



# HEATHSIDE SCHOOL

## SIXTH FORM COURSE BOOKLET





HEATHSIDE  
SCHOOL



# CONTENTS & ENTRY REQUIREMENTS

Page	Subject	Entry Requirements	Additional Information
4	Art, Craft & Design	Success in GCSE Art	
5	Art and Design: Graphic Communication	B in GCSE DT or 6 in GCSE Art or evidence of a strong portfolio	
6	Business	6 in GCSE Maths and English Language	If GCSE Business Studies has been studied, a 6 must have been achieved.
7	Computing Science	6 in GCSE Mathematics	If GCSE Computer Science has been studied, a 6 must have been achieved.
8	Design Technology: Engineering	6 in GCSE Electronics	
9	Drama & Theatre	6 in GCSE English Language	
10	Economics	6 in GCSE Maths and 6 in GCSE English Language or English Literature	
11	English Literature	6 in GCSE English Language and English Literature	
12	Geography	6 in GCSE Geography	
13	Government & Politics	6 in GCSE English Language and 6 in GCSE Geography or GCSE History	
14	History	6 in GCSE History	If GCSE History has not been studied, then 6 in GCSE English may be considered.
15	Mathematics	7 or above in GCSE Mathematics. Further Maths: 8 or above in GCSE Mathematics. Preferable to have studied Additional Mathematics.	
16	Media	6 in GCSE English Language or Literature	If 6 is not achieved in GCSE English, then a 6 in a Humanities subject may be considered.
17	Modern Foreign Languages	6 in GCSE MFL	
18	Music	Working at Grade 5 standard or above on at least one instrument. Passed Grade 5 theory.	
19	Physical Education	6 in GCSE PE and 6 in GCSE Biology. Play at least one sport at competitive level.	If GCSE PE has not been studied, then 6 in Biology and a high level of practical may be considered.
20	Psychology	6 in GCSE English Language, 6 in GCSE Science, 5 in GCSE Maths	
21	Religious Studies	6 in GCSE English Language and 6 in GCSE Geography or GCSE History.	6 in GCSE Religious Studies would be useful, but not essential.
22-23	Science - Biology	6 in GCSE Biology or 6 in GCSE Additional Science to include minimum 6 in Biology component. 6 in GCSE Mathematics.	
24-25	Science - Chemistry	6 in GCSE Chemistry or 6 in GCSE Additional Science to include minimum 6 in Chemistry component. 6 in GCSE Mathematics.	
26-27	Science - Physics	6 in GCSE Physics or 6 in GCSE Additional Science to include minimum 6 in Physics component. 6 in GCSE Mathematics.	
28	Sociology	Five GCSE passes at grade A*-C or 9-4, including English and Mathematics at grade 5 or above.	

# ART, CRAFT & DESIGN

EDEXCEL

9AD0

## Aims:

This course is aimed at those students who have achieved success at GCSE in Art and Design or Textiles. Skills acquired at GCSE will be developed, allowing students to work in more specialist areas with a greater range of media and materials. Students will be required to critically investigate the work of artists, photographers, sculptors, designers and craft-makers and provide in-depth reflection as a result to advance their own practice. This two year course will enable you to explore and source your own focus for Year 13 and the Art department will help you with this.

**Component 1: PERSONAL INVESTIGATION (9AD01) / 60% VALUE** - Incorporates three major elements: supporting studies, practical work and a personal study. These elements are connected and should support each other. It is essential that all elements build upon your prior knowledge and experience. Your supporting studies and practical work will comprise of a portfolio of development work and outcomes based on your own focus, developed from personal starting points. This work must show the breadth and depth of your visual and

## Candidates will:

- Research the work of practitioners from a wide variety of specialisms.
- Develop ideas and record from direct observation.
- Experiment with different types of materials, processes, techniques and resources to practice the execution of media.
- Create highly resolved final outcomes.
- Analyse and evaluate outcomes made using key Art terminology.
- Visit museums and galleries to develop personal investigation.

**Assessment:** Candidates will be expected to display and present their work in its entirety as part of an exhibition for internal assessment, moderation and external assessment purposes.

## Students are assessed according to the following objectives:

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources (25%)

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops (25%)

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress (25%)

AO4: Present a personal and meaningful response that realizes intentions and where appropriate, makes connections between visual and other elements (25%)

**Component 2: EXTERNALLY SET ASSIGNMENT (9AD02) / 40% VALUE** - This component incorporates two major elements: preparatory studies and the fifteen-hour period of sustained focus. The preparatory studies include a portfolio of practical and written development work based on the Externally Set Assignment. During the fifteen-hour period of sustained focus under examination conditions, students will produce final outcome(s) extending from their preparatory studies in response to their externally set theme by Edexcel.

**Possible Career Pathways:** Graphics / Illustration / Advertising / Education / Film Production / Design / Fashion / Marketing.

**University Degrees Linked To This Subject Area:** Digital Media / Art and Design / Art History / Fine Art / Graphic Design / Journalism / Advertising / Fashion Illustration / Architecture.

# ART & DESIGN:

EDEXCEL

9GCO

## GRAPHIC COMMUNICATION

### Aims:

Graphic communication conveys information and ideas through visual means. This course is aimed at those students who have achieved success at GCSE in Graphics or Art and Design. We are living in a digital age where there is a need for highly skilled designers. This course provides students with opportunities to develop personal responses to ideas, observations, experiences, environments and cultures in practical, critical and contextual forms. Students will be introduced to a variety of experiences exploring a range of graphic media, techniques and processes. We will also focus on encouraging a greater awareness of effective communication of a message or idea through the organisation of images and words: the critical element for a graphic designer.

### Content:

Graphic communication is sub-divided into the following four disciplines: Advertising, Illustration, Branding and Information Design. Students will be required to work in one or more of the disciplines to communicate their ideas.

### Component 1 – Personal Investigation coursework - 60%:

**Incorporates:** Supporting studies, practical work and a personal study

- Supporting studies and practical work will comprise of a portfolio of work and final outcomes based on personal themes and ideas.
- The personal study is a written dissertation with imagery, 1000 – 3000 words, demonstrating contextual research and understanding

### Component 2 - Externally Set Assignment - 40%

**Incorporates:** Preparatory studies and a 15 hour period of sustained focus.

- Preparatory studies will comprise of a portfolio of practical and written development work based on the Externally Set Assignment.
- 15 hours timed examination to produce final outcome(s) extending from their preparatory studies in response to the Externally Set Assignment.

