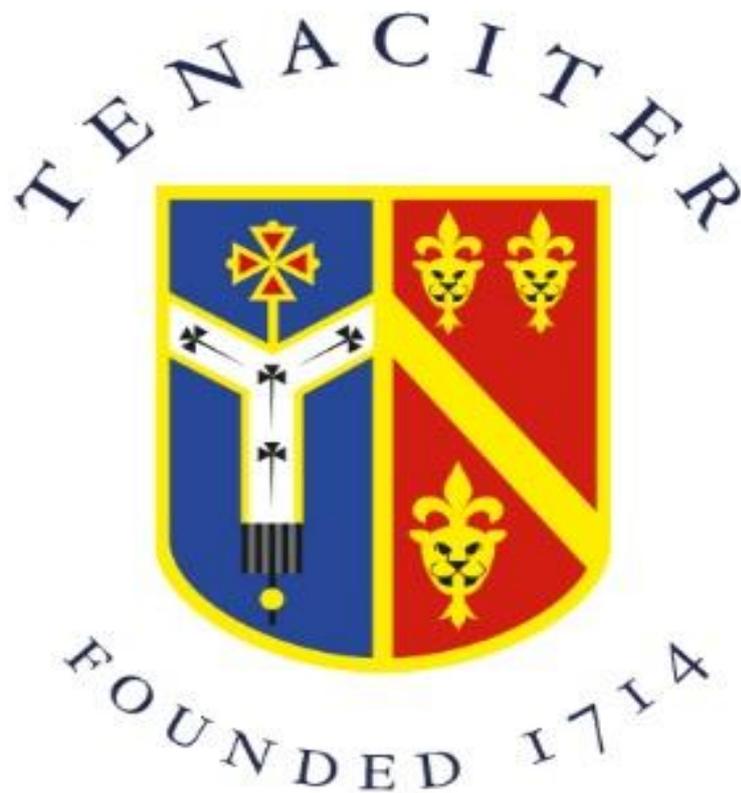


Archbishop Tenison's Church of England Sixth Form



Course Guide 2018-19

Head of Sixth Form: Kathryn Eyre

CONTENTS

CURRICULUM	02
ADMISSION CRITERIA	02
HOW DO I APPLY?	03
DATES	03

COURSES

ART AND DESIGN	04
BIOLOGY	04
BUSINESS	05
CHARTERED MANAGEMENT INSTITUTE COURSE	05
CHEMISTRY	06
CLASSICAL CIVILISATION	06
COMPUTER SCIENCE	07
DRAMA AND THEATRE STUDIES	07
ECONOMICS	08
ENGLISH LANGUAGE	08
ENGLISH LITERATURE	09
EXTENDED PROJECT QUALIFICATION	09
FILM STUDIES	10
FRENCH	10
GEOGRAPHY	11
GERMAN	11
GOVERNMENT AND POLITICS	12
HEALTH AND SOCIAL CARE – BTEC EXTENDED CERTIFICATE	12
HISTORY	13
LEADERSHIP ACADEMY	13
MATHEMATICS	14
FURTHER MATHEMATICS	14
MUSIC	14
PHOTOGRAPHY	15
PHYSICAL EDUCATION	15
PHYSICS	16
PSYCHOLOGY	16
RELIGIOUS STUDIES	17
SOCIOLOGY	17
SPANISH	18
TECHNOLOGY – PRODUCT DESIGN	18

GENERAL INFORMATION	19
----------------------------	-----------

EXTRA-CURRICULAR OPPORTUNITIES	19
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CURRICULUM

Students at Tenison's will study three Advanced Level subjects and one AS level subject in Year 12 and then continue their studies in Year 13 to complete their A-levels. Students may also choose the BTEC Health & Social Care in Year 12 as two of their options; this course will not continue into Year 13.

AS / A LEVEL

Art and Design
Biology
Business
Chemistry
Classical Civilisation
Computer Science
Drama and Theatre Studies
Economics
English Language
English Literature
Film Studies
French
Geography
German
Government and Politics
History
Mathematics & Further Mathematics
Music
Photography
Physical Education
Physics
Psychology
Religious Studies
Sociology
Spanish
Technology

BTEC EXTENDED CERTIFICATE IN HEALTH AND SOCIAL CARE

CHARTERED MANAGEMENT INSTITUTE

Team Leading (Level 2 and Level 3)

EXTENDED PROJECT QUALIFICATION (EPQ)

LEADERSHIP ACADEMY

ADMISSION CRITERIA

In addition to the places for students from Archbishop Tenison's, in September 2018 there will be at least 50 places available to Year 12 students from other schools. Places in the Sixth Form are open to all who have reached the required entry-level standard for each course as stated below.

The Sixth Form offers a comprehensive range of AS and A-Levels. Admission to the Sixth Form is as follows:

- A minimum of 5 GCSEs at grade 6 is required to have a free choice of A-Level courses. We would anticipate that you would achieve a minimum of GCSE grade 5 in English Language and Mathematics.
- Students will be expected to achieve at least a grade 6 in the subjects they choose to take and this will be applied rigidly to Mathematics, Further Mathematics, the Sciences and Modern Foreign Languages.
- To study Computing you need to have achieved a grade 6 in Mathematics.
- You will need a grade 6 in Mathematics to study Mathematics and a grade 7 in Mathematics to study Further Mathematics.

If your application includes studying for the BTEC, please contact the school.

These requirements are fixed for the September 2018 entry and will be applied consistently and fairly in all cases. The Head of Sixth Form, or a member of her team, can provide additional advice and guidance where required.

If there are more applicants who have met the academic criteria than places available, places will be offered according to the following criteria:

1. Looked After Children/Previously Looked After Children – with supporting evidence from their Local Authority (as defined in Note 1 below)
2. Those who submit their application for a place by the published deadline.
3. In the event of there being more applicants than places available in any of the criteria 1 and 2 listed above, the places will be offered to those who live closest to the school, measuring a straight line from the centre of the child's home to the school's main entrance. Where the distance is identical for two or more applicants, the drawing of lots is used as a final arbiter. This will be independently verified.

Note 1

A 'Looked After Child' is a child who is (a) in the care of a Local Authority, or (b) being provided with accommodation by a Local Authority in the exercise of their social services functions (see definition in section 22(1) of the Children Act 1989) at the time of applying to the school.

A 'Previously Looked After Child' is a child who was looked after immediately prior to being adopted, or who became subject to a residence order, (now termed child arrangement order under the Children & Families Act 2014), or special guardianship order.

The Governors will require written confirmation (e.g. through written confirmation from the Local Authority) that the child is looked after, or previously looked after, and will be so at the time of making an application to the school.



HOW DO I APPLY?

The Sixth Form operates an open door policy for applicants. Students can download an application form from our website www.archten.croydon.sch.uk or collect one from our Reception. The bulk of the interviews are arranged in the Autumn and Spring Terms.

The application form will give space for students to indicate up to four subject preferences, which are to be chosen from the Option Blocks 2018 sheet enclosed with this prospectus. Students must choose 3 A-level subjects and 1 AS level subject (each from a different block).

All who have accepted our conditional offers are invited to the Induction Programme when they have the opportunity to experience teaching in the subjects that they have initially chosen and to meet the current Sixth Form students.

Just before the Autumn Term begins, and after GCSE results are published, students attend for enrolment when they finalise their choice of subjects. By involving potential students in this comprehensive process, we hope that they select the right course/subjects that match their particular needs and skills. Guidance is offered at all stages in the process – at the Open Evening, at Interview, at the Subject Choice Evening, at Induction and at Enrolment.

