years' worth of thorough coursework. The coursework also includes an essay alongside the practical project. Students will then complete the exam unit during the final year. For the exam unit the exam board will set a topic for students to explore and they spend a couple of months developing ideas and then complete their final piece during a 15 hour exam.

A Level pupils have the exclusive use of the Sixth Form studio and the spacious Art Cabin which they can use throughout the school day in order to complete coursework.

Art is an exciting enriching subject and allows students to fully develop their creative skills.

Head of Department: Miss E Lang

Biology

Examination Board: AQA

Specification No: 7402

A-level Biology offers access to a huge variety of fields in terms of both university courses and career choices. The Biological Sciences are among the most diverse of subjects, ranging from the study of biomolecular biology to the biosphere.

The A-Level Biology course runs throughout years 12 and 13. Students will be introduced to a number of exciting and current topics that include:

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

Pupils sit three exams at the end of year 13:

- **Paper 1** Content from topics 1-4 (35%)
- **Paper 2** Content from topics 5-8 (35%)
- **Paper 3** Content from any of the topics (30%)
- There is also a practical endorsement examination which is assessed internally and is reported on separately as a pass/fail. In addition, any of the practical skills acquired during the practical tasks may be required on any of the three papers.

Students will also have the opportunity to participate in a Biology Fieldtrip in both years, to enable them to develop fieldwork techniques linked to the theoretical component of the specification whilst also gaining a wider appreciation of outdoor Biology.

Having A-level Biology can open a world of opportunities. Biologists deal with the natural world and so their jobs can take them anywhere in the world, from laboratories investigating personalised medicine and stem cell therapies to ocean liners in the arctic and fieldwork in the Amazon jungle.

A-level Biology also provides preparation for non-scientific careers due to the skills that it helps develop including research, problem solving, organisational and analytical skills. There are numerous opportunities for group work, aiding the further development of teamwork and communication skills.

Many students with A-level Biology go on to study a wide range of courses at university, including: Biology, Biomedical Sciences, Dentistry, Medicine, Physiotherapy and Veterinary Science. Biology is often required for degrees in Biochemistry, Chemical Engineering, Environmental Science, Nursing and Midwifery, Pharmacy, Sports Science and Psychology.

Pupils considering Biology at university should be aware that many degree courses in Biology require A Level Chemistry. It is strongly advised that pupils have at least **BB** at GCSE Double Award Science to follow this course successfully.

Head of Department: Dr A Camenzuli

Business

Examination Board: Edexcel

Specification: 9BS0

Why choose A-level Business?

This was a new specification for 2015. It has been designed with the collaboration of teachers, universities and the wider academic community. Students will understand the interrelated nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations. The content is designed to engage students through topics and issues that are relevant in today's society – they will study key contemporary developments such as digital technology and business ethics, and globalisation.

Real life skills

Students will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment.

The aims and objectives of the Edexcel Advanced GCE in Business are to enable students to:

- Develop an enthusiasm for studying business
- Gain an holistic understanding of business in a range of contexts
- Develop a critical understanding of organisations and their ability to meet society's needs and wants
- Understand that business behaviour can be studied from a range of perspectives
- Generate enterprising and creative approaches to business opportunities, problem and issues
- Be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
- Acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis
- apply numerical skills in a range of business contexts

A Level

Students will sit 3 exams at the end of 2 years. The A level qualification will focus more on strategic decision making, building on the functional areas covered above. Students will consider:

- The impact of technology on strategic decision making
- The influences of Corporate Social Responsibility and ethical and environmental issues
- The difficulties in forecasting future trends
- The importance of assessing feasibility and risk when making strategic decisions
- The impact on stakeholders of strategic decisions and their response to such decisions

The topics lend themselves to studying and engaging with the business world. The specification and assessment should encourage students to follow business developments and think critically about contemporary business issues. The assessment material is mostly based on real business situations.

Entry Requirements

Please note that due to the importance of numerical and evaluative skills required for Business, it is expected that students will have achieved a 'Grade B' in both Mathematics and English before embarking on the course. An interest in contemporary events is also a pre-requisite, as much of the course involves discussion of the current business environment.

Head of Department: Mr L Flindall

Chemistry

Examination Board: OCR A

Specification No: H432

Why Study Chemistry?

Chemistry is an incredibly fascinating field of study, since it is so fundamental to our world, Chemistry plays a role in everyone's lives and touches almost every aspect of our existence in some way. Chemistry is essential for meeting our basic needs of food, clothing, shelter, health, energy, as well as clean air, water, and soil. Chemical technologies enrich our quality of life in numerous ways by providing new solutions to problems in health, materials, and energy usage. Thus, studying chemistry is useful in preparing us for the real world.

What about a job?

You can work chemistry into any industrial, educational, scientific, or governmental field. Chemistry is a very versatile science. Mastery of chemistry is associated with excellent analytical and mathematical skills. Students of chemistry are able to solve problems and think things through. These skills are useful for any job!

Students are encouraged to have

- Gained at least a B in GCSE Chemistry (although A and A* is preferred) or BB in double award GCSE Science
- Have a strong ability in Mathematics
- Not be simply taking it so that 'they can blow stuff up' although an ability to perform well in practical activities is a definite advantage
- Be excited to explore new concepts
- Be looking to continue into a Chemistry related field at university

A Level: The A Level Chemistry course runs over year 12 and 13.

There are six modules to complete over the two year course.

- Module 1 – Development of practical skills in Chemistry
- Module 2 – Foundations in Chemistry
- Module 3 – Periodic table and energy
- Module 4 – Core organic chemistry
- Module 5 – Physical chemistry and transition elements
- Module 6 – Organic chemistry and analysis

Pupils sit three exams in year 13

- **Paper 1** Periodic table, elements and Physical chemistry (37%)
- **Paper 2** Synthesis and analytical techniques (37%)
- **Paper 3** Unified chemistry (26%)
- There is also a practical endorsement examination which is assessed internally and is reported on separately as a PASS/FAIL. It does not contribute to the A Level grade.