### Final Assessment:

Students will be expected to present their work in its entirety, in the form of an exhibition for internal assessment, followed by external moderation by a representative from Pearson Edexcel.

### Other Information:

The A Level in Graphic Communication offer a challenging and absorbing course for interested students. It requires a high level of commitment, and can provide enrichment and preparation for further studies or employment in the field of Graphics. This A Level is also accepted as an entry in to Architecture courses at university, who require a portfolio of design work. For students wishing to complete the course but not anticipating a career in Design, as an Art and Design based A Level, this examination has parity with other Advanced Level courses and is accepted as such at all universities and colleges.

# BUSINESS

AQA

AS: 7131  
A LEVEL: 7132

## Aims:

The course aims to develop 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 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, business ethics and globalisation.

## AS Level Content:

The subject content falls into six main areas:

1. What is business?
2. Managers, leadership and decision making
3. Decision making to improve marketing
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance

Paper 1: Business 1	Paper 2: Business 2
What’s assessed Topics 1-6 above	What’s assessed Topics 1-6 above
Assessed <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 80 marks in total</li> <li>• 50% of AS</li> </ul>	Assessed <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 80 marks in total</li> <li>• 50% of AS</li> </ul>
Questions Three compulsory sections: <ul style="list-style-type: none"> <li>• Section A has 10 multiple choice questions worth 10 marks</li> <li>• Section B has short answer questions worth approximately 20 marks</li> <li>• Section C has two data response stimuli with questions worth approximately 20 marks</li> </ul>	Questions One compulsory case study consisting of approximately seven questions

## A Level Content:

There are four additional areas covered as part of the A Level course:

7. Analysing the strategic position of a business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change

Paper 1: Business 1	Paper 2: Business 2	Paper 3: Business 3
What’s assessed <ul style="list-style-type: none"> <li>• Topics 1-6 covered in AS Level</li> <li>• Topics 7-10 covered during the A Level</li> </ul>	What’s assessed <ul style="list-style-type: none"> <li>• Topics 1-6 covered in AS Level</li> <li>• Topics 7-10 covered during the A Level</li> </ul>	What’s assessed <ul style="list-style-type: none"> <li>• Topics 1-6 covered in AS Level</li> <li>• Topics 7-10 covered during the A Level</li> </ul>
Assessed <ul style="list-style-type: none"> <li>• Written exam: 2 hours</li> <li>• 100 marks in total</li> <li>• 33.3% of A Level</li> </ul>	Assessed <ul style="list-style-type: none"> <li>• Written exam: 2 hours</li> <li>• 100 marks in total</li> <li>• 33.3% of A Level</li> </ul>	Assessed <ul style="list-style-type: none"> <li>• Written exam: 2 hours</li> <li>• 100 marks in total</li> <li>• 33.3% of A Level</li> </ul>
Questions Four compulsory sections: <ul style="list-style-type: none"> <li>• Section A has 15 multiple choice questions worth 15 marks</li> <li>• Section B has short answer questions worth approximately 35 marks</li> <li>• Section C and D have two essay questions (choice of one from two) worth 25 marks each</li> </ul>	Questions Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions	Questions One compulsory case study followed by approx six questions

# COMPUTER SCIENCE

AQA

7517

## Aims:

Computing at post-16 level is designed to introduce students to the technical knowledge and skills required to understand how effective computer systems are designed and built. This includes the construction of computer systems (hardware and software, including programming), the development of database management systems, project management skills and understanding the role of different personnel. In the new specification there is a greater emphasis on the conceptual mathematical underpinning of computation for the A Level course.

## Content:

This linear course consists of 3 assessments. Paper 1, Paper 2 and the Project.

### A Level Paper 1

Algorithm development and programming - this unit is assessed through an on-screen examination which will involve interpreting and coding programme code. A skeleton program is released to students before the examination. An introduction to object-oriented programming.

- It is assessed via a 2½ hour on-screen test providing 40% of A Level marks.

### A Level Paper 2

Understanding the fundamental building blocks of computer systems, the building blocks of networks and the social and ethical issues associated with computing. A 1½ hour written paper contributes 50% to the AS Level mark. A Level Paper 2 Database theory and practice, use of functional programming with a mathematical understanding of computational theory and an understanding of the implications of the use of big data.

- A 2½ hour written examination contributes 40% of A Level marks.

## Project

A fully documented practical programming project of the student's choice contributes 20% of A Level marks.

## Other Information:

Students will be expected to have completed a GCSE Computer Science course and achieved at least a grade 6 and must have gained at least a Grade 6 in Mathematics. Those who have not studied Computer Science to GCSE level are welcome to apply but will need to demonstrate a personal competence in programming to be considered. Computing provides an excellent preparation for students wishing to follow Computer Science courses or other courses involving technical knowledge of computing or electronics in Higher Education. The skills developed in logical thinking and systems design support many other vocational and academic development routes.

# DESIGN TECHNOLOGY:

## ENGINEERING

OCR

H404

### Aims:

A Level Design Engineering is an inspiring, rigorous and practical subject aiming to provide a more hands-on approach to traditional engineering subjects. The A Level will build upon GCSE knowledge from both Engineering and Design and Technology to enable students to solve demanding problems by designing and making practical solutions. The course will be 50% terminal exam (including an unseen challenge) and 50% non-examined assessment (NEA) project.

### Content

Design Technology: Engineering will cover core designing and prototyping principals as well as the following specialist elements:

- System designing processes and methods
- The use of incremental innovation and of new/emerging technologies
- Visualisation and simulation including the application of CAD software
- The characteristics and working properties of materials relevant to engineering, including smart and modern materials
- Electronics including sensing, control, and output systems
- Programmable devices including how to use such devices to solve problems in system design
- Mechanical systems, gears, levers and pneumatics
- Static and dynamic forces in structures
- How to represent systems and components through the use of circuit diagrams, flowcharts and constructional diagram
- 25% of the content is mathematical based and requires a solid knowledge of Higher tier GCSE Mathematics

### A Level Units

**Unit 1** – Principles of Design Engineering – External Assessment (25% of A- Level)

**Unit 2** – Unseen Challenge – External Assessment (25% of A-Level)

**Unit 3** – Iterative Design Project – NEA (50% of A-Level)

Students who opt to study both Design Technology and Mathematics at A Level could be eligible to apply for an Arkwright Scholarship. This scheme provides aspiring engineers with sponsorship and industrial contact to support their A Level studies.