IMPORTANT DATES

OPEN EVENING

Thursday 5th October 2017

APPLY BETWEEN

6th October and 22nd December 2017

INTERVIEWS FROM

December 2017 through to March 2018

CONDITIONAL OFFERS MADE FROM

December 2017 through to April 2018

SUBJECT CHOICE EVENING

Thursday 25th January 2018

SUBJECT EVENTS

March and April 2018

INDUCTION WEEK

Monday 2nd July to Friday 6th July 2018

GCSE RESULTS

Thursday 23rd August 2018

ENROLMENT

Tuesday 28th August 2018 and

Wednesday 29th August 2018

Between 9.00am - 1.00pm on both days



ART AND DESIGN

INTRODUCTION

Students are prepared for the WJEC A Level course and examination. A stimulating working environment is created to encourage students to develop their own original ideas and build their strengths.

EXPECTATIONS

Students should possess a high level of personal commitment and are expected to undertake assignments in their own time which complement and run parallel to classwork. They are expected to attend Life Drawing classes which are held after school hours. There will also be further workshops organised for A Level students.

COURSE CONTENT

The aim is to improve students' visual perception and general level of awareness. Research, investigation and experimentation are all vital components of the course. Students will explore 2D and 3D practical processes including drawing, painting, sculpture, printmaking, photography and a variety of new media. Students are given in-depth tuition on practices and techniques.

ASSESSMENT

Examining Body: WJEC

A Level

There are 2 components for the A Level course.

Component 1: Personal Investigation (60%). This consists of two integrated constituent parts:

1. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance.
2. An extended written element of 1000 words minimum, which may contain images and texts using appropriate specialist vocabulary and which must clearly relate to your practical and theoretical work.

Component 2: Externally Set Assignment (40%). This externally set assignment will be released to learners on 1st February (in the second year of the course) and will consist of a series of visual and written stimuli which will be presented to the learner on this date for them to start their preparatory work leading up to a 15 hour examination which will all be completed for the end of May deadline.

BIOLOGY

INTRODUCTION

This new course has been designed to engage and inspire students by giving them a fundamental understanding of biology that can be used in the real world and in further education.

EXPECTATIONS

Students are expected to have an interest in developing both the understanding of scientific ideas and their practical skills.

ASSESSMENT

Examining Body: Edexcel

AS Level

Paper 1

- A written paper lasting 1 hour 30 minutes
- Worth 50% of the AS grade (80 marks)
- Covers Topics 1 and 2
- Experimental methods (including questions on core practicals)

Paper 2

- A written paper lasting 1 hour 30 minutes
- Worth 50% of the AS grade (80 marks)
- Covers Topics 3 and 4
- Experimental methods (including questions on core practicals)

A Level

Paper 1

- A written paper lasting 2 hours
- Worth 33.3% of the A Level grade (100 marks)
- Topic 1-4, 5 and 6
- Some AS topics
- Experimental methods (including questions on core practicals)

Paper 2

- A written paper lasting 2 hours
- Worth 33.3% of the A level grade (100 marks)
- Topic 1-4, 7 and 8
- Some AS topics
- Experimental methods (including questions on core practicals)

Paper 3

- A written paper lasting 2 hours
- Worth 33.3% of the A level grade (100 marks)
- General paper assessing topics across the AS and A Level qualifications
- Questions on a pre-release article
- Experimental methods (including questions on core practicals)

Students must carry out 9 core practicals each year to pass the practical element of the course.

FUTURE OPPORTUNITIES

Biology is a versatile subject to study. It is a good starting point for your career in Medicine (**UCL, Southampton, Queen Mary (London), King's College London and Edinburgh University all require an A Level in Biology**), laboratory work, ecology, nursing and biotechnology; it is also a good base for non-science careers.



BUSINESS

INTRODUCTION

If you have commercial ambition, wish to work for a large multinational company, work in the entrepreneurial sector, or one day set up your own business, AS/A Business will provide the opportunity to develop a wide range of business related knowledge and skills. Economics, IT, Maths, English, Geography, Sociology and Psychology all overlap with the subject content of Business.

EXPECTATIONS

This is an AS/A Level course that enables you to:

- Understand and interpret different types of businesses
- Understand why businesses make the decisions they do
- Explore a range of businesses and develop an interest in business
- Have practical opportunities to engage with businesses (we have had visits to Sky's studios for the last 2 years)

COURSE CONTENT

- What is business?
- Managers, leadership and decision making
- Decision making to improve marketing performance /operational performance/financial performance /human resource performance
- Analysing the strategic position of a business/Choosing strategic direction/Strategic methods: how to pursue strategies/Managing strategic change

ASSESSMENT

Examining body: AQA

AS Level:

Two written papers each lasting 1 hour 30 mins. A mixture of multiple choice, short answer and essay questions feature. Paper 2 is based around an unseen case study.

A Level:

Paper 1: Business 1

Written exam: 2 hours. 100 marks in total. 33.3% of A-level weighting. Three compulsory sections: Section A has 15 multiple choice questions (MCQs) worth 15 marks. Section B has short answer questions worth 35 marks. Section C and D have two essay questions (choice of one from two and one from two) each worth 25 marks.

Paper 2: Business 2

Written exam: 2 hours. 100 marks in total. 33.3% of A-level weighting.

Three data response compulsory questions worth approx. 33 marks each and made up of three or four part questions.

Paper 3: Business 3

Written exam: 2 hours. 100 marks in total. 33.3% A-level weighting.

One compulsory case study followed by approximately six questions.

FUTURE OPPORTUNITIES

In higher education, Business is a good preparation for a wide range of degree courses including Business Studies, Business and Management, Business and Finance, Marketing, Economics and Accounting. It also provides an excellent preparation for immediate entry into the world of work.

CHARTERED MANAGEMENT INSTITUTE BUSINESS COURSE IN TEAM LEADING

Intensive Course over one week in the summer – limited spaces.

This is a professional qualification backed by the Chartered Management Institute (CMI). It is the type of course that adults would follow in the commercial world to gain experience and qualifications in becoming a competent business manager. The course is designed to help students become more confident in managing other people. The School has been given the opportunity to run this course for students in the Sixth Form. The aim would be for students in Year 12 to start on the level 2 course in September and complete the course by Easter of Year 12. If they wish to then take the next level 3, this course would start in the Summer of Year 12 and finish by Christmas of Year 13.

Who is the course for?

Any student who sees themselves working in a commercial environment in the future.



CHEMISTRY

INTRODUCTION

This course gives the students a real opportunity to read and work with real life research and writing about science. It expands the students' knowledge and develops their research and writing techniques. The tasks help to apply knowledge to new contexts and bring together different aspects of learning. Practical skills are integrated with the theoretical topics.

EXPECTATIONS

Whether in the classroom or working independently, the students will need to understand the bigger picture and recognise connections across the topics. This course is about understanding the core concepts and acquiring key scientific skills that are essential to removing any barriers to learning.

COURSE CONTENT

The content is split into six teaching modules.

Module 1 - Development of practical skills in chemistry

Module 2 - Foundations of 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

There will be a Practical endorsement in chemistry which is a non-examination assessment.

ASSESSMENT

Examining Body: OCR

Assessment for AS

Internal

- Regular testing and feedback
- Mock Examinations
- Regular homework

External

- Practical endorsement throughout the year

Summer 2018 External examinations

- H032/01 Breadth in Chemistry - 1 ½ hour; 50 %
- H032/02 Depth in Chemistry - 1 ½ hours; 50%

Assessment for A2

Internal

- Regular testing and feedback
- Mock Examinations
- Regular homework

External

- Practical endorsement throughout the year

Summer 2018 External examinations:

- Periodic table, elements and physical chemistry-2 hours 15 mins (37% of A level) 100 marks
- Synthesis and analytical techniques – 2 hours 15 mins (37% of A level) 100 marks
- Unified chemistry-1 ½ hours (26% of A level) 70 marks
- Practical endorsement – non exam assessment throughout the year

FUTURE OPPORTUNITIES

Chemistry at A Level is a highly respected subject and it is equally a requirement for degrees and careers in biology, biochemistry, chemistry, food technology, medicine, dentistry, metallurgy, pharmacy, physiotherapy, physics and veterinary studies.