Head of Department: Mr A T Shead

Classics: Classical Civilisation

Examination Board: OCR

Specification No: H441

Are you interested in literature, culture, society, philosophy, history, politics, drama, art, and architecture? Do you enjoy studying the civilisations of Ancient Greece and Rome, and have you ever wondered how our society has been influenced and shaped by them? If so, then Classical Civilisation is the subject for you! The course focusses on the study of Classical literature in context, which means exploring a great range of interesting themes, involving heroism, women and the family, politics, religion, psychology, fate, warfare, death and burial, and the ways these issues were conceived in the ancient world.

The OCR A Level in Classical Civilisation involves the study of the literature and culture of Ancient Greece and Rome through modern resources and sources from the period, including translated literature and material culture. The course provides an excellent understanding of Classical Literature which complements the study of A Level English and Drama. It also provides understanding of ancient history and culture which complements well the study of History and Philosophy A Levels.

You do **not** need to have done Classical Civilisation or Latin at GCSE level to take and be successful at Classical Civilisation A Level. You should enjoy reading and analysing, and communicating your ideas through discussion and essay writing. A good pass grade at GCSE in English Literature is helpful as the course involves reading and essay-writing.

The course consists of **three** components, each of which involves an examination taken at the end of Year 13. There is no coursework. The texts are read in translation; knowledge of ancient languages is not needed. The emphasis is on understanding the ancient world through investigating primary sources and materials. These are the components:

Component 1: The world of the hero – an exam lasting 2 hour 20 minutes 100 marks (40% of total). This module involves the study of ancient literature in translation, reading a number of set books from very famous Classical epic poetry, Virgil's Aeneid and Homer's Iliad or Odyssey. Students explore, discuss and write about the themes, characters and narratives of the poems, in the context of ancient society.

Component 2: Greek Theatre– exam of 1 hour 45 minutes for 75 marks (30% of total). This involves the study of Greek Drama in its context, including the study of 3 plays (2 tragedies – Sophocles' Oedipus the King and Euripides' Bacchae and 1 comedy, Aristophanes' Frogs) and also the material culture of the ancient theatre (theatre spaces and vase paintings).

Component 3: Love and relationships or Politics of the Late Republic – exam of 1 hour 45 minutes for 75 marks (30% of total). This involves the study of classical thought and literature (Sappho and Ovid or various texts by the Roman orator Cicero), set in the context of ancient society of the time, exploring the themes and issues expressed in the literature.

You will be given ample opportunity to develop your own ideas, along with your ability to think critically and analytically. Many pupils who take on this subject go on to read a range of humanities subjects such as English Literature, Classical Studies, Classical Civilisation, History, Ancient History, Archaeology and Anthropology at university. The course also helps students develop the skills of analysis and written communication which are required for a wide variety of careers, including law and other professional qualifications.

Head of Department: Mr A D B Smith

Computing

Examination Board: Eduqas

Specification No: 601/5031/2

Computer Science provides you with a unique skill-set that is both academically and vocationally desirable. Computer Science teaches you how to solve problems using algorithms and how computer systems are organised and operate.

Learning to program is a life changing experience as it changes the way that you think about the world around you. It will make you a more accomplished problem solver and much more resilient in life. This is why graduate recruiters in banks and management consultancies recruit heavily from university Computing departments.

The Computing course is somewhat unique in the manner that it gives you workplace ready skills from day-one. The department will also help you with work experience applications and review at your CV with you. A-level Computing gives you technical-skills that can be applied immediately in the following professions:

- Junior Web Developer
- Network Support Technician
- Junior Software Engineer
- Database Administrator

The workload for Computing is quite balanced and can feasibly be taken with another coursework subject in the Upper Sixth Form. You complete the coursework over a period of two years and the final piece of coursework is worth 20% of your final mark. The examination comprises of two other modules of equal weighting (40%); the first covers computer languages and programming and the second examines how computers and networks operate.

Finally it is important to note that you do not need to have any background in Computing or ICT to study this course. People who do well at A-level Computing tend however to be resilient, numerate types with reasonable problem solving skills. A candidate should secure either a B grade in GCSE mathematics or an A grade in Computing GCSE if they are targeting a A*-C grade in the A-level subject. If you are thinking about applying to study the A-level then we look forward to hearing from you.

Head of Department: Mr E J Chandler

Design & Technology (D&T)

Examination Board Pearson Edexcel (TBC)

Product Design: Resistant Materials or Graphic Products.

Specifications: To be accredited

For the A-level Art Textiles course, please refer to the Fine Art category.

The Product Design A-Level specification is a clear progression of knowledge, understanding and design and making skills from the Resistant Materials or Graphics Products GCSE courses. It has been designed to encourage candidates to take a broad view of Design and Technology. Students will be able to recognise design needs and develop an understanding of how current global issues, including integrating technology, impacts on today's world. A-level Design and Technology is relevant to a career in Design, Engineering, Manufacturing and many other businesses that involve these disciplines.

The course is divided into two assessment components; The Principals of Design and Technology which covers the theory content, and an Independent Design and Make Project which is controlled assessment coursework. Each of these is worth 50% of the qualification. The theoretical content is standard for both subjects, but the portfolio and product outcome will be either Graphic Products or Resistant Materials specific.

All D&T courses will make significant demands on pupils' time, and require a high level of commitment, but those who rise to the challenge, stand an excellent chance of achieving a top grade. A-Level pupils value highly our "open door" policy, which allows them almost unlimited access to the department's facilities, help and advice from the teaching staff and our technician.