A Level students will have the use of all department resources. This includes the 2 laser cutters, CNC router, CNC lathe and 3D printers. There is a dedicated study room for A Level DT students



# DRAMA & THEATRE

AQA

7262

## Aims:

The course aims to encourage students to develop their interest in and enjoyment of drama and theatre. Students will develop knowledge and understanding of the social and cultural contexts of drama and theatre, through study of set texts and theatre practitioners. Students will also develop their ability to respond critically and sensitively to theatre in performance through studying and attending a wide range of theatrical performances.

This course is suitable for students who have a good pass (Grade 5 and above) in GCSE Drama. It is also desirable for students to have a good pass in GCSE English Language. Students with a sound academic background who have not taken GCSE Drama but do have a proven interest and experience in the subject will be considered.

A level	Content	Assessment method	% of A level	Notes
Component 1	Drama and Theatre: 1. Evaluation of Live Theatre 2. Interpretation of prescribed texts: - Antigone by Sophocles - The Glass Menagerie by Tennessee Williams	Open Book Written Exam	40%	
Component 2	Creating Original Drama (Practical): Devising and performing an original piece of theatre, using the methodologies of a known theatre practitioner e.g. Frantic Assembly, Kneehigh, Brecht	Internally assessed by teacher  Practical performance (10%) Portfolio (20%)	30%	<ul style="list-style-type: none"><li>• Students can be assessed as:</li><li>• Performer</li><li>• Designer</li><li>• Director</li></ul>
Component 3	Making Theatre (Practical): Practical exploration of the performance demands of three different extracts from three different plays	Performance exam – one extract (20%) Reflective report (10%)	30%	<ul style="list-style-type: none"><li>• Students can be assessed as:</li><li>• Performer</li><li>• Designer</li><li>• Director</li></ul>

# ECONOMICS

## Aims:

The course is designed to capture and inspire interest in making links to modern life and the world around you. It provides you with the opportunity to study a wide range of economic concepts which can be applied in a variety of regional, national and international contexts. Economics is directly relevant to the modern world; its topicality will develop an understanding of your role in society. The stimulating content will encourage you to develop skills as an independent learner, critical thinker and decision maker – all personal assets that will make you will need as you progress to higher education and/or the workplace.

The aims of the A Level in Economics are to encourage you to think as an economist. You will develop the analytical, evaluation and quantitative skills necessary to achieve that aim. In addition you will develop a knowledge and understanding of those aspects of microeconomics and macroeconomics which are assessed within the qualification in order to develop an enquiring, critical and thoughtful approach to the study of economics.

## A Level Content:

The subject content falls into three main areas:

1. Microeconomics –the study of markets and behaviour of firms, households and governments
2. Macroeconomics- the study of national and international economic systems, government policy- countries, blocks and global.
3. Themes in Economics- Application of macro and microeconomic theory to specific issues like pollution, transport, inequality or finance.

Paper 1: Microeconomics	Paper 2: Macroeconomics	Paper 3 Themes in Economics
What's assessed Topics 1- Scarcity & choice Economic problem Markets Competition Labour Markets Market Failure Government intervention Environment	What's assessed Topics 2 Economic policy Growth & development Inflation Employment Income distribution Aggregate demand and supply Monetary and fiscal policy Supply side policy Global context Financial sector Developing countries	What's assessed? A synoptic paper examining the application of both macro and microeconomic content.
<b>Assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 2 hour</li> <li>• 80 marks in total</li> <li>• 1/3 of A level</li> </ul>	<b>Assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 2 hour</li> <li>• 80 marks in total</li> <li>• 1/3 of A level</li> </ul>	<b>Assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 2</li> <li>• 80 marks in total</li> <li>• 1/3 of A level</li> </ul>

# ENGLISH LITERATURE

AQA  
SPEC A

7712

## Aims:

We aim to provide a relevant, engaging and up-to-date syllabus that approaches the study of literature through the lens of historicism, encouraging the independent study of a range of texts within a shared context, giving logic and meaning to the way that texts are grouped for study. This approach facilitates the inclusion of a range of wider reading, thus extending students' experience and appreciation of literature. The variety of approaches to literature in the syllabus allows students to develop a wide range of skills, such as the ability to read critically, analyse, evaluate and undertake independent research which are valuable for both further study and future employment.

## A Level

### Paper 1 – Love through the ages

There are 3 sections in this 3 hour examination.

**Section A:** Shakespeare – Students will study one Shakespeare play and will respond to both a passage and linked essay question.

**Section B:** Unseen poetry – Students will respond to a comparative essay question on two unseen poems.

**Section C:** Comparing texts – Students study one poetry and one prose text (one of which must be written pre-1900) They will respond to an essay question linking these two texts together. This part of the examination is open-book.

### Paper 2 – Texts in shared contexts

Students will focus on one of the following options: Option 2A: WW1 and its aftermath

**Option 2B:** Modern times: literature from 1945 to the present day  
Within the selected option, students will study 3 texts: one prose, one drama and one poetry, of which one must be written post – 2000. In the 2 hour 30 minute examination, students will respond to questions on the set texts, unseen texts and linking texts.

**Non-exam assessment:** Independent critical study: texts across time course-work

Candidates are required to submit one extended essay (2500 words) in which they are required to make a comparative analysis of two chosen texts, at least one of which must have been written pre-1900. The texts will be selected by the students and will be connected through a theme of their choice. The spirit of this component is independent study.

## Other Information:

This course is aimed at students who have gained good passes both in GCSE English Language and English Literature (6 or higher). The course is taught in seminar form with all students making a large oral input to sessions, delivering seminar papers and sharing their views. This develops a student's ability to evaluate and discuss information in a logical and coherent way, as well as to appreciate the value of others' input. In addition to the formal course, students will have the opportunity to join theatre trips, designed to widen their experience of the Arts.