CLASSICAL CIVILISATION

INTRODUCTION

This A Level covers the study of Greek and Roman literature and civilisations and offers a wide choice of topics in the areas of archaeology, architecture, art, history and politics, literature and philosophy.

Classical Civilisation is a broad term for a period of history centered on the Mediterranean Sea which begins roughly with the earliest-recorded Greek poetry of Homer (7th century BC), and continues through the rise of Alexander the Great and the Fall of the Roman Empire (5th century AD).

The topics cover aspects of classical civilisation which have been significant in the development of the modern world. All include a study of primary classical sources, whether texts in translation or physical evidence, and all encourage candidates to gain an understanding of Greek and/or Roman society and its values.

A study of Classical Civilisation complements many other popular A levels, including Art, Drama and Theatre Studies, English Literature, Government and Politics, History and Philosophy.

You do not need any previous knowledge to study Classical Civilisation; it is a subject which can be studied from scratch with no problems. An enquiring mind and a liking for reading are important. An ability to discuss and develop a line of argument will be essential.

ASSESSMENT

Examining Body: AQA

Assessment at AS is through one written 3-hour exam which looks at:

- Athenian Sculpture and Architecture
- Either Homer's *'Iliad'* or Homer's *'Odyssey'*
- Either Sophocles and Euripides or Cicero



COMPUTER SCIENCE

INTRODUCTION

In A level Computer Science, there is:

- A focus on programming, building on GCSE Computing and emphasising the importance of computational thinking as a discipline. (Languages include: VB.Net, JavaScript/HTML5, Python and Java with NetBeans)
- An expanded maths focus, much of which will be embedded within the course.
- An emphasis on computational thinking at its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence.
- A clear opportunity to apply the academic principles learned in the classroom to real world systems in an exciting and engaging manner. (Individual coding projects)
- A progression into higher education, as the course was designed after consultation with members of BCS, CAS and top universities.
- The capacity to think creatively, innovatively, analytically, logically and critically.

EXPECTATIONS

A grade in Mathematics of at least 7 is recommended. The minimum entry requirement grade for GCSE Mathematics is a grade 6. Prior knowledge of programming is highly recommended. Main teaching language: Python. Other languages students will experience include HTML/CSS, SQL and VB.

Useful Links

www.homeandlearn.co.uk (Complete the courses for VB.Net and Javascript)

www.codecademy.com (Complete the courses for Python and/or Javascript)

www.pythonschool.net (Complete the basic courses for Python over the summer)

ASSESSMENT

Examining Body: OCR

Computer Science – H046, H446 (from 2015)

<http://www.ocr.org.uk/qualifications/as-a-level-gce-computer-science-h046-h446-from-2015/>

Unit 1: Computer Systems (written exam) 40%

Unit 2: Algorithms and Programming (written exam) 40%

Unit 3: Programming project (non-exam assessment) 20%

FUTURE OPPORTUNITIES

This A Level can lead to a multitude of courses at University, including computer science, computing, internet computing, pure computing, computer engineering etc.

A Computer Science A Level will also assist in applications for Mathematic and Science degrees.

The IT industry is vast in the UK with good job opportunities. Further professional qualifications will also follow from this A Level.

DRAMA AND THEATRE STUDIES

INTRODUCTION

This course builds on work done in the Edexcel GCSE course. However, if you are interested in this course but have not taken GCSE Drama, you may still be able to take the course if you have ability and enthusiasm.

EXPECTATIONS

Drama & Theatre Studies requires commitment, creativity and the ability to work well with others when performing in productions and participating in workshops. There is a manageable amount of written coursework at both AS and A2. Students will need to rehearse outside of lesson time and after school, usually on a Tuesday or a Thursday. Students are encouraged to take part in whole school Drama, either in an acting role, backstage or at front of house. They will have the opportunity to be involved in running Drama Club for younger pupils and students and of being a Drama Ambassador.

COURSE CONTENT

We focus on acting and directing skills. You will be set regular written assignments exploring different aspects of theatre. We organise theatre visits for coursework and exam preparation.

ASSESSMENT

Examining Body: Edexcel

A-Level:

Component 1: Devising (40% of A-Level) (Portfolio 60 marks, Performance 20 marks)

- Devise and perform in an original performance piece, using a play extract and a theatre practitioner as stimuli
- Produce a portfolio of evidence tracing the devising process: 2500 – 3000 words

Component 2: Text in Performance (20% of A-Level)

- A group performance of one key extract from a performance text
- A monologue or duologue from a different performance text

Component 3: Theatre Makers in Practice (40% of A-Level)

- Written exam (2.5 hours) covering three areas: Live theatre evaluation; Page to Stage and Interpreting a Performance Text

FUTURE OPPORTUNITIES

The course develops practical, creative and communication skills. It complements a range of subjects and builds confidence, leadership and teamwork as well as presentation skills, qualities employers are looking for. A qualification in Drama would be particularly useful for a career in the theatre, teaching, public services, social services, law, the media or indeed any career which involves communication and working with the public.



ECONOMICS

INTRODUCTION

Economists are in great demand in business, banking, finance and industry as well as in national governments and international organisations. Economics is central to the modern world. The OCR course gives students the opportunity to study some of today's most important problems, ranging from poverty and economic growth in developing countries to EU membership and sugar taxes. You also look at dilemmas facing households, firms and governments such as investment in the health service and the provision of public transport.

COURSE CONTENT

AS Level and A Level Year 1

Microeconomic theory

- Scarcity and choice
- How competitive markets work
- Market failures and government intervention

Macroeconomic functions on a domestic and global level

- Macroeconomic policy objectives and performance indicators
- Macroeconomic policy instruments
- International trade, balance of payments and the exchange rate
- Aggregate demand, aggregate supply and macroeconomic equilibrium

A Level Year 2

Microeconomic theory

- Theoretical working of the free market
- Imperfections and market failures

Macroeconomic functions on a domestic and global level

- Policy approaches
- Changes in macroeconomics over time

ASSESSMENT

Examining body: OCR.

AS Level Assessment

Microeconomics (01) 60 marks. 1 hour 30 minutes written paper (50% of total AS level)

Macroeconomics (02) 60 marks. 1 hour 30 minutes written paper (50% of total AS level)

Note – The examinations are now linear and the AS is a stand-alone qualification.

A-Level Assessment

Microeconomics (01) 80 marks. 2 hour written paper (33.33% of total A level)

Macroeconomics (02) 80 marks. 2 hour written paper (33.33% of total A level)

Themes in economics (03)* 80 marks. 2 hour written paper (33.33% of total A level)

*Indicates synoptic assessment

FUTURE OPPORTUNITIES

Economics is a suitable subject to complement science, social science and/or arts subjects. Languages and Economics provide an excellent base for those looking to work abroad. A wide variety of professional bodies in all sectors of employment will consider Economics an excellent preparation for their professional exams.

ENGLISH LANGUAGE

INTRODUCTION

In English Language you take a close look at how language is used in a variety of contexts, depending upon speaker, audience and purpose. Topics studied include child language development, history of the English Language, and a study of how language is used to shape our impressions of celebrities, politicians, institutions and events.

EXPECTIONS

To take full advantage of the course, you should start taking notice of how language is used around you. This includes looking out for language issues in the media, being aware of how people choose words and use them, observing how conversations work and reading independently around the different topics.

COURSE CONTENT

AS Level

Component 1 – Language and the individual – requires you to study: Textual variations and representations including written, spoken and electronic modes; Linguistic Frameworks used for the analysis of language.

Component 2 – Language varieties – requires you to study: Language diversity including accents, dialects and identity; Language discourses on attitudes to language.

A-Level

Component 1 – Language, the individual and society – requires you to study: Textual variations and representations including texts from different times and places; Children's language development.