Head of Department: Miss C Macdonald

Drama and Theatre Studies

Examination Board: Edexcel

Specification No: A-level Drama and Theatre (9DR0)

Any university course or career which requires public speaking, confidence, communication and team cooperation will be pleased to see a Drama qualification on your CV. Learn new approaches and enhance your existing skills in acting, directing, and devising plays through workshops, performance, analysis and theatre trips. Explore highly regarded play texts both practically and from the viewpoint of a director, as well as learning about significant periods in Theatre history.

A high level of commitment is expected from students of this demanding subject, with high GCSE Drama grades and/or previous production experience being a necessary starting point. A strong command of spoken and written English is essential for the performance elements as well as written coursework and examination. Pupils will also need to attend theatre trips and any other essential activities offered such as watching the work of visiting theatre companies and participating in workshops.

Course overview:

Component 1: Devising (coursework module) 40% of the qualification

Students devise an original performance piece and are assessed on the devised performance and accompanying portfolio

Component 2: Text in Performance (coursework) 20% of the qualification

Students perform a key extract from a play text as part of a group and a monologue from a key extract from second performance text

Component 3: Theatre Makers in Practice (written examination – 2 hrs 30 mins) 40% of the qualification

This written examination is divided into three sections, requiring pupils to: evaluate a live theatre production they have seen during their course; explain how they intend to realise an extract of a studied play in performance from the viewpoint of theatre makers; create a performance concept for another play text in relation to a theatre practitioner.

We have an impressive record of people successfully applying to the National Youth Theatre and several of our students continue with the subject at university or at an accredited Drama School.

Director of Drama: Miss C Martin

Economics

Board: AQA

Specification No: 7136

Why choose Economics?

The specification was new for 2015 and has been designed with teachers and universities to develop engaging and up-to-date content so that students can relate what they are learning to the world around them – locally, nationally and globally. The approach to Economics is to apply economic theory to support analysis of current economic problems and issues, and encourage students to appreciate the interrelationships between microeconomics and macroeconomics.

Real life skills

Students will develop the knowledge and skills needed to understand and analyse data and to be able to think critically about issues and make informed decisions. They will also build upon their quantitative skills and appreciate that, when evaluating arguments, both qualitative and quantitative evidence are important. During their course of study, students will be encouraged to develop a critical approach to economic models and methods of enquiry.

Year 12 Economics

Students will be assessed through two examination papers. Students will be expected to acquire competence in quantitative skills that are relevant to the subject content and be familiar with the various types of statistical and other data which are commonly used by economists. Students will be required to acquire knowledge and understanding of a selection of microeconomic and macroeconomic models and to apply these to current problems and issues. Microeconomic models such as demand and supply, the operation of the price mechanism and causes of market failure are central to this part of the specification. Macroeconomic models include aggregate supply and demand, and the circular flow of income and expenditure and will be studied in both a national and global context.

Year 13 Economics

Students will be assessed through three examination papers at the end of 2 years. Students will be required to acquire knowledge and understanding of a selection of economic models and to apply these to current problems and issues, such as labour markets, wage determination and causes of inequalities in the distribution of income and wealth. Students will also study a number of models demonstrating how the macro economy works.

Entry requirements

Please note that due to the importance of numerical and evaluative skills required for Economics, it is expected that students will have achieved a 'Grade B' in both Mathematics and English before embarking on the course. An interest in contemporary events is also a prerequisite, as much of the course involves discussion of the current economic situation.

Head of Department: Mr L Flindall

English Literature

Examination Board: WJEC/Eduqas
Specification No. 601/4870/6

A level English Literature is a highly popular subject area in the Sixth Form. The GCE Advanced English Literature course should not be regarded as a higher level GCSE English Literature; it is both more satisfying and engaging and much more academically demanding. Above all, English Literature offers real enjoyment to those willing to study with enthusiasm and determination. The new A level English literature course is broken into 4 separate areas: Component 1 **Poetry**, Component 2 **Drama**, Component 3 **Unseen Texts**, and Component 4 **Prose Study** which is coursework based. Details of the texts and examination format can be seen in the table below.

Drama – 30% sections A and B 2hr Exam (Closed book)	Poetry – 30% Sections A and B 2hr Exam (Clean copies of texts)
<p>Section A: Shakespeare – Choose ONE text</p> <ul style="list-style-type: none"> • <i>King Lear</i> • <i>Antony and Cleopatra</i> • <i>Hamlet</i> • <i>Henry IV part 1</i> • <i>The Tempest</i> 	<p>Section A: Poetry pre 1900 – Choose ONE text</p> <ul style="list-style-type: none"> • The Merchant’s Prologue and Tale • John Donne - Selected Poems • Paradise Lost Book IX • John Keats - Selected Poems • Christina Rossetti - Selected Poems
<p>Section B Drama Pre and Post 1900 Choose ONE combination</p> <ul style="list-style-type: none"> • Christopher Marlowe – <i>Doctor Faustus</i> + Lucy Prebble <i>Enron</i> • John Webster – <i>The Duchess of Malfi</i> + Tennessee Williams – <i>A Streetcar Named Desire</i> • Thomas Middleton – <i>The Revenger’s Tragedy</i> + Joe Orton – <i>Loot</i> • Oscar Wilde- <i>Lady Windermere’s Fan</i> + Harold Pinter- <i>Betrayal</i> • Shakespeare- <i>Measure for Measure</i> + David Hare <i>Murmuring Judges</i> 	<p>Section B Poetry Post 1900 – Choose ONE combination</p> <p>Thomas Hardy: (Prescribed sections: <i>Poems of the Past and Present</i>, <i>Poems of 1912-13</i>, <i>Moments of Vision</i>)</p> <p>+ T.S.Eliot (Prescribed sections: <i>Prufrock and Other Observations</i>, <i>The Waste Land</i>, <i>The Hollow Men</i>, <i>Ariel Poems</i>)</p> <p>D.H Lawrence: <i>Selected Poems</i> (Penguin Classics, edited by James Fenton) (Prescribed sections: <i>Love Poems and Others</i>, <i>Amores</i>, <i>New Poems</i>, <i>Birds, Beasts and Flowers</i>, <i>Last Poems</i>)</p> <p>+ Gillian Clarke: <i>Making the Beds for the Dead</i> (Carcanet)</p> <p>Ted Hughes: <i>Poems selected by Simon Armitage</i> (Faber) (Prescribed section: all poems up to and including 'Rain' on page 68)</p> <p>+Sylvia Plath: <i>Poems selected by Ted Hughes</i> (Faber)</p> <p>Philip Larkin: <i>The Whitsun Weddings</i> (Faber)</p> <p>+Carol Ann Duffy: <i>Mean Time</i> (Picador)</p> <p>Seamus Heaney: <i>Field Work</i> (Faber)</p> <p>+ Owen Sheers: <i>Skirrid Hill</i> (Seren)</p>