English Literature is a highly regarded A Level and provides a sound preparation for a wide range of careers requiring excellent communications skills; both oral and written.

## Aims:

This A Level Geography specification offers a wide range of contemporary units of learning which have an issues based focus and are relevant to students in the 21st century. There is a balance between the three key disciplines in Geography; human, physical and environmental. Throughout the course and students will develop their knowledge, understanding and skills in preparation for higher education or employment.

## A Level

This A Level consists of five key areas of Geography which has a balance between the different disciplines of Geography:

1. Dynamic Landscapes - Topic 1: Tectonic Processes and Hazards and Topic 2b: Coastal Landscapes and Change
2. Dynamic Places - Topic 3: Globalisation and Topic 4a: Regenerating Places
3. Physical Systems and Sustainability - Topic 5: The Water Cycle and Water Insecurity and Topic 6: The Carbon Cycle and Energy Security
4. Human Systems and Geopolitics - Topic 7: Superpowers and Option 8b: Migration, Identity and Sovereignty
5. Fieldwork and Independent Enquiry – Throughout the two year course, you will undertake four days of fieldwork in preparation for you to complete an independent enquiry. The independent report will demonstrate a student's ability to undertake independent research through fieldwork with a detailed write up and independent analysis and evaluation of data.

## A Level Assessment:

Paper 1: Assessment of Dynamic Landscapes and Physical Systems and Sustainability – 30% contribution to A Level qualification.

Paper 2: Assessment of Dynamic Places and Human Systems and Geopolitics – 30% contribution to A Level qualification.

Paper 3: Synoptic investigation of a contemporary geographical issue – 20% contribution to A Level qualification.

Coursework: Students complete a 3000-4000 word independent investigation on a geographical issue of their choice – 20% contribution to A Level qualification.

## Other Information:

In order to meet the compulsory exam board requirements it is imperative that all students participate in at least four days of fieldwork throughout the two year course. Consequently, in order to facilitate we will ask for a financial contribution in order to cover the costs of running the fieldwork.

## Careers:

Geography, because of its interdisciplinary nature, links well with other subject choices. This thoroughly relevant and up-to-date course helps you to gain a fuller and deeper understanding of our ever-changing modern world as well as equipping you to take an active role in it. In Higher Education you will be able to study both single subject and applied courses in BA or BSc Geography or Estate Management, Surveying, Recreational Management and Conservation Studies.

# GOVERNMENT & POLITICS

EDEXCEL AS: 8PLO  
A LEVEL: 9PLO

## Aims:

The course aims to develop students' interest in and enthusiasm for Government and Politics. At AS Level the focus will be on UK Politics looking at the relationship between the electorate and the government. Students will analyse the forms in which people can have an impact on politics and study how the governmental process actually works through key institutions. At A Level students will have the opportunity to specialise, analysing in depth political ideologies and global political issues.

Component 1: UK Politics and Core Political Ideas	Component 2: UK Government and non - Core Political Ideas	Component 3: Global Politics (A2 Content)
<p>This section explores the nature of politics and how people engage in the political process in the UK. There are four content areas in UK Politics:</p> <ol style="list-style-type: none"> <li>1. Democracy and participation</li> <li>2. Political parties</li> <li>3. Electoral systems</li> <li>4. Voting behaviour and the media.</li> </ol> <p>At AS level the students will sit a written examination on the topics above – This will be worth 50% of the AS level</p> <p>Core Political Ideas (A2 content) This section allows students to explore the three traditional political ideas of conservatism, liberalism and socialism. There are three content areas in Core Political Ideas:</p> <ol style="list-style-type: none"> <li>1. Liberalism</li> <li>2. Conservatism</li> <li>3. Socialism.</li> </ol> <p>At A2 level students will sit an examination on all of the above – This will be worth 33.3% of the A-Level</p>	<p>This section explores the workings and relationships of the different branches of the UK Government</p> <p>There are four content areas:</p> <ol style="list-style-type: none"> <li>1. The constitution</li> <li>2. Parliament</li> <li>3. Prime Minister and executive</li> <li>4. Relationships between the branches.</li> </ol> <p>At AS level the students will sit a written examination on the topics above – This will be worth 50% of the AS level</p> <p>Non-Core Political Ideas (A2 content) This section allows students to explore one of five additional political ideas.</p> <p>The five non-core political ideas to choose from are:</p> <ol style="list-style-type: none"> <li>1. Anarchism</li> <li>2. Ecologism</li> <li>3. Feminism</li> <li>4. Multiculturalism</li> <li>5. Nationalism.</li> </ol> <p>At A2 level students will sit an examination on all of the above – This will be worth 33.3% of the A-Level</p>	<p>We live in a complex world with significant challenges, including global terrorism, poverty, economic instability, weapons proliferation, failing states and environmental degradation.</p> <p>Global politics gives students an opportunity to develop an understanding of the local, national, international and global dimensions of political activity. It also gives them the opportunity to explore the political issues that affect all of us. Students will gain understanding of abstract political concepts through grounding them in contemporary real-world examples and case studies that will develop an international awareness and knowledge of multiple perspectives.</p> <p>There are six content areas:</p> <ol style="list-style-type: none"> <li>1. The state and globalisation</li> <li>2. Global governance: political and economic</li> <li>3. Global governance: human rights and environmental</li> <li>4. Power and developments</li> <li>5. Regionalism and the European Union</li> <li>6. Comparative theories.</li> </ol> <p>At A2 level students will sit an examination on all of the above – This will be worth 33.3% of the A-Level</p>

## Aims:

The course aims to develop students' interest in and enthusiasm for History. It aims to enable students to acquire and effectively communicate knowledge and understanding of selected periods of History. Students will develop their understanding of historical terms and concepts and explore the significance of events and individuals. Students should understand the nature of historical evidence and the methods used by historians.

## Year 12

This consists of two units:

**Unit 1.** British Period Study: The Early Stuarts and the Origins of the Civil War 1603–1660.

### Key topics:

- James I and Parliament
- James I and Religion
- Charles I 1625-1640
- Charles I and the victory of Parliament 1640-1646.