Component 2 – Language diversity and change – requires you to study: Diversity and change including texts from 1600 to present day; Language discourses exploring how and why language varies and the attitudes to language variation.

Component 3 – Non-exam assessment: Language in action – requires you to produce two pieces of coursework. You will have to undertake a language investigation (2000 words) and a piece of original writing with a commentary (1,500 words).

ASSESSMENT

Examining Body: AQA

AS Level

Component 1: External Exam (1 ½ hours) 50% of AS

Component 2: External Exam (1 ½ hours) 50% of AS

A-Level

Component 1: External Exam (2 ½ hours) 40% of A-Level

Component 2: External Exam (2 ½ hours) 40% of A-Level

Component 3: Non-Exam Assessment (3,500 words)

20% of A-Level

FUTURE OPPORTUNITIES

English Language does not lead to a specific career path. It provides students with invaluable skills which can be transferred into different areas of work or life.



ENGLISH LITERATURE

INTRODUCTION

The overall aim of the course is to encourage your interest and enjoyment of literature and literary studies. This specific Literature syllabus is focused on how the context in which a text is written, or read, shapes the way the text is created and received. Studying English Literature will help you develop sharp analytical skills, the ability to construct and deconstruct arguments, and empathy for others.

EXPECTATIONS

You will read a wide range of set texts and independently chosen texts. You will engage creatively and analytically with these texts, developing your knowledge of how to take a historical approach to literary analysis. You will learn to express complex ideas concisely and cogently, and accurately employ a wide range of reading skills. Finally, you will learn how to use other people's readings to inform and develop your own.

COURSE CONTENT

Love through the ages

'Othello' – William Shakespeare

AQA Poetry Anthology – pre 1900 poems

'Persuasion' – Jane Austen

Modern times: Literature from 1945 to the present day

'Feminine Gospels' – Carol Ann Duffy

'Cat on a Hot Tin Roof' – Tennessee Williams

'Color Purple' – Alice Walker

ASSESSMENT

Examining Body: AQA

A-Level

Paper 1: Love through the ages

Written exam: 3 hours. Open book (comparing texts)

40% of A-level.

Paper 2: Texts in shared contexts

Written exam: 2 hours 30 minutes. Open Book.

40% of A-level.

Independent Critical Study – Texts across time. Extended essay: 2,500 words. 20% of A-level.

FUTURE OPPORTUNITIES

English Literature does not lead to a specific career path. It provides students with invaluable skills which can be transferred to different areas of work or life. The study of literature is not a pre-requisite for journalism courses. It is probably more useful for potential journalists to consider subjects which deal more directly with world events and institutions or with media texts.

EXTENDED PROJECT QUALIFICATION

The **Extended Project Qualification (EPQ)** gives you more control over your studies than ever before. You can choose to explore a further aspect of a subject you are studying, or simply choose a topic that you have a personal interest in.

There are four types of EPQ projects – all are worth the same number of marks. You do not have to choose which of the four types you would like to do until well into the course. The four types of EPQ are: Dissertation (extended essay on a topic such as abortion, euthanasia, capital punishment, the life of a famous person etc), Investigation (fieldwork in geography, biology or psychology), Performance (any type of performance including drama, music and sporting performances) and Artefact (anything that you feel like making – eg an artwork, photo album, item of clothing, a cake, a music CD, a DVD, a computer game or a website).

The lessons are interactive and great fun, with room for group and paired work as well as individual contributions. There is a great atmosphere in which to express your interests and research in your chosen topic.

About the EPQ

Examining Body: Edexcel

The Extended Project is counted as half a full A level

It gives you UCAS points (up to 70).

Students have to:

- Choose a topic to study
- Complete a progress log each week
- Plan, research and carry out their project
- Prepare a presentation on the outcome

Why should you do an EPQ?

- You get valuable UCAS points (up to 70 points)
- You can put it in your personal statement for university as an example of independent study and to show that you have learnt and applied detailed research skills
- Employers like it as you have to solve problems and keep a record of your modifications and refinements
- You will develop and improve your own learning and performance as a critical, reflective and independent learner
- You will develop and apply decision making and problem solving skills
- There are twenty structured lessons which teach valuable research and presentation skills - useful for university, work and life!
- After the twenty lessons there is plenty of time to develop your EPQ project on your own with help from your teacher.



FILM STUDIES

INTRODUCTION

Film Studies is a popular and student-centred subject which allows students to study all aspects of film from the UK as well as from other countries. The subject combines particularly well with Art, Photography, English, Sociology, Psychology and Business Studies though, since it is multidisciplinary, Film Studies can complement any combination of subjects. The course runs as two discrete linear years – AS and A Level.

EXPECTATIONS

Film Studies suits students who enjoy watching films. However, it should be stressed that Film Studies is an academic approach to the study of film. Students should therefore be interested in finding out what goes on behind the scenes.

AS COURSE CONTENT

Component 1: American Film (35%) Written Exam - 1½ hours. This component assesses knowledge and understanding of **three** American films.

Section A: Hollywood 1930-1990 (comparative study)

Section B: Contemporary American Independent Film (post 2010)

Component 2: European Film (35%) Written Exam – 1½ hours. This component assesses knowledge and understanding of **two** British films and **one** non-English language European film.

Section A: British Film (two film study)

Section B: Non-English Language European Film

Component 3: Production (30%) – Film

Production – student made extract from a film (2½-3½ minutes) (20%)

Evaluative Analysis (1000-1250 words) (10%)

A LEVEL COURSE CONTENT

Component 1: Varieties of Film & Filmmaking (35%) Written Exam - 2½ hours. This component assesses knowledge and understanding of **six** feature-length films.

Section A: Hollywood 1930-1990 (comparative study)

Section B: American Film since 2005 (two film study)

Section C: British Film since 1995 (two film study)

Component 2: Global Filmmaking Perspectives (35%) Written Exam – 2½ hours. This component assesses knowledge and understanding of **five** feature-length films.

Section A: Global Film (two film study)

Section B: Documentary Film

Section C: Film Movements – Silent Cinema

Section D: Film Movements – Experimental Film 1960-2000

Component 3: Production (30%) – Film

Production – student made short film (4-5 minutes) (20%)

Evaluative Analysis (1600-1800) (10%)

ASSESSMENT

Examining Body: WJEC

FUTURE OPPORTUNITIES

Film Studies could lead to careers within the industry, such as film production. Additionally, the skills required would also provide opportunities in journalism or careers in the media. Universities offer an increasing number of Film Studies courses, ranging from very practical to very theoretical, many in conjunction with English Literature. Universities and colleges are aware that students who did well in Film Studies will have good essay-writing skills.

FRENCH

INTRODUCTION

Students can sit an AS Level exam as a standalone qualification or choose to continue with the A-level exam at the end of Year 12. Both exams consist of three different papers assessing Listening, Reading, Writing and Speaking skills.

EXPECTATIONS

Students are expected to use their initiative and develop as independent learners. We subscribe to a number of online resources and students are expected to regularly engage with French culture outside of lessons. They should read authentic texts, watch films and listen to French music outside of the classroom. Students can also consider completing a week's work experience in France organised by an external agency.

COURSE CONTENT

Content is based on the topic areas drawn from Social Issues and Trends, Artistic Culture, Literary works and texts as well as Grammar.

AS Level - Aspects of French-speaking society: current trends: The changing nature of family, 'Cyber-society'. Place of voluntary work. **Artistic culture in the French-speaking world:** A culture proud of its heritage, contemporary francophone music, Cinema: the 7th art form. **Literary texts and films:** Students will study either one text or one film from a published selection.