Unseen Prose and Poetry 20% Sections A and B 2hr exam	Prose Study – 20% 2500 -3000 word assignment
Unseen Prose Choose ONE – time period Section A: Unseen Prose 1880 -1910 OR Section A: Unseen Prose 1918 -1939	Study of TWO prose texts from different periods, one pre 2000 and one post 2000 Texts nominated and pre – approved by exam board
Section B: Unseen Poetry Choice from TWO questions – poetry comes from any era.	

GCE A Level English can prepare students for a degree course in English at university for those of above average ability who are likely to gain at least an A grade at A Level. It can also help with subjects such as Theatre Studies, Classics, History, Modern Languages, Theology, Philosophy, Politics and Media Studies. GCE English can lead to a variety of job opportunities. It is recommended that a student gain at least two Bs at GCSE Literature and Language to follow this course successfully. If you are looking at studying English at university the majority of good universities will expect you to have an A grade in English Literature and as these are highly competitive courses, candidates need at least two A or B grades in their other subject choices.

Head of Department: Mr C R Jenkins

French

Examination Board: AQA

Specification No: 7652

French is one of the most spoken languages in the world and it is an asset to have in this competitive world market. This Language course is very exciting, in that it offers students the opportunity to talk and write about an interesting variety of topics.

Students are offered an A level in this language as a linear course of two years. During this course the following topics will be studied:

1. Aspects of French-speaking society: current trends
 - The family
 - Cyberspace
 - The role of charitable work
2. Artistic culture in the French-Speaking world
 - Cultural heritage
 - Contemporary French music
 - Cinema: the seventh art
3. Grammar
4. One film / one play or novel

The final examination assesses the full range of language skills: you will sit listening, speaking, reading and writing papers (including translation) on a variety of themes mentioned above.

During the course you will work with a wide variety of authentic materials including topic-based textbooks, blogs and virtual learning environments containing video clips, newspaper articles, interviews and interactive activities. The course is also enhanced by a range of authentic media, journals, magazines and books; and literary and grammatical studies form an integral part of the course. Both teaching and examinations are conducted mainly in the target language, and we do expect candidates to subscribe wholeheartedly to this ideal, as well as being keen to undertake self-motivated study and essential development of skills such as wider reading and listening practice outside the confines of timetabled lessons, using a wide range of materials and resources. The library has a wealth of book, magazine and journal resources. It is very important that students spend a significant period of time in the country/countries of the language(s) being studied, perhaps on an exchange visit, or with relatives or friends abroad who will speak the language intensively with you. You will be encouraged to attend the Language trip run by the department. The department offers ample opportunity to practise the oral component through the use of its digital portal and from a weekly conversational session with their teacher and/or assistant to practise their oral skill.

The course is naturally suitable for students with a linguist ability who wants to increase their chances of getting a job at an international level. In recent years, it has become increasingly valuable to study Languages to Advanced Level, as many universities in Britain now encourage proficiency in a foreign language when enrolling for tertiary courses in the Arts, Sciences and Economics and Business Studies. In a fiercely competitive market, foreign language skills often set students apart when it comes to university entrance. The European Union provides considerable funding to live and study abroad to complement studies of all subjects. Knowledge of a foreign language will inevitably enhance career and study prospects. Our main aim is to provide you with a wide range of practical communicative skills in both the written and the spoken language for a variety of purposes in the world of work and leisure, and, of course, for further study.

Head of Department: Srta Bustamante

Geography

**Examination Board: Cambridge International A Level
Specification No. 9696.**

Geography at A Level is a broad and diverse subject that offers students real scope for independent learning and enquiry. The curriculum aims to develop a wide range of geographical skills, and as a department we are seeking students who are eager to engage with the world around them with an inquisitive mind and a thirst to understand how geographical systems interact, and their role in these interactions. Geography is a highly dynamic and contemporary subject which requires extended reading, an interest in current affairs, and an ability to observe the natural processes around us.

Year 12

Topics studied in Year 12

Paper 1 (1hr 30):

Physical core – topics covered will be:

- Hydrology and Rivers
- Atmosphere and weather
- Weathering and geological landscapes

Paper 2 (1hr 30):

Human core – topics covered will be:

- Population and demographics
- Migration processes
- Settlement dynamics

These are assessed via two Core Papers, which comprise short and extended structured data response questions, as well as some extended answers amounting to **50% of the final grade**.

Students will also be assessed on their ability to apply their knowledge and skills to unseen information/resources and with reference to actual fieldwork that they have carried out.

Fieldwork is an integral part of the Geography A Level and we undertake this as a whole year group. **All students will be expected to attend** the 4 day field trip held across a weekend in the early Summer Term, which is residential.

Year 13

Currently we study the highlighted options from the list below, although this is subject to change depending on teachers' areas of specialism and expertise.