### Enquiry Topic:

The Execution of Charles I and the Interregnum 1646-1660

**Unit 2.** Non British Period Study: The Cold War in Europe 1941 – 1995. Key Topics:

- The Origins of the Cold War to 1945
- The Development of the Cold War 1946-1955
- The Cold War 1956-1984
- The End of the Cold War 1984-1995

## Other Information:

To do well in History you will need to show a real interest in the subject and be willing to work hard. You will be required to carry out research and background reading. A 6 at GCSE History is required, however, for students who did not study History at GCSE, a 6 in GCSE English may be considered. The skills developed in History can help you towards a variety of careers including Journalism, Law, Teaching, PR and Marketing, Museum work, Film and Media Research, Personnel work and Retail Management.

## Year 13

This consists of the two units from the AS level plus two further units. Unit 3. Thematic Study and Historical Interpretations: Russia and its Rulers 1855–1964

- The nature of government
- The impact of dictatorial regimes on the economy and society of the Russian Empire and the USSR
- Impact of war and revolution on the development of the Russian Empire and the USSR
- Russia: Empire, nationalities and satellite states

Three Depth Studies: Alexander II's domestic reforms, The Provisional Government, Khrushchev in Power 1956 – 1964.

Unit 4. Non exam assessment: The Cold War. The Topic based essay is an independently researched essay of 3000–4000 words in length based on Unit 2

## Assessment:

1. Three Written examinations:
  - Unit 1: 25%, Unit 2: 15%, Unit 3: 40% of the A Level.
2. 3000-4000 word essay. Non exam assessment. 20% of A Level.

# MATHEMATICS

EDEXCEL

A Level Maths: 9MA0  
AS Level Further Maths: 8FM0  
A Level Further Maths: 9FM0

## Aims:

This course is designed to encourage students to develop their understanding of Mathematics in a way that promotes confidence and enjoyment. Students will develop their abilities to reason logically and extend their range of mathematical skills and techniques, as well as appreciating how different areas of Mathematics are connected. They will learn to recognise how a situation may be represented mathematically and how to solve problems that have a “real-world” context. Students will understand how to use Mathematics as an effective form of communication and acquire the skills necessary to use calculators effectively and appropriately.

## Course content:

All students study the same content. This is split into 3 broad areas of Pure Mathematics, Mechanics and Statistics.

Pure Mathematics covers the methods and techniques which form the basis of all other areas of Mathematics. Topics such as algebra, coordinate geometry, trigonometry and vectors will be extended, while new areas such as calculus are introduced. Mathematical proof will also be developed.

Mechanics is the study of objects and their response to forces acting upon them, from cars in the street, to systems of pulleys. Topics include kinematics, Newton's laws of motion and moments.

Statistics involves analysing data in order to reach conclusions. Statistical sampling, data presentation and probability will follow on from GCSE, and new topics include the study of special distributions such as the binomial distribution and the normal distribution.

## Assessment:

Students will take three 2 hour papers at the end of Year 13. Two of these papers cover Pure Mathematics and the third paper comprises 50% Statistics and 50% Mechanics. Further Maths students will take additional exams at the end of Year 13.

## Other information:

A Level Mathematics is a sought after qualification which supports the study of a wide range of other A Level subjects which require logical thought, and confident numerical, graphical and statistical skills. You will need a grade 7 or above at GCSE Mathematics in order to study A Level Mathematics. Grade 8 or 9 is required to study Further Mathematics and it is preferable that you have studied Additional Mathematics in Year 11.

## FURTHER MATHEMATICS

In addition to Mathematics A Level, very able students may also study for a Further Mathematics AS or A Level. Further Mathematics provides an excellent opportunity for enthusiastic mathematicians to extend and deepen their subject knowledge, and is strongly recommended for students who plan to apply for Mathematics, Engineering, Science or Technology degrees. Certain universities or courses make Further Mathematics an entry requirement – this can be investigated on the UCAS website.

Students wishing to take Further Mathematics A Level in Year 13 will study A Level Mathematics in Year 12.

The media play a central role in contemporary culture, society and politics. They shape our perceptions of the world through the representations, ideas and points of view they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and generate significant global profit. The globalised nature of the contemporary media, ongoing technological developments and more opportunities to interact with the media suggest their centrality in contemporary life can only increase. The WJEC EduQAS specification offers learners the opportunity to develop a thorough and in depth understanding of these key issues, using a comprehensive theoretical framework and a variety of advanced theoretical approaches and theories to support critical exploration and reflection, analysis and debate.

## Media Forms and Products:

Learners study a range of media forms through age appropriate products set by WJEC:

- \* advertising and marketing
- \* magazines
- \* video
- \* online media
- \* television
- \* film
- \* music
- \* newspapers
- \* radio
- \* video games

## Theoretical Framework:

This A Level Media Studies specification is based on the theoretical framework for analysing and creating media, which provides learners with the tools to develop a critical understanding and appreciation of the media. The framework consists of four inter-related areas:

- **media language:** how the media through their forms, codes, conventions and techniques communicate meanings
- **representation:** how the media portray events, issues, individuals and social groups
- **media industries:** how the media industries' processes of production, distribution and circulation affect media forms and platforms
- **audiences:** how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.

## How the A Level is assessed:

**Component 1: Media Products, Industries and Audiences**

**Written examination: 2 hours 15 minutes**

**35% of qualification**

**Section A: Analysing Media Language and Representation**

**Section B: Understanding Media Industries and Audiences**

**Component 2: Media Forms and Products in Depth**

**Written examination: 2 hours 30 minutes**

**35% of qualification**

**Section A: Television in the Global Age**

**Section B: Magazines: Mainstream and Alternative Media**

**Section C: Media in the Online Age**

**Component 3: Cross-Media Production**

**Non exam assessment**

**30% of qualification**

An individual cross-media production based on **two forms** in response to a **choice of briefs set by WJEC**, applying knowledge and understanding of the theoretical framework and digital convergence.