A-Level - Aspects of French-speaking society: current trends: The changing nature of family, 'Cyber-society'. Place of voluntary work. **Aspects of French-speaking society: current issues:** Positive features of a diverse society. Life for the marginalised. How criminals are treated. **Artistic culture in the French-speaking world:** A culture proud of its heritage, contemporary francophone music, Cinema: the 7th art form. **Aspects of political life in the French-speaking world:** Teenagers, the right to vote and political commitment, Demonstrations, strikes – who holds the power? Politics and immigration; **Literary texts and films:** Students will **either** study one text and one film **or** two texts from a published selection. Students will also undertake an individual research project of their choice based on French-speaking society.

ASSESSMENT

Examining Body and exam format: AQA

AS Level: Paper 1-Listening, Reading and Writing. Written Exam: 1hr 45mins, 90 marks, 45% of AS. **Paper 2**-Written Exam based on text or film studied: 1 hr 30mins, 50 marks, 25% of AS. **Paper 3**-Speaking. Oral Exam based on topics studied: 12-14 minutes, 60 marks, 30% of AS.

A-Level: Paper 1-Listening, Reading and Writing. Written Exam: 2 hrs 30 mins, 100 marks, 50% of A-Level. **Paper 2**-Written Exam based on text and film **or** two texts studied: 2 hrs, 80 marks, 20% of A-Level. **Paper 3**-Speaking. Oral Exam based on topics studied and Independent Research Project: 21-23 minutes, 60 marks, 30% of A-Level.

FUTURE OPPORTUNITIES

A good command of a foreign language will be a great asset to you on university courses and in many different spheres of employment.



GEOGRAPHY

INTRODUCTION

Geography is about our sustainable future, trying to consider links between people and the environment. It is a qualification that enables students to engage critically with real world issues and places, apply their own geographical knowledge, understanding and skills to make sense of the world around them. It will help prepare them to succeed in their chosen pathway.

EXPECTATIONS

If you would like an AS/A Level course:

- Which is up to date and relevant.
- That explains why the world is like it is.
- Where there is an opportunity to do fieldwork. (Last year it was in Barcelona)
- Which is not just a series of lectures, but is about looking at real problems and world issues.
- Where you are able to learn and develop a wide range of skills.

.....then Geography may be the course for you. We will accept students who have not studied Geography since Year 9, provided they have a good set of GCSE results overall. We expect our geographers to be motivated learners who independently read around the subject matter.

COURSE CONTENT AND ASSESSMENT

Examining body: AQA

- Core human and physical geography themes studied.
- AS students must complete a minimum of two days of fieldwork.
- A-level students must complete a minimum of four days of fieldwork.
- A-level to include one Independent Investigation, which will be a Non Examined Assessment (NEA) and must draw on fieldwork: this is 20% of A-level.
- AS level fieldwork will be assessed by examination.

Core Themes

1. Water and Carbon Cycles
2. Landscape Systems
3. Global Systems Global Governance
4. Changing Place; Changing Places

FUTURE OPPORTUNITIES

Geography graduates are attractive to employers because of the skills that they acquire whilst studying geography. For example:

- Problem solving, decision making and independent research skills
- Data collection, research and analysis
- Communication and presentation skills
- Teamwork, IT skills
- Use of statistics and applied numeracy

GERMAN

INTRODUCTION

Students can sit an AS Level exam as a standalone qualification or choose to continue with the A-level exam at the end of Year 12. Both exams consist of three different papers assessing Listening, Reading, Writing and Speaking skills.

EXPECTATIONS

Students are expected to use their initiative and develop as independent learners. We subscribe to a number of online resources and students are expected to regularly engage with German culture outside of lessons. They should read authentic texts, watch films and listen to German music outside of the classroom. Students can also consider completing a week's work experience in Germany organised by an external agency.

COURSE CONTENT

Content is based on the topic areas drawn from Social Issues and Trends, Artistic Culture, Literary works and texts as well as Grammar.

AS Level - Aspects of German-speaking society: current trends: The changing nature of family, 'Cyber-society'. Place of voluntary work. **Artistic culture in the German-speaking world:** A culture proud of its heritage, contemporary francophone music, Cinema: the 7th art form. **Literary texts and films:** Students will study either one text or one film from a published selection.

A-Level - Aspects of German-speaking society: current trends: The changing nature of family, 'Cyber-society'. Place of voluntary work. **Aspects of German-speaking society: current issues:** Positive features of a diverse society. Life for the marginalised. How criminals are treated. **Artistic culture in the German-speaking world:** A culture proud of its heritage, contemporary francophone music, Cinema: the 7th art form. **Aspects of political life in the German-speaking world:** Teenagers, the right to vote and political commitment, Demonstrations, strikes – who holds the power? Politics and immigration; **Literary texts and films:** Students will **either** study one text and one film **or** two texts from a published selection. Students will also undertake an individual research project of their choice based on German-speaking society.

ASSESSMENT

Examining Body and exam format: AQA

AS Level: Paper 1-Listening, Reading and Writing. Written Exam: 1hr 45mins, 90 marks, 45% of AS. **Paper 2**-Written Exam based on text or film studied: 1 hr 30mins, 50 marks, 25% of AS. **Paper 3**-Speaking. Oral Exam based on topics studied: 12-14 minutes, 60 marks, 30% of AS.

A-Level: Paper 1-Listening, Reading and Writing. Written Exam: 2 hrs 30 mins, 100 marks, 50% of A-Level. **Paper 2**-Written Exam based on text and film **or** two texts studied: 2 hrs, 80 marks, 20% of A-Level. **Paper 3**-Speaking. Oral Exam based on topics studied and Independent Research Project: 21-23 minutes, 60 marks, 30% of A-Level.

FUTURE OPPORTUNITIES

A good command of a foreign language will be a great asset to you on university courses and in many different spheres of employment.



GOVERNMENT AND POLITICS

INTRODUCTION

Government and Politics gives an excellent insight into how British politics works. It helps you understand what is going on in current affairs and to knowledgeably take part in political debates. It also helps you to challenge what politicians are saying and disentangle their spin!

COURSE CONTENT

At AS we focus on the various components of the British political system and ask how democratic it really is.

EXPECTATIONS

An interest in current affairs and a background understanding of contemporary politics will give students a good start to this course.

ASSESSMENT

Examining Body: Edexcel

The AS course:

1. People and Politics: assessed by 2 three part questions in 1 hour 20 minutes.
Topics include Democracy, Elections, Political Parties and Pressure Groups.
2. Governing the UK: assessed by 4 questions in 1 hour 20 minutes.
Topics include the Constitution, Parliament, the Prime Minister and the legal system.

FUTURE OPPORTUNITIES

Students of Government and Politics at A Level develop an ability to analyse issues critically. They are well qualified to study any social science subject at university, as well as for a number of different careers including journalism, research, law, advertising and marketing.

HEALTH AND SOCIAL CARE

BTEC National Level 3 Extended Certificate NQF

INTRODUCTION

Health and Social Care covers a range of subjects including public health, effective communication in health, equality and diversity rights and also working in the health sector. It also covers anatomy and physiology, taking into account the physiological disorders you might encounter. This course is the equivalent of 1 A level.

EXPECTATIONS

Studying Health and Social Care will help you prepare for working with people. Students will be expected to do lots of reading, taking notes, essay writing, discussion and carrying out health research.

COURSE CONTENT

This is a one year programme where learners will study the following topics –

Human Lifespan Development
Working in Health and Social Care
Meeting Individual Care and Support Needs
Psychological Perspectives

ASSESSMENT

Examining Body: Edexcel

Assessment is via a combination of coursework and examinations.

FUTURE OPPORTUNITIES

The course often leads to careers in nursing, social work, occupational therapy and early years education teaching.



HISTORY

INTRODUCTION

History is an exceptionally rewarding subject to study. It requires an enquiring mind, a keen desire to investigate the past and how it relates to current affairs, as well as the ability to communicate ideas effectively. It will reward you by developing your skills of evaluation, critical analysis and persuasion. These skills are highly sought after by employers, universities and colleges. It will also, it is hoped, inspire you with a lifelong passion for the study of history.