PAPER 3 – 1 hour 30 (25% A Level)

Physical option topics:

- Tropical environments
- **Coastal environments**
- **Hazardous environments**
- Arid and semi-arid environments

PAPER 4 – 1 hour 30 (25% A Level)

Human option topics:

- **Production, location and change**
- Environmental management
- **Global interdependence**
- Economic transition

These options are mainly assessed via extended essay style questions, which demand the student to be able to analyse and evaluate in depth.

Again **fieldwork is a key part of the curriculum** and there will be at least one compulsory day trip.

A good proportion of our recent students have gone on to read Geography at university. The dynamic and skills based nature of this subject gives Geography one of the highest graduate employment rates of any non-specialist degree. Geographers have access to a wide range of possible careers and higher education opportunities. The curriculum content gives the opportunity to develop communication skills, graphical, cartographic skills, and technological skills including GIS (Geographical Information Systems) and ICT, interpersonal skills through debate and discussion, collecting, analysing and interpreting data, and developing links between different parts of the subject. These skills are in great demand by employers in the workplace.

In order to do well at A Level we suggest students have a minimum of a B grade at GCSE. On occasions pupils may take the course without a GCSE in the subject, but this is rare.

Head of Department: Mrs J Burger

Government and Politics

Examination Board: Likely to be Ed Excel

Specification No: 9PLo

The A-Level Government and Politics specification is designed to encourage students to develop their critical thinking skills and enhance their ability to interpret, evaluate and comment on the nature of politics. **This is the most current of the A Levels and what is in a newspaper today may well be in an essay tomorrow.** This is a rigorous subject that is respected by universities, especially when taken alongside A-Level History.

What skills students develop?

A-level Government and Politics enables students to develop a wide range of skills including:

- the ability to comprehend, synthesise and interpret political information
- analyse and evaluate political knowledge
- identify connections, assess similarities and differences between the areas studied
- Select relevant material and construct and communicate arguments clearly and coherently using appropriate political vocabulary

The subject is comprised of three modules with each one having their own exam. Students will study UK politics and government, and will also study the politics and government of the USA. There is also the opportunity to study core political ideas, such as conservatism, socialism, multiculturalism and feminism.

What type of student enjoys this course?

A-Level Government and Politics is a good choice for students considering a career in the professions, or those who simply want to understand how the world works. Politics goes well with Economics, History, Sociology and English. Politics does not just appeal to Social Science students, however: increasingly Art and Drama students have enrolled to study Government and Politics, giving them a broader perspective on the world.

Further study

Many students who have taken the A-Level in Government and Politics go on to study Politics at university. From there you might become a researcher, join local or national government or even start on the path to become a future Prime Minister! But there are other job options too. If you would like a career in Journalism or the Media, this course is very useful.

Head of Department: Mr J R Kerslake

History

Examination Board: Edexcel

Specification No: 9HI0

This Modern History course follows the Edexcel specification. It is designed to cover some of the most important events and debates as well as look at earlier, fundamental periods of change, and to link with, but not repeat, material covered at GCSE level at Aldenham. The course is also designed to cover at least 200 years through the three topics chosen for study. The course is also designed to give a flavour of a variety of different types of historical study

There will be three linear courses with the exams at the end of A2 and one piece of coursework. The topics chosen are:

- In search of the American Dream: the USA, c1917–96
- South Africa, 1948–94: from apartheid state to 'rainbow nation'
- Britain: losing and gaining an empire, 1763–1914
- **Coursework will be based on Chamberlain's policy of appeasement and the extent to which it was misguided**

Students will be required to write at length and there will be an expectation that students research in depth. They will also need to show an understanding of the importance of primary and secondary sources. This will build upon the skills taught at GCSE but will be far more demanding. The coursework in particular will prepare students for the demands they will encounter at university, where they will need to listen to advice but also work independently.

Studying History at Aldenham will certainly help investigate the influences that shaped our modern world and if you have studied and enjoyed the GCSE course you should certainly consider continuing with the subject. I would be expecting those students who choose to take History at A Level to have achieved at least a B grade at GCSE. History will also open up a large number of Higher Education and career options. The abilities to communicate effectively and to analyse information are highly sought after and are developed particularly well through a study of History. In particular, careers in Politics, Economics, the Law, Journalism and the Arts would be well served by the subject.

Head of Department: Mr J R Kerslake

Latin

Examination Board: OCR
Specification No: H443

Latin is an excellent subject for any linguist since it is the basis of so many modern languages including English. Latin literature has influenced later European writing and culture and so provides a useful context for, and background to the study of English and European Literature. It is a subject that appeals not only to students interested in literature, but also many scientists and mathematicians, who enjoy the logical, deductive and analytical thinking which underpins the Latin language. Latin can therefore complement a choice of either Scientific or Humanities A Levels.

The OCR A Level in Latin is a challenging and academic A Level course and widely recognised as such by Universities and professional employers. A pass in Latin at GCSE or equivalent is therefore needed for further study. The emphasis of the course is on the ability to read and analyse Latin, both through translating unseen passages (including English to Latin) and through reading, appreciating, understanding and translating Latin literature which is studied in advance of the examination, as with GCSE literature.

The linear course consists of work towards four examinations, two on Language and two on set Literature texts, which will be taken in June 2018.

The language exams are split into two papers: an **Unseen Translation** paper of 1 hour 45 minutes (worth 100 marks, or 33% of total A level), which will involve translating a piece of narrative prose and a piece of Latin verse (Ovid). The second exam is a **Prose Composition or Comprehension** paper, 1 hour 15 minutes long (worth 50 marks or 17% of the A level), which involves translating a piece of English narrative into Latin, or alternatively demonstrating understanding of an unseen prose text (Pliny) through comprehension, translation and questions on grammar (syntax and accidence).