# MODERN FOREIGN LANGUAGES

EDEXCEL

FRENCH: 9FR0  
GERMAN: 9GN0  
SPANISH: 9SP0

## Aims:

- Enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken
- Develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- Develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- Develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- Engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- Mediate between cultures and between speakers of the language and speakers of English

Year 1	French 9FR0	German 9GN0	Spanish 9SP0
Social issues and trends in the target language country	Changing family and structure Education The world of work	Natural living Education The world of work	Changing family and structure Impact of tourism The world of work
Political, intellectual and artistic culture in the wider target language speaking world	Music Media Festivals and tradition	Music Media Festivals and tradition	Music Media Festivals and tradition

Year 2	French 9FR0	German 9GN0	Spanish 9SP0
Social issues and trends in the target language country	Immigration and the multicultural society	Immigration and the multicultural society	Immigration and the multicultural society
Political, intellectual and artistic culture in the wider target language speaking world	The Occupation and Resistance	German reunification	The Franco dictatorship and the transition to democracy

# MUSIC

AQA

7272

## Aims:

The course is aimed at students who have taken Music at GCSE level, can read music (traditional notation) fluently and who play a musical instrument at a high standard. As a guide, students opting for an A Level in Music should be working at or above Grade 6 standard (or equivalent) on at least one instrument and should have passed Grade 5 theory. The syllabus encourages students to study a wide range of musical styles whilst focusing on the development of practical, analytical and compositional skills to an advanced level.

## A Level Content:

**Component 1 - Appraising Music (40% of A Level)**

**Written Exam** - Listening, analysis and essay questions in a 2 hour 30 minute exam

**Component 2 - Performance (35% of A Level)**

**Externally marked** - A 10-minute performance recital recorded between 1st March and 1st May of the year of entry

**Component 3 - Composition (25% of A Level)**

**Externally marked** - Two compositions (one to a set brief and one free) lasting a combined minimum of four and a half minutes

## Set works for A Level Music

### Compulsory study pieces

Purcell: Sonata for trumpet and strings in D major, Vivaldi: Flute concerto in D major; Bach: Violin concerto in A minor; Mozart: Marriage of Figaro (Various excerpts),

Chopin: Ballade No.2 and Nocturne in E minor, Brahms: Intermezzo in A major and Ballade in Gm, Grieg: Norwegian March and Notturmo

**Area of Study 2 – Pop Music:** A particular focus on Stevie Wonder, Muse, Daft Punk and Joni Mitchell

**Area of Study 3 – Music and Media:** A particular focus on Hans Zimmer (Gladiator, Pirates of the Caribbean, Inception), Thomas Newmann (American Beauty, Skyfall), Bernard Hermann (Psycho, Vertigo, Citizen Kane) and Michael Giacchino (Up, The Incredibles, Mission Impossible III)

## Other Information:

A Level Music can lead to further study in Music or Performing Arts in Higher Education or may lead to a career in some areas of the music industry. Alternatively, A Level Music can help provide a balanced curriculum, helping students develop their musical skills and providing a good mixture between academic study and practical creativity.

# PHYSICAL EDUCATION

OCR A LEVEL: H555

## Aims:

To open up the world of sport. To encourage students to immerse themselves in the world of sports and PE with the chance to perform or coach a sport (through the non-exam assessment component), and delve into the how and why of physical activity and sport.

Students receive a well-rounded and full introduction to the world of PE, sport and sports science. This complete grounding in the subject provides a fantastic base from which to build when they move on to higher education, employment or further training.

## A Level: H555

### Component 1 – Physiological Factors Affecting Performance (30% of A level)

- Applied Anatomy and Physiology
- Exercise Physiology
- Biomechanics

### Component 2 – Psychological Factors Affecting Performance (20% of A level)

- Skill Acquisition
- Sports Psychology

### Component 3 – Socio Cultural and Contemporary Issues (20% of A Level)

- Sport and Society
- Contemporary Issues in Physical Activity and Sport

### Component 4 – Performance within Physical Education (30% of A Level)

- Performance or Coaching
- Evaluation and Analysis of Performance for Improvement (EAPI)

(Three exams – one 2 hour and two 1 hour – 70% of A Level mark in total)

## Component 4 Assessments:

Candidates are assessed in ONE chosen activity, from the approved list, in conditioned competitive conditions. Candidates will generate and keep a log of competitive participation throughout the duration of the course.

Candidates will also give an oral response (EAPI), using technical language, after observing a live performance of another candidate.

To join this course, students will be expected to gain at least Grade 6 at GCSE PE and Grade 6 in Biology and play at least one sport from approved list at a competitive level. Students who have not studied PE at GCSE will be required to achieve at least Grade 6 in Biology and play at least one sport from approved list at a competitive level.

# PSYCHOLOGY

**Aims:**

1. To study human behaviour and experience in a scientific, systematic way.
2. To understand the processes, motives, reactions and nature in the human mind.
3. To gain fundamental and lasting insights into human behaviour.

**AS Level/Year 1**

**Unit 1 Social Influence, Memory and Attachment**

Students will study the psychology of social influence, memory and early attachment. They will learn about the research studies involved and undertake practical activities.

**Unit 2: Approaches in psychology, Psychopathology and Research Methods**

Students will learn about the various approaches and applications taken in Psychology including the behaviourist, cognitive and biological models. In psychopathology they will additionally learn about various disorders such as OCD, depression and anxiety, looking at different psychological approaches to define and treat. They will also be taught an understanding of how research is carried out in Psychology.

**A-Level**

**Unit 3: Biopsychology**

Students will study the nervous system and its structure, looking at innate human reactions such as the fight or flight response. They will also explore eye-opening ways of studying the brain and biological rhythms such as the sleep/wake cycle.

**Unit 4 Issues and debates in Psychology: Relationships, Schizophrenia and Aggression.**

This unit allows students to study fascinating topics such as relationship formation, maintenance and dissolution as well as explanations of human aggression and possible causes of and treatment for schizophrenia.