EXPECTATIONS

Students will preferably have studied History at GCSE, but it is possible to take this course without having done so, particularly if you have a good grade in GCSE English Literature.

COURSE CONTENT

The A Level course:

1. England 1547-1603: The Later Tudors. (Enquiry Topic: Mid-Tudor Crises 1547-1558)
This topic is assessed via an exam of 1 hour 30 minutes.
2. The American Revolution 1740-1796.
This topic is assessed via an exam of 1 hour 15 minutes.
3. Russia and its Rulers 1855-1964
This topic is assessed via an exam of 2 hours 30 minutes.
4. Personal Enquiry of 3,500 words on either of the topics studied in Year 12 (Tudors or America). This will be marked by your teachers.

ASSESSMENT

Examining Body: OCR

The external written examinations will be taken in the June of Year 13.

FUTURE OPPORTUNITIES

OCR Advanced GCE in History forms an excellent preparation for further study of History at degree level and will give you access to a wide range of career and higher education opportunities. History provides an excellent foundation for a wide range of careers including law, journalism, marketing and advertising. As one of the 'top tier' A level subjects, History is a very good choice for those students who have aspirations to study at the best universities.

LEADERSHIP ACADEMY

INTRODUCTION

The Leadership Academy will be delivered by the PE department. The course is aimed at those students who have the potential to be great Leaders within their own personal field of expertise whether it happens to be Business or Sport. There are many students within our school community who already give up their own free time to volunteer or Lead in a number of ways. The Leadership Academy will go some way to recognising their excellence in this area of their lives.

This is primarily a practical course. There are theoretical areas that will be classroom based, but the majority of the course will be taught through a variety of activities.

By the end of the course you will be able to plan, lead and evaluate a sporting event, have developed your Leadership qualities, learnt a variety of methods to deliver activities in a safe environment and have had the opportunity to achieve a number of National Governing Body awards.

EXPECTATIONS

Throughout the year you will work with different age ranges to demonstrate your Leadership skills through sport. This will mean working with primary, secondary and post sixteen pupils. There will be an expectation that each pupil will volunteer to assist/run events with these age groups outside of the scheduled contact time.

COURSE QUALIFICATION

Level 3 Qualification in Sports Leadership (HSL3)

For example -

- **Golf:** Golf Foundation - Junior Golf Leaders Awards
 - **Handball:** Leaders Award
 - **Orienteering:** British Young Leaders Award
 - **Tennis:** Tennis Leader Award
 - **Tennis:** Competition Manager
-
- **Step into Sport certificated Volunteering Hours Awards:**
Bronze (25 hours), Silver (50 hours) & Gold (100 hours)

HSL3 is a nationally recognised qualification that enables successful learners to *independently* lead purposeful and enjoyable sport/physical activity. Students will develop Leadership skills and improve their understanding of how to apply their Leadership to sport/physical activities to a range of participants with differing needs. Various opportunities to access other awards will present themselves throughout the delivery of the course.

Level 3 Certificate is worth 16 UCAS points.



MATHEMATICS

INTRODUCTION

Mathematics is an exhilarating and challenging subject. It is applied across a vast range of disciplines and is highly valued by employers. As such, it is a brilliant subject to study for those students who have the motivation to master new ideas and concepts and then apply these when solving problems.

EXPECTATIONS

We are looking for students who are willing to persevere with difficult and yet enthralling ideas. These students will be captivated by this subject and be very successful.

COURSE CONTENT

In the first year of the A-level, students will study mainly Pure Mathematics and a few concepts from Mechanics and Statistics. This content covers all of the AS Mathematics programme of study.

The second year consists of more Pure Mathematics and a little more Mechanics and Statistics. The work covered over the two years is the whole content of A-level Mathematics. This provides an excellent support to many other subjects at A-level and is very valuable or even required for a number of degree courses. There is also a strong dependence on technology in the delivery of this course which will equip students for life and work in the 21st Century.

ASSESSMENT

Examining Body: OCR (using the MEI Specification)

AS Mathematics is assessed by two 1 hour 30 minute examinations.

A-level Mathematics is assessed by three 2 hour examinations.

There is no coursework in either course.

FUTURE OPPORTUNITIES

Mathematics provides a logical framework from which to view the world. Mathematical thinking is valued in the business and scientific worlds. Algebra provides a language for scientists, economists and others to communicate their theories. The study of mathematics can, therefore, open the door to many opportunities in employment and life in general.

FURTHER MATHEMATICS

For students wishing to pursue a career in Science, Technology, Engineering or Mathematics we would recommend study of Further Mathematics. This course is taught concurrently with A-level Mathematics. The study of Further Mathematics will add depth to the topics covered in A-level Mathematics and add breadth in that Numerical Methods will also be studied.

MUSIC

INTRODUCTION

Specific musical entry requirements to the course.

The A Level course is suitable for candidates who:

1. Have studied Music at GCSE and achieved a high standard.
2. Read music fluently and perform regularly.
3. Have not studied Music at GCSE but regularly perform with ensembles of a high standard, such as Croydon Youth Orchestra or Croydon Youth Wind Orchestra, or Bromley Symphonic Winds/Bromley Symphony Orchestra.
4. Have good theory knowledge, equivalent of a pass at Grade 5 Theory.
5. Are Grade 5 standard on their principal instrument at the start of the course.

EXPECTATIONS

Pupils who study A-level Music are expected to attend extra-curricular activities and to assist lower school music activities as directed by the Music Department.

ASSESSMENT

Examining Body: Eduqas

A Level

During this course students investigate, analyse and evaluate music and its features. The Areas of Study enable students to conduct in depth studies into specific musical styles and genres, and place these within a wider context. Students will also study a diverse musical heritage through performance, composition and the appreciation of a variety of different types of music. The content of this course builds on the understanding developed at GCSE, avoiding unnecessary repetition while also ensuring that learners new to the subject are appropriately supported.

Assessment Overview:

Performing 35% or 25% (dependent on the chosen pathway) Students must give a performance lasting up to 12 minutes (pathway dependent) as a soloist or part of an ensemble. These performances are assessed by a Visiting Examiner from Eduqas.

Composing 35% or 25% (dependent on the chosen pathway) Students must compose at least two compositions, one of which is completed in response to a brief set by the exam board.

Appraising 40% Students will study the musical features of a variety of Western musical styles. They will listen to, analyse and apply their understanding to familiar and unfamiliar music in the exam. Topics studied include 'The Development of the Symphony', 'Musical Theatre' and 'Into the Twentieth Century 1895-1935'.

FUTURE OPPORTUNITIES

Pupils who study Music go on to Music College and to study Music at University, get jobs in the media, arts administration, event management and teaching. Other career paths taken by music students include being part of a backstage crew, a music technician, music editing, working in the armed forces and as a music therapist. There is a wide variety of career paths.



PHOTOGRAPHY

INTRODUCTION

Students will produce practical and critical/contextual work in one or more areas, including theme-based photography (portrait, landscape, still-life, reportage), documentary photography, photo-journalism, narrative photography, experimental imagery, photographic installation, fashion photography and new media practice.

EXPECTATIONS

It is expected that students should have commitment, dedication, and an interest in the subject. You should be prepared to work to a high level of motivation to develop visual skills and express your ideas working through the assignments. Students will be expected to work independently at home and in their free lessons organising photo shoots. Students will be expected to attend every lesson with all the correct equipment.

COURSE CONTENT

The course will explore how photography is used to convey messages and meaning. You will explore some traditional photography and predominantly digital photography in this course. Work will form a means of personal enquiry and expression involving the selection and manipulation of images. Students must employ creative approaches which go beyond mere observation and recording.

ASSESSMENT

Examining Body: WJEC

AS Level

One unit of coursework (100% of the marks) is delivered. There is no examination for AS Photography.