The third and fourth exams are two papers on **Verse** and **Prose Literature**, of equal weight (2 hours long, 25% of the A Level each) which involve the study of set texts, chosen from a selection. The set works for examination in 2018 and 2019 are (for prose) Cicero, *Pro Milone* or Tacitus Annals I, and (for verse) either Virgil's Aeneid VIII or a selection of interesting elegiac poetry by Ovid, Propertius and Tibullus. Questions are set for translation of the text and answering on their context, literary style and meaning, as well as writing at more length on the text as a whole.

The literature set texts are taken from some of the best works of Classical literature and pupils will find them enjoyable, stimulating and challenging. Latin literature provides an opportunity to appreciate and respond to original works which have had a strong cultural influence over 2,000 years and still have profound power and meaning today.

Universities offer a wide range of courses for students of Latin, either on its own or combined with subjects like Greek, Modern Languages, Modern or Ancient History, English, Philosophy, Theology and Archaeology. Many employers view Latinists as being highly trained in the skills they need – in communication, problem solving, thinking independently and approaching problems analytically. Study of the classical languages is an excellent grounding in the skills required for a wide variety of careers including: Advertising, Accountancy, Insurance, Banking, the Civil Service, Journalism, Finance, Law, Computing, Management, Teaching and Television.

Head of Department: Mr A D B Smith

Mathematics / Further Mathematics

Examination Board: Edexcel

Specification No: Mathematics A2 9MA0
Further Mathematics A2 9FM0

An A2 qualification in Mathematics is extremely well regarded by Universities and employers as it demonstrates the student's ability to work in a logical and methodical way towards finding solutions to problems. People with well-developed mathematical skills are sought after in all sectors of industry.

We offer two courses, Pure Mathematics being the basis of each. It is recommended that you have a level 7 or above in Mathematics at GCSE to support this work.

Mathematics:

The course is suitable for both Science and Arts pupils. The Statistics and Probability work supplements many other subjects (e.g. Biology, Geography, Business Studies) while the Pure Mathematics is particularly helpful for Physics and Chemistry. The Mechanics is not only of interest to Physicists; it applies Pure Mathematics to physical situations.

- **Paper 1:** Pure Mathematics
- **Paper 2:** Pure Mathematics
- **Paper 3:** Statistics and Mechanics

Mathematics and Further Mathematics:

These are two separate A Level awards and, consequently, are given twice the teaching time of a single Mathematics award. It is a course for the Mathematics specialist and is often studied alongside Physics with a view to a career in Mathematics, Physics or Engineering. In the first year students will complete the A level Mathematics which they will take in May 2017. In the second year, a further four units are studied. A2 Further Mathematics is taken at the end of the U6. A facility in algebra and a feel for numerical work are essential. Students taking this course must select it in both option blocks.

- **Paper 1:** Further Pure Mathematics
- **Paper 2:** Further Pure Mathematics
- **Paper 3:** Further Mathematics Applied Maths
- **Paper 4:** Further Mathematics Applied Maths

Head of Department: Miss C Fulford

Note: The current information at this time remains in a 'draft specification' format'. The details regarding this course will be updated once the specification has been accredited and is finalised.

Media Studies / Film Studies

Examination Board TBC

Specification No: TBC

Media Studies/Film Studies is a very popular subject area in the Sixth Form but it is important that Students are not deceived; Media Studies/Film Studies at A level means grappling with complex theoretical concepts and intricate, multifaceted issues and debates.

The subject offers you the opportunity to combine a theoretical understanding of the mass media in society and methods of analysing media texts – television programmes, films, advertising, the press and websites. The development of practical skills for media productions is also vitally important. There is a balance of theory and practical work which means that students will learn about how media industries operate, students will research and investigate issues and debates in contemporary media texts.

The media studies/film Studies course is currently in the process of significant change and the specification is due for renewal in September 2017. The current information at this time remains in a 'draft specification' format'. The details regarding this course will be updated once the specification has been accredited and is finalised.

Head of Department: Mr C R Jenkins

Music and Music Technology

Examination Board: Edexcel

**Specification No: Music 9MU0
Music Technology 9MT0**

For certain pupils it may be possible to do both courses. They are quite different in content and offer a wide choice of options for budding performers or those interested in the more technical aspect of music.

Music

The three elements of performing, composing and developing musical understanding (appraising) are carried forward from GCSE.

Performing (30%) You will play or sing one or more pieces which can be either solo, as a member of an ensemble, improvised, or by using music technology to produce your performance. Assessment is by a submitting a recording of a public recital of at least 8 minutes in length to be given in the late spring of Year 13.

Composing (30%) You will submit two pieces, one to a brief set by the board and one either free composition or also to a brief. One of the compositions should be at least 4 minutes long and if not a free composition, must be related to one of the areas of study prescribed in the Appraising unit (below). The other composition must be chosen from a list of briefs which includes Bach chorale, two-part counterpoint, an arrangement and a remix.

Appraising (40%) This element develops your knowledge and understanding of musical elements, contexts and language through study of a wide variety of musical genres. The six areas of study are: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, New Directions. There is a written exam of 2 hours and each student is provided with a CD to accompany the questions. The question paper is a mixture of short response questions, completion of a short melody and two more extended essay questions, and includes unfamiliar music not studied in the course.

Music Technology

The course covers recording and production techniques and the principles and development of sound and audio technology. It is assessed through a mixture of coursework and an exam which has both practical and written elements. There are four components:

Recording (20%) You will study the use of production tools and techniques to capture, edit, process and mix an audio recording. You will have to submit one recording that you have made chosen from a list of 10 songs.

Technology-based composition (20%) You will be creating, editing, manipulating and structuring sounds to produce a technology-based composition chosen from three briefs that must use sound synthesis and sampling/audio manipulation along with creative effects.

Listening and analysing (25%) This area develops your knowledge and understanding of recording and production techniques and principles. There is a written exam where you will be provided with a CD of unfamiliar works and through a series of shorter response questions and essays you will comment on the use of recording and production techniques, the principles and development of sound and audio technology in the pieces.