AS Assessment Units	
<b>Paper 1:</b> Introductory Topics in Psychology Social influence, memory and attachment	<p><b>How is it assessed?</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 72 marks in total</li> <li>• 50% of AS level</li> </ul>
<b>Paper 2:</b> Psychology in Context Approaches in psychology, psychopathology and research methods	<p><b>How is it assessed?</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 72 marks in total</li> <li>• 50% of AS level</li> </ul>

A Level Assessment Units	
<b>Paper 1:</b> Introductory Topics in Psychology Social influence, memory, attachment and psychopathology	<p><b>How is it assessed?</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hours</li> <li>• 96 marks in total</li> <li>• 33.3% of A-level</li> </ul>
<b>Paper 2:</b> Psychology in Context Approaches in psychology, biopsychology and research methods	<p><b>How is it assessed?</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hours</li> <li>• 96 marks in total</li> <li>• 33.3% of A-level</li> </ul>
<b>Paper 3:</b> Issues and Options in Psychology Issues and debates in psychology, relationships, stress and forensic psychology	<p><b>How is it assessed?</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hours</li> <li>• 96 marks in total</li> <li>• 33.3% of A-level</li> </ul>

**Other Information:**

Psychology is a fully taught AS and A Level course. The department has a growing library of resources, including fascinating videos and a wide range of student activity booklets. Psychology combines very well with many other AS and A-Level subjects and is highly regarded by Universities and employers alike. Psychology students develop the transferable skills that all employers require, such as communication, numeracy, independent learning and the ability to work in teams. Medicine, psychotherapy, counselling, advertising, marketing, retail, police; the list of careers open to Psychology students is mind-boggling. Students will need at least Grade 6 in English, Maths and Science. Students without these requirements are very occasionally given special consideration but must apply individually to the Head of Psychology and provide alternative evidence of higher level thinking skills, an enquiring mind and good oral and written communication skills.

# RELIGIOUS STUDIES

## (PHILOSOPHY AND ETHICS)

EDEXCEL

9RS0

### Aims:

The course is designed to encourage an interest and enthusiasm for a rigorous study of philosophy, ethics and Christianity. It will enable students to develop an insight into areas of knowledge, belief and thought central to an understanding of the modern world. Through a study of philosophy and ethics, students will gain a knowledge of skills that will help make sense of contemporary events.

### Philosophy

This is the study of reality and existence. In this unit students will discuss the following types of philosophical key questions - Is there a God? Can we prove it? Should we prove it? How do people keep faith in the face of suffering? Do miracles exist? Are they proof of God's existence?

### Philosophy content (topics include)

- The design argument
- The cosmological argument
- The problem of evil and suffering
- Life after death
- Language games
- Theodicies and solutions
- Critiques of religious belief

### Ethics

This is the philosophical study of good and bad, right and wrong (also known as 'morality'). Ethics also requires students to examine contemporary moral issues such as conflict, homosexuality, and genetic engineering.

### Ethics content (topics include)

- Environmental issues
- Equality/inequality
- Situation ethics
- War and peace
- Pacifism
- Sexual ethics
- Medical ethics

### Christianity

This is the study of Christian beliefs about the qualities of God, an examination of teachings and the application of these beliefs in the modern world.

### Christianity content (topics include)

- The nature of God
- The Trinity
- Key moral principles
- The teachings of Jesus
- Christian responses to science and secularism
- Equality
- Discrimination

### Subject assessment

Students will take three 2 hour written exams at the end of the course (two years), one exam each for the philosophy, ethics and Christianity units. Each of these exams will be worth one third of the final grade.

# SCIENCE - BIOLOGY

AQA

7402

## Aims:

To develop interest, understanding and enjoyment of this fabulous subject. To build on skills learned at GCSE and to further essential knowledge and understanding of the different areas of Biology. Most importantly, relating these different areas to each other and to other subjects. To lay a secure foundation for those wishing to continue this or other science subjects after A levels.

## YEAR 1

**Topic 1 Biological molecules** – carbohydrates; lipids; proteins; nucleic acids; water; inorganic ions.

**Topic 2 Cells** – eukaryotic cells; prokaryotic cells and viruses; studying cells; cell cycle; transport across membranes; immune system.

**Topic 3 Organisms exchange substances with their environment** – gas exchange; digestion and absorption; mass transport in animals; mass transport in plants.

**Topic 4 Genetic information, variation and relationships between organisms** – DNA, genes and chromosomes; DNA and protein synthesis; mutation and meiosis; genetic diversity and adaptation; species and taxonomy; biodiversity

## YEAR 2

**Topic 5 Energy transfers in and between organisms** – photosynthesis; respiration; energy and ecosystems; nutrient cycles.

**Topic 6 Organisms respond to changes in their internal and external environments** – survival and response; receptors; control of heart rate; nerve impulses and synaptic transmission; muscles contraction; homeostasis and negative feedback; control of blood glucose; control of blood water potential.

**Topic 7 Genetics, populations, evolution and ecosystems** – inheritance; populations; evolution may lead to speciation; populations in ecosystems.

**Topic 8 Control of gene expression** – gene mutations; control of gene expression and cancer; using genome projects; recombinant DNA technology; genetic fingerprinting.

In addition student's will be continually assessed on their practical skills and competency through required practical activities. At the end of the full A level course students will be passed or failed on their practical competency. At least 15 of the marks in the exams will be based on skills developed during the required activities.

# SCIENCE - BIOLOGY

AQA

7402

A level assessment (7402)

Assessment Content	Assessment Overview	Assessment Weighting
<b>Paper 1</b> Any content from topics 1-4, including relevant practical skills	<b>Paper 1</b> 91 marks 2 hour written paper	35%
<b>Paper 2</b> Any content from topics 5-8, including relevant practical skills	<b>Paper 2</b> 91 marks 2 hour written paper	35%
<b>Paper 3</b> Any content from topics 1-8, including relevant practical skills	<b>Paper 3</b> 78 marks 2 hour written paper	30%
	Practical Endorsement in Biology Non-exam assessment	Reported separately

## Other Information:

Students need to have either

- A minimum Grade 6 in GCSE Biology
- A minimum Grade 6 in GCSE combined science where the Biology component is also a minimum Grade 6.

In addition, students need a 6 in Mathematics.

# SCIENCE - CHEMISTRY

OCR  
SPEC B

H433

## Aims:

To develop interest, understanding and enjoyment of this fabulous subject. To build on skills learned at GCSE and to further essential knowledge and understanding of the different areas of Chemistry. Most importantly, relating these different areas to each other and to other subjects. To lay a secure foundation for those wishing to continue this or other science subjects after A levels.