The personal enquiry consists of an extended, exploratory project/portfolio and outcome/s based on themes and subject matter which are personal and meaningful to the learner. The duration of this course will be determined by the centre. This will however take into account a deadline of the end of May for submission of internal marks to the exam board.

A Level

There are 2 components for the A Level Course.

Component 1: Personal Investigation (60%). This consists of two integrated constituent parts:

1. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance.
2. An extended written element of 1000 words minimum, which may contain images and texts using appropriate specialist vocabulary and which must clearly relate to your practical and theoretical work.

Component 2: Externally Set Assignment (40%). This externally set assignment will be released to learners on 1st February (in the second year of the course) and will consist of a series of visual and written stimuli which will be presented to the learner on this date for them to start their preparatory work leading up to a 15 hour examination which will all be completed for the end of May deadline.

PHYSICAL EDUCATION

INTRODUCTION

The course follows the AQA syllabus.

EXPECTATIONS

As well as having the necessary grades, students need to be of a good level of performance in at least one sport activity.

COURSE CONTENT

1. Applied anatomy and physiology.
2. Skill acquisition.
3. Sport and society.
4. Exercise physiology.
5. Biomechanical movement.
6. Sport psychology.
7. Sport and society and the role of technology in physical activity and sport.

ASSESSMENT

Examining Body: AQA

Paper 1: Factors affecting participation in physical activity and sport

What's assessed?

Section A: Applied anatomy and physiology.

Section B: Skill acquisition.

Section C: Sport and society

How it's assessed?

Written exam: 2 hours, 105 marks, 35% of A-level

Questions

A selection of multiple choice, short answer and extended writing.

Paper 2: Factors affecting optimal performance in physical activity and sport

What's assessed?

Section A: Exercise physiology and biomechanics.

Section B: Sport psychology.

Section C: Sport and society and technology in sport.

How it's assessed?

Written exam: 2 hours, 105 marks, 35% of A-level.

Questions

A selection of multiple choice, short answer and extended writing.

Non-exam assessment: Practical performance in physical activity and sport

What's assessed?

Students assessed as a performer or coach in the full sided version of one activity. Plus: written/verbal analysis of performance.

How it's assessed?

Internal assessment, external moderation, 90 marks, 30% of A-level.

FUTURE OPPORTUNITIES

This A Level can lead to university courses in sports science or sports psychology or to a career in teaching. Careers in coaching or leisure management also follow on naturally from this course.



PHYSICS

INTRODUCTION

Physics at AS and A level requires from you and develops in you an intriguing range of skills: logical thought, written communication, practical skills and mathematical skills. Physics is for you if you have ever found yourself wondering about CERN's Big Bang experiments, CAT, MRI and PET scanners, evidence for dark matter, black holes, wave-particle duality, and such like.

EXPECTATIONS

Physics is not for everyone – it is demanding yet very satisfying. GCSE grades B in 2 Sciences and grade 6 in Maths is just the start. Success at A-level Physics requires that you work consistently and with determination, watching video clips and reading science articles.

COURSE CONTENT

Students follow the OCR A syllabus and their progress is assessed on a regular basis, leading (for some) up to the AS Exams in June of Year 12. Year 13 topics are, if anything, more varied and interesting.

AS Physics consists of 3 modules leading to two AS exam papers and then two A2 exam papers in Year 13.

1. Practical Experimental Skills – how to design experiments to answer scientific questions using lab equipment and then evaluate effectively.
2. Essential knowledge and tools – mostly about manipulating vectors to solve force and velocity problems.
3. Forces and Motion – what would be called “Mechanics” in a traditional physics course.
4. Electrons, Waves and Photons – some of the really big physics questions only answered in the 20th century, such as is light a wave or a particle?

A-level Only

5. Newtonian World and Astrophysics – microscopic kinetic theory with evidence from macroscopic measurements, circular motion, gravity applied to circular orbits.
6. Particles and Medical Physics – medical imaging through ultrasound, x-ray, CAT scan, gamma camera

ASSESSMENT

Examining Body: OCR

As with all sciences, students will complete essential experiments which are recorded in a lab folder and assessed throughout the course.

The AS exam consists of 2 papers:

Paper 1: Breadth in Physics which examines all topics in 90 minutes with multiple choice and short answer questions, worth 70 marks (50% of total).

Paper 2: Depth in Physics examining all topics in 90 minutes, with long “structured” questions, but also 6-mark QWC question like at GCSE, worth 70 marks.

FUTURE OPPORTUNITIES

Physics A-Level is highly regarded by employers and universities for a very wide range of courses and careers. It leads particularly well into opportunities in Architecture, research in all area of Physics and Applied Maths, all types of Engineering, Electronics, Medicine and Forensic Science.

PSYCHOLOGY

INTRODUCTION

Psychology is the scientific study of the mind and behaviour and is therefore directly relevant to your life. It is also a very interesting subject as it focuses on why people behave as they do. The AQA course involves learning about psychological theories and studies across a range of topics such as Research, Memory, Social Influence and Psychopathology.

EXPECTATIONS

Studying A Level Psychology will help learners to work independently and to carry out research. It will also help them see the flaws in arguments, develop powers of reasoning and to realise that things are not always what they seem.

COURSE CONTENT

AS Level

Paper 1 Social Influence
Memory
Attachment

Paper 2 Psychopathology
Approaches in Psychology
Biopsychology

A2 Level

Paper 1 Social Influence
Memory
Attachment
Psychopathology

Paper 2 Approaches in Psychology
Biopsychology
Research Methods

Paper 3 Issues and Debates in Psychology
Relationships
Schizophrenia
Aggression

ASSESSMENT

Examining Body: AQA

All units are assessed by means of examinations.

FUTURE OPPORTUNITIES

As well as leading to careers in Psychology, of which there are many, studying Psychology at A Level develops transferable skills and the ability to work well with people.



RELIGIOUS STUDIES

INTRODUCTION

The Eduqas A-level in Religious Studies encourages learners to:

Develop their interest in a rigorous study of religion and belief and relate it to the wider world; develop knowledge and understanding appropriate to a specialist study of religion; develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies and adopt an enquiring, critical and reflective approach to the study of religion.

EXPECTATIONS

It is not necessary for a student to have taken the subject at GCSE level, but the course is demanding and requires a good deal of serious reading. We would not advise anyone with less than a grade B in GCSE English Language to take this course as good essay writing skills are essential.

COURSE CONTENT

The Eduqas GCE in Religious Studies consists of three externally examined papers based on each of the three units of study. The AS level is co-taught with the A-level. Students will study:

1. A Study of Religion - Option A Christianity

There will be four themes within each option: religious figures and sacred texts; religious concepts and religious life; significant social and historical developments in religious thought; religious practices and religious identity. Issues for analysis and evaluation will be drawn from any aspect of the content, such as: the relative importance of redaction criticism for understanding the biblical birth narratives; the validity of referring to God as mother; the extent to which both faith and works are aspects of justification; the extent to which theoretical beliefs about the Eucharist affect the practice of different denominations.

2. Philosophy of Religion

There will be four themes within this component: arguments for the existence of God; challenges to religious belief; religious experience; religious language. Issues for analysis and evaluation will be drawn from any aspect of the content, such as: whether inductive arguments for God's existence are persuasive; whether the ontological argument is more persuasive than the cosmological/teleological arguments for God's existence; whether Augustinian-type theodicies are relevant in the 21st Century; the adequacy of James's four characteristics in defining mystical experience.

3. Religion and Ethics

There will be four themes within this component: ethical thought; deontological ethics; teleological ethics; determinism; free will. Issues for analysis and evaluation will be drawn from any aspect of the content, such as: the extent to which ethical egoism inevitably leads to moral evil; a consideration of whether Natural Law promotes injustice; the degree to which agape is the only intrinsic good; the extent to which Utilitarianism promotes justice.