Producing and analysing (35%) You will develop your knowledge and understanding of editing, mixing and production techniques. The exam includes a practical task, written short response questions and a more extended essay question. You will be provided with a set of audio and MIDI files and you will be asked to correct and then combine these materials to form a completed mix, which may include creating new tracks or parts from the material provided.

Head of Department: Mr J E Rayfield

Philosophy

Examination Board: AQA

Specification No: 2175

Do you want find out how some of the greatest thinkers have addressed deep questions about being human? Do you want to have the opportunity to challenge their ideas and to formulate your own? A Level Philosophy gives students the chance to analyse and evaluate influential theories about fundamental aspects of human life. This subject develops such general intellectual skills that it will aid a student's learning in any other academic subject, and it is good preparation for a university degree course in either the humanities or the sciences.

Do we really know all that we claim to know? Is the human mind separate from the human body? What is the best human life? Is there a proof for the existence of God? People have always raised profound questions like these, and the job of philosophers is to address them in a disciplined fashion. The content of the course comes from famous ideas put forward by philosophers such as Plato, Aristotle, Aquinas, Kant, Hume and Russell. We interpret and question their ideas by drawing on very general facts about human beings and the world and by employing formal argumentative techniques. It often involves paying close attention to language. Philosophy students develop the abilities to apply reason with rigour, to recognise important concepts, to break down arguments into their significant steps, to question debateable assumptions, to know about the history of ideas and their wider implications, to judge fairly and honestly, and to communicate with great clarity and precision.

The AQA Philosophy course consists of four units: Epistemology, Philosophy of Religion, Ethics and Philosophy of Mind. A student's final grade is based on his or her performance in two three hour written examination papers at the end of the course. Students will be guided through the material carefully, and they will refine their knowledge and understanding by reading articles, writing essays and discussing ideas openly.

Head of Department: Mrs A Perry

Physics

Examination Board: OCR

Specification No: H556

Physics is fascinating because it helps to bring us closer to discovering such diverse issues as the insides of atoms and how the Universe works.

Physics is important because further advances in Physics will be needed if the world is to support its growing population. The development of new energy resources is just one example. It is also important because it provides the scientific framework that supports the other sciences. Physics is essential to our quality of life, making possible such things as supersonic flight, computers and digital communications. Most of the new techniques in modern medicine are due to ideas in Physics.

Physics is a seriously useful subject for the majority of Science, Technology, Engineering & Maths careers and you'll find physicists everywhere, in industry, transport, government, universities, the armed forces, the secret service, games companies, research labs and more.

Physics is especially helpful for jobs that involve building things and developing new technologies, including: engineering (flight, buildings, space, you name it...), astronomy, robotics, renewable energies, computer science, communications, space exploration, science writing, sports and games technology, research and nanotechnology (that's engineering on a seriously tiny molecular scale)

Students are encouraged to have

- Gained at least a B in GCSE Physics (although A and A* is preferred) or BB in double award GCSE Science.
- Have a strong ability in Mathematics
- Be excited to explore new concepts

A Level: The A Level Physics course runs over year 12 and 13.

There are six modules to complete over the two year course.

- **Module 1** – Development of Practical Skills in Physics
- **Module 2** – Foundations in Physics
- **Module 3** – Forces and Motion
- **Module 4** – Electrons, Waves, and Photons
- **Module 5** – Newtonian World and Astrophysics
- **Module 6** – Particles and Medical Physics

Pupils sit three exams in year 13

- **Paper 1** Modelling Physics (37%)
- **Paper 2** Exploring Physics (37%)
- **Paper 3** Unified Physics (26%)

There is also a practical endorsement examination which is assessed internally and is reported on separately as a PASS/FAIL. It does not contribute to the A Level grade.

Head of Department: Mrs L C Paine

Physical Education

Examination Board: WJEC Eduqas

Specification No: 601/8838/8

This is a linear A-level course and students will not be entered for the AS paper.

Students who are suited to this course will have a lively and enquiring mind, an interest in Physical Education and Games, a willingness to explore new ideas and will be able to communicate ideas effectively. An ability to perform well in at least one sport is a definite advantage.

A2 Physical Education

Components 1 & 2 (70%)

This is examined content and is worth 70% of the overall A-level.

Component 1 is worth 35% of the A-level and will be assessed through an external assessment in the form of a **2 hour written examination**.

Component 2 is also worth 35% of the overall A-level and will be assessed through an external assessment in the form of a **2 hour written examination**.

Components 1 & 2 are taught in five content areas.

1. Exercise physiology, training and performance
2. Movement analysis, technology and biomechanics
3. Sport psychology
4. Skill acquisition
5. Sport and society

All five content areas listed above could be tested in either component's examination paper.

Component 3 (30%)

This is non-examined content and is worth 30% of the overall A-level.

15% of this component is assessed internally on the candidate's performance as a performer or coach in 1 approved activity.

The other 15% of this component is assessed internally on the candidate's ability to produce a research based piece of coursework which will analyse and evaluate personal performance to provide recommendations for refining performance. This piece of coursework must be based on the candidate's chosen activity.

Head of Department: Mr D Breeze

Psychology

Examination Board: OCR

Specification No: A Level H567

Psychology is the scientific study of mental processes and behaviour in humans. Psychology A Level offers a unique educational experience that develops a distinctive and broad set of skills.

Psychology is a well-respected academic A-level and is officially recognised as a science by UCAS. The subject is taught in well-resourced and equipped classrooms, complete with the latest technology, such as brain scanners, to enhance the learning.

Component 1: Research methods

This component introduces students to the process of planning, conducting and analysing psychological research. Students are required to conduct their own practical work.

This is assessed by examination lasting 2 hours. The questions include multiple choice, short answer and extensive data interpretation and analysis questions.