## YEAR 1 CONTENT

- Unit 1 **Elements of Life** – atomic structure; equations and moles; periodic table
- Unit 2 **Developing Fuels** – hydrocarbons; fuels; thermochemistry; energy cycles; atmospheric pollution; electrophilic addition reactions
- Unit 3 **Elements from the Sea** – halogens; redox reactions; equilibria
- Unit 4 **The Ozone Story** – intermolecular forces; enthalpy profile diagrams; catalysts; gas calculations; haloalkanes; nucleophilic substitution; radicals; radical substitution; energy and matter
- Unit 5 **What's in a Medicine** – organic functional groups; reactions of phenols; alcohols; practical techniques for making, extracting, purifying and identifying an organic compound; principles of green chemistry; mass spectrometry; IR spectroscopy

## YEAR 2 CONTENT

- Unit 6 **The Chemical Industry** – rate equations; reaction kinetics; equilibrium; nitrogen chemistry; industrial processes
- Unit 7 **Polymers and Life** – amino acids; proteins; DNA and RNA; reaction kinetics and enzymes; further organic functional groups; hydrolysis of esters and amides; polymers; optical isomerism; NMR spectroscopy
- Unit 8 **The Oceans** – solubility; enthalpy cycles; entropy; acids and bases; pH calculations; buffers; the greenhouse effect
- Unit 9 **Developing Metals** – transition metals; ligands and complexes; redox half equations; electrochemical cells; colorimetry
- Unit 10 **Colour by Design** – bonding in dyes; fats and oils; aromatic compounds; electrophilic substitution; aldehydes and ketones; nucleophilic addition; gas-liquid chromatography

## Other Information:

Students need to have either:

- A minimum Grade 6 in Chemistry
- A minimum Grade 6 in Additional Science where the Chemistry component is also a minimum Grade 6.

In addition, students need a Grade 6 in Mathematics



# SCIENCE - CHEMISTRY

OCR  
SPEC B

H433

A level assessment (H433)

Content Overview	Assessment Overview	
<ul style="list-style-type: none"><li>• Elements of life</li><li>• Developing fuels</li><li>• Elements from the sea</li><li>• The ozone story</li><li>• What's in a medicine?</li><li>• The chemical industry</li><li>• Polymers and life</li><li>• Oceans</li><li>• Developing metals</li><li>• Colour by design</li></ul>	Fundamentals of Chemistry 110 marks 2 hour 15 mins written paper	41%
	Scientific Literacy in Chemistry 100 marks 2 hour 15 mins written paper	37%
	Practical Skills in Chemistry 60 marks 1 hour 30 mins written paper	22%
	Practical Endorsement in Chemistry Non-exam assessment	Reported separately

## Other Information:

Students need to have either

- A minimum level 6 in Chemistry
- A minimum level 6 in Additional Science where the Chemistry component is also a minimum level 6.

In addition, students need a level 6 in Mathematics

# SCIENCE - PHYSICS

AQA

A LEVEL: 7408

## Aim:

To introduce students to new and exciting areas of Physics and to develop the more classical concepts of forces, energy, particles and waves. The course lays a solid foundation for those who want to study Physics or Engineering disciplines at university.

## First year content

The course includes a large amount of experimental work spread over all of the topics.

1. Measurement and Errors      Physics as an experimental science.
2. Particles and Radiation      The structure of the universe, from quarks to the LHC.
3. Waves      From musical instruments to tsunamis.
4. Mechanics and Materials      Study of material properties, forces and their effects.
5. Electricity      Circuits, electrical power and plenty of experiments.

## Second year content

This includes core material and a number of option topics. The department will offer the optional topics based on student demand and staff availability.

6. 6.1 Further Mechanics      Circular motion and Simple Harmonic Motion.  
6.2 Thermal Physics      The study of Ideal Gases and the properties of heat energy.
7. Field Theory      Gravitational, magnetic and electric fields.
8. Nuclear Physics      Or how to build a nuclear power station...

Options (students take 1):  
Astrophysics  
Medical  
Physics  
Engineering Physics  
Turning Points (key events in the history of Physics)

# SCIENCE - PHYSICS

AQA

A LEVEL: 7408

## Assessment

### A Level (Y13) Assessment

Assessment Content	Assessment Overview	Assessment Weighting
Paper 1 Any content from topics 1-5 and 6.1	Paper 1 85 marks 2 hour written paper	34%
Paper 2 Any content from topics 6.2-8, but assuming knowledge of 1-5 and 6.1	Paper 2 85 marks 2 hour written paper	34%
Paper 3 Practical Skills and Data Analysis Option Topic	Paper 3 80 marks 2 hour written paper	32%

### Other Information

Students require a minimum of a grade 6 in GCSE Mathematics and either:

- a) Grade 6 in GCSE Physics, or
- b) Grade 6 in Additional Science, where the Physics component is also at least a grade 6.

Physics is a rigorous subject that is very satisfying – with the right skills A/A\* grades are very achievable. It is especially important that the skills of algebra and trigonometry from Mathematics are strong.

# SOCIOLOGY

OCR

AS: H180

## Aims:

To focus on Sociology's key themes – Socialisation, Culture, Identity, Power, Crime and Deviance, Control and Inequality. To focus on contemporary Society and the Globalised World.  
To understand sociological evidence and research methodology.

## AS Level

### Component 1: Socialisation, Culture and Identity

Introducing socialisation, culture and identity and Families and Relationships  
Compulsory questions, some based on stimulus material  
Assessment is through one 90 minute examination

### Component 2: Researching and Understanding social inequalities

Research methods and researching social inequalities  
Compulsory questions, some based on qualitative and quantitative sources  
Understanding social inequalities  
Assessment is through one 90 minute examination

## Other Information:

Sociology combines very well with Geography, History, Media Studies, and Psychology. It is a study that would enhance the learning of all students with its focus on current social issues.

## A Level

Component 1 (30% of A Level)

Component 2 (35% of A level)

Component 3 (35% of A level)

Debates in contemporary society (35% of A Level)

### Section A: Globalisation and the Digital Social World

This section investigates the relationship between globalisation and digital forms of communication. It also explores the impact of digital forms of communication in a global context.

### Section B: Crime and Deviance

This section focuses on debates in contemporary society through a detailed study of crime and deviance. The social construction of crime and deviance are considered and the ways in which crime is socially distributed, explained and reduced. This option introduces a global dimension, with reference to patterns and trends. It aims to give an understanding of different theoretical approaches to the study of crime and deviance.

Assessment is through one 2 hour 15 minute examination



For more information on all of the AS and A Level courses we offer, as well as Exam Board specifications and websites, please scan the above QR code with your mobile device.





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# HEATHSIDE SCHOOL

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