ASSESSMENT

Examining Body: Eduqas

SOCIOLOGY

INTRODUCTION

Sociology is the study of societies. It looks at how people live, behave and work together in groups. It asks questions about the world that we live in and tries to explain why it is the way it is. As a Sociology student you must not take for granted aspects of our world. You must possess an open mind and be prepared to deal with abstract ideas as well as factual information. Be prepared for some controversial issues.

EXPECTATIONS

Studying A level Sociology will help to critically discuss sociological arguments and to debate the arguments with substantial evidence. Students will be expected to do lots of reading, taking notes, essay writing, carrying out sociological studies, discussion and internet research.

COURSE CONTENT

AS Level

Paper 1 Education with methods

Paper 2 Methods and topics in sociology

- Family

A2 Level

Paper 1 Education with methods

Paper 2 Methods and topics in sociology

- Family
- Beliefs in Society

Paper 3 Crime and Deviance with Theory and Methods

ASSESSMENT

Examining Body: AQA

All units are assessed by means of examinations.

FUTURE OPPORTUNITIES

As well as leading to careers in Sociological research, of which there are many, studying Sociology at A level develops transferable skills and the ability to work well with people.



SPANISH

INTRODUCTION

Students can sit an AS Level exam as a standalone qualification or choose to continue with the A-level exam at the end of Year 12. Both exams consist of three different papers assessing Listening, Reading, Writing and Speaking skills.

EXPECTATIONS

Students are expected to use their initiative and develop as independent learners. We subscribe to a number of online resources and students are expected to regularly engage with Spanish culture outside of lessons. They should read authentic texts, watch films and listen to Spanish music outside of the classroom. Students can also consider completing a week's work experience in Spain organised by an external agency.

COURSE CONTENT

Content is based on the topic areas drawn from Social Issues and Trends, Artistic Culture, Literary works and texts as well as Grammar.

AS Level - Aspects of Spanish-speaking society: current trends: The changing nature of family, 'Cyber-society'. Place of voluntary work. **Artistic culture in the Spanish-speaking world:** A culture proud of its heritage, contemporary francophone music, Cinema: the 7th art form. **Literary texts and films:** Students will study either one text or one film from a published selection.

A-Level - Aspects of Spanish-speaking society: current trends: The changing nature of family, 'Cyber-society'. Place of voluntary work. **Aspects of Spanish-speaking society: current issues:** Positive features of a diverse society. Life for the marginalised. How criminals are treated. **Artistic culture in the Spanish-speaking world:** A culture proud of its heritage, contemporary francophone music, Cinema: the 7th art form. **Aspects of political life in the Spanish-speaking world:** Teenagers, the right to vote and political commitment, Demonstrations, strikes – who holds the power? Politics and immigration; **Literary texts and films:** Students will either study one text and one film or two texts from a published selection. Students will also undertake an individual research project of their choice based on Spanish-speaking society.

ASSESSMENT

Examining Body and exam format: AQA

AS Level: Paper 1-Listening, Reading and Writing. Written Exam: 1hr 45mins, 90 marks, 45% of AS. **Paper 2-**Written Exam based on text or film studied: 1 hr 30mins, 50 marks, 25% of AS. **Paper 3-**Speaking. Oral Exam based on topics studied: 12-14 minutes, 60 marks, 30% of AS.

A-Level: Paper 1-Listening, Reading and Writing. Written Exam: 2 hrs 30 mins, 100 marks, 50% of A-Level. **Paper 2-**Written Exam based on text and film or two texts studied: 2 hrs, 80 marks, 20% of A-Level. **Paper 3-**Speaking. Oral Exam based on topics studied and Independent Research Project: 21-23 minutes, 60 marks, 30% of A-Level.

FUTURE OPPORTUNITIES

A good command of a foreign language will be a great asset to you on university courses and in many different spheres of employment.

TECHNOLOGY – PRODUCT DESIGN

INTRODUCTION

Technology is all about designing and making, and students undertaking this course will continue to build on, and extend, all the designing and making skills they learned for their GCSE Design and Technology examination.

The course is designed to provide opportunities for students to develop their creativity, capability and entrepreneurial skills, to apply knowledge and understanding of a range of technological activities and to develop critical thinking of product design.

EXPECTATIONS

In both parts of the course you will need to work collaboratively on some tasks and as an individual on others. You will need to take responsibility for planning and managing the development of your coursework to meet firm deadlines, and you will need to develop your research and communication skills using ICT.

COURSE CONTENT

Product Design is a practical subject and part of your course will be engaging in designing, modelling and manufacture. This will make up 50% of your qualification. The remaining 50% focuses on a wide range of materials used in the manufacture of products, from textiles, graphic products as well as the traditional Resistant Materials. You will study the materials in detail for properties, processing and use, along with the diverse requirements of the Professional Product Designer.

The AS course covers 7 units that are assessed as a final exam.

It may be possible to continue on to A-level.

The A-level course covers a further 5 units plus a Commercial Design Project. The final A level exam covers all 12 units. Again the A-level is 50% Examination, 50% Design Task.

ASSESSMENT

EDEXCEL – New Specification from 2017.

FUTURE OPPORTUNITIES

Technology is an exciting and interesting subject for those who enjoy design and problem solving in a practical world. This course complements many other A-Level courses and as a result can lead to a wide variety of university courses and careers.



GENERAL INFORMATION

The Sixth Form Centre provides a social base for the Sixth Form and is separate from the rest of the School. It is run by the students themselves and there is an opportunity to apply once a year for the various positions of responsibility.

The social life of the Sixth Form flourishes, with the Council organising charity events and the Soiree. There is a very well established tradition of fund raising for a variety of charities and the Sixth Form has in the past raised £5,000 for such charities.

Students have the opportunity to become 'leaders' and they will be given strategic managerial roles that will help move the School forwards to meet the challenges that all educational institutions face.

The personal appearance of Sixth Form students is very important and they are expected to come to school dressed in a business-like fashion, ready to undertake a day's work. As a guide, denim and trainers are not acceptable. Boys must wear shirts and ties with trousers; girls may wear smart trousers, dresses or skirts, but no bare midriffs or strappy tops.

Archbishop Tenison's is a Church of England Foundation and although we accept Sixth Form students from all faiths and backgrounds, we do expect them to sympathise as much as possible with the religious life of the school.

Private study for Year 12 takes place in school. If you have private study during the last period of the day (period 6), then you are allowed to return home. Year 13 are allowed to undertake their private study in a designated private study room, in the Study Centre, or at home, and this, we believe, encourages them to gain greater independence as a preparation for higher education or employment.

EXTRA-CURRICULAR OPPORTUNITIES

We encourage students to get involved where possible in extra-curricular activities. Wednesday afternoon provides an opportunity for Community Service whether it is, for example, working in a primary school or for a local charity.

In addition, and especially on Wednesday afternoons, students can play sport, with the school running teams in Football, Rugby, Basketball and Netball. The Physical Education Department will also provide opportunities in other sports.

MENTORING

Towards the end of Year 12 students are trained as mentors and in Year 13 they run a pastoral programme for Years 7 to 9. Some mentors are assigned towards more specific responsibilities with the SEN department or work on academic mentoring in Years 10 and 11.

ENRICHMENT DAYS

On enrichment days the formal timetable is suspended in order that we can expose the students to new experiences.

RESIDENTIAL EXPERIENCES

These include:

- A Field trip in Biology
- A Cultural Trip to Berlin

DRAMA

Many opportunities exist for students to be involved in whole school Drama.

MUSIC

Sixth Form students are encouraged to take an active part in the musical life of the School. Music making of all styles is actively promoted within a lively Music Department and there are various events in the school year which give the students the experience of public performance.

Instrumental tuition is given by a team of experienced visiting music staff, and instrumentalists in the Sixth Form are encouraged to join one of the extra-curricular ensembles.









Archbishop Tenison's Church of England Sixth Form

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