Component 2: Psychological themes through core studies

This component focuses on 10 pairs of Psychology studies - both a classic and a contemporary study. The classic studies are 'landmark' pieces of research that have helped to shape the course of the subject and this helps students gain a sound understanding of key themes, and strong critical evaluation skills. The core studies pose the following questions:

- Why do some people disobey direct orders?
- Would you help someone who has fallen over in the street?
- If your brain was split in half, what would happen?
- Do your dreams show your true feelings?
- How is autism shown in adults?
- Can you tell a psychopath from their Twitter feed?

This component and component 3 are each assessed by examination lasting 2 hours. The questions include essays and extensive data interpretation and analysis questions.

Component 3: Applied Psychology

This component focuses on issues in mental health treatment and 2 of these options:

- Child Psychology
- Criminal Psychology
- Environmental Psychology
- Sport and Exercise Psychology.

Criminal Psychology

- What makes a criminal? Are they born that way?
- Psychology and the courtroom – are certain people more likely to be convicted?
- Effect of imprisonment – does prison actually train you to be a better criminal?

Sport and Exercise Psychology

- Exercise and mental health – does dancing help improve mood changes?
- Personality and its relationship to sport -can you be trained to be a winner?
- Performing with others – does a coach really help?
- How an audience can help sports performance – is there really a home advantage?

Head of Department: Mrs V Evagora

Spanish

Examination Board: AQA

Specification No: 7692

Spanish is one of the most spoken languages in the world and it is an asset to have in this competitive world market. This Language course is very exciting, in that it offers students the opportunity to talk and write about an interesting variety of topics.

Students are offered an A level in this language as a linear course of two years. During this course the following topics will be studied:

1. Social issues and trends
 - Modern and traditional values
 - Cyberspace
 - Equal rights
 - Immigration
 - Racism
 - Integration
2. Political and artistic culture
 - Modern day idols
 - Spanish regional identity
 - Cultural heritage or cultural landscape
 - Today's youth , tomorrow's citizens
 - Monarchies/republics and dictatorships
 - Popular movements
3. Grammar
4. One movie / one play or novel

The final examination assesses the full range of language skills: you will sit listening, speaking, reading and writing papers (including translation) on a variety of themes mentioned above.

During the course you will work with a wide variety of authentic materials including topic-based textbooks, blogs and virtual learning environments containing video clips, newspaper articles, interviews and interactive activities. The course is also enhanced by a range of authentic media, journals, magazines and books; and literary and grammatical studies form an integral part of the course. Both teaching and examinations are conducted mainly in the target language, and we do expect candidates to subscribe wholeheartedly to this ideal, as well as being keen to undertake self-motivated study and essential development of skills such as wider reading and listening practice outside the confines of timetabled lessons, using a wide range of materials and resources. The library has a wealth of book, magazine and journal resources. It is very important that students spend a significant period of time in the country/countries of the language(s) being studied, perhaps on an exchange visit, or with relatives or friends abroad who will speak the language intensively with you. You will be encouraged to attend the Language trip run by the department. The department offers ample opportunity to practise the oral component through the use of its digital portal and from a weekly conversational session with their teacher and/or assistant to practise their oral skill.

The course is naturally suitable for students with a linguist ability who wants to increase their chances of getting a job at an international level. In recent years, it has become increasingly valuable to study Languages to Advanced Level, as many universities in Britain now encourage proficiency in a foreign language when enrolling for tertiary courses in the Arts, Sciences and Economics and Business Studies. In a fiercely competitive market, foreign language skills often set students apart when it comes to university entrance. The European Union provides considerable funding to live and study abroad to complement studies of all subjects. Knowledge of a foreign language will inevitably enhance career and study prospects. Our main aim is to provide you with a wide range of practical communicative skills in both the written and the spoken language for a variety of purposes in the world of work and leisure, and, of course, for further study.

Head of Department: Srta Bustamante

Enrichment

In addition to their academic studies, Games and Careers (in Year 12) all Sixth Formers at Aldenham also take part in an extensive School Games and Activities programme and there are many opportunities for involvement in Music and Drama. Further, some may also decide to join one of our two current subsidiary courses in addition to their three A levels.

1 - Extended Project Qualification

Examination Board: AQA

Specification No: 7993 1350

The Extended Project Qualification (EPQ) gives students an opportunity to carry out an extended research project on a personally chosen topic.

It is equivalent to half an A level, it is graded A* to E. The EPQ attracts up to 28 UCAS points.

Project products can take the form of

- A written 5,000 word dissertation
- A scientific investigation/ field study
- A performance
- An artefact

It has six lessons in the two week cycle.

Students are required to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a presentation to a non-specialist audience
- provide evidence of all stages of project development and production for assessment

Students are assessed through their project and presentation in 4 areas:

- AO1 Manage 20%
- AO2 Use Resources 20%
- AO3 Develop and Realise 40%
- A04 Review 20%

Head of Department: Mrs V Evagora

2 - AQA Level 3 Mathematical Studies

Examination Board: AQA

Specification No: 1350

This course is aimed at students who wish to pursue maths as a support subject to their other A levels or for pleasure. It is a 2 year course which will be examined by two written papers. Paper 1 tests the Core content of the course, but schools may choose for Paper 2 between Statistical Analysis, Critical Path Analysis and Graphical Techniques. This will depend on the needs/interests of the students in each group.

Paper 1 – 1 hour 30 minutes - 60 marks

Analysis of Data, Maths for personal finance, Estimation, Critical analysis of given data and models

Paper 2 – 1 hour 30 minutes – 60 marks

Topics include: Probabilities and estimation, Correlation and regression, Critical path and risk analysis, Expectation, Cost benefit analysis, Graphical methods, Rates of change and Exponential functions.

It leads to a **qualification** which leads to UCAS points (where A = 20 points). It has six lessons in the two weeks cycle.

Head of Department: Miss C Fulford