



POST16 OPTIONS BOOKLET 2021 ENTRY

“

**We should teach  
the children what  
they need for  
life” *St Julie***

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# Art and Design

(Exam Board: AQA )



**Subject Leader:**

Mr B Pedler

## What do I need?

Most students will be expected to have achieved **at least grade 4** in GCSE Art & Design or a related subject as an entry requirement for the course. In addition the following personal qualities are essential:

- an enthusiasm for the subject
- the capacity to explore, investigate and develop ideas
- the ability to develop artistic skills in a range of media
- a degree of independence and self-motivation
- an interest in seeing works of art at first hand
- the ability to meet deadlines and manage time effectively
- the literacy skills necessary to present written ideas

Although individual expression and creativity are important ingredients when studying art, success on this course does require a disciplined, business-like approach.

## What will I learn?

The course consists of two units of work; a coursework portfolio and an externally set assignment. The assessed coursework requires large portfolio of practical work including an extended personal investigation. In addition you will complete a personal study in the form of an extended essay or presentation into an area of artistic practise of your choice linked to your practical work. This is followed by an external assignment to be completed in year thirteen.

The Art & Design specification allows students to work in a wide variety of media and processes. Aspects of the work may include:

- Exploring a range of media such as painting, drawing, photography, mixed media, ceramics and print-making and three dimensional media.
- Using sketchbooks to record, analyse and express ideas
- Working on a variety of scales including large scale and three dimensional work
- Visits to local and national art galleries
- Researching and exploring ideas inspired by artists
- Themes such as Environment, Figure, Relationships and Identity.

## How will I be assessed?

### Unit 1

#### Personal Investigation

50% of A level

Candidates select and present an extended project demonstrating investigation into media, processes and ideas. This may draw upon work from both year twelve and year thirteen, and may contain one or a series of files. In addition, commencing in year thirteen, candidates develop a personal investigation based on an idea, issue, concept or theme, supported by a written element of no more than 1,000 words and no more than 3,000 words. This unit is set and moderated by AQA.

### Unit 2

#### Externally Set Assignment

50% of A level

Candidates select one of eight starting points. The externally set assignment will last from February until May. Candidates will produce preparatory work and a finished piece or pieces during the fifteen hours of unaided, supervised time. This unit is set by AQA, marked by the centre and moderated by AQA.

# Biology

(Exam Board: AQA)



## Subject Leaders:

Mrs R Abbey & Mrs S McCole

## What do I need?

You must have studied GCSE Combined Science (grade 6,6) or Biology GCSE (grade 6), and be competent in Mathematics (grade 5 or above).

## *What kind of student is this course suitable for?*

- Are you interested in the study of living organisms?
- Do you enjoy carrying out laboratory practicals & investigations or fieldwork?
- Are you interested in the “new” developments of biology such as gene technology, forensic science or the impact of biology on society?
- Do you need biology for a career in medicine (including nursing, pharmacy, psychology, veterinary science, dentistry), environmental science, food sciences, land management, biotechnology, and many other areas?

## *Personal qualities needed include:*

- An enquiring mind
- Self-motivation and the ability to work independently and collaboratively
- The capacity for hard work
- Good time management skills
- Good practical skills
- A willingness to learn facts

## *What will I learn?*

- A deeper understanding of biological facts and their significance in a modern world
- Greater expertise in practical work and the links between theory and experimental work
- The recognition of the responsible use of biology in society

## *What sort of Key Skills will I develop?*

### **Communication**

- Discussion
- Practical write-ups
- Using reference sources

### **Application of number**

- Collection and presentation of data
- Carrying out calculations and processing data
- Interpreting results

### **Information Technology**

- Using word processing to produce written reports
- Using spreadsheets to analyse data

### **Problem Solving**

- Planning practical investigations

### **Working with Others**

- In practical activities

The A Level Biology course we follow has 12 required practicals that all students must undertake in order to fulfil the practical element. The skills and competencies undertaken in these practicals are assessed and students are required to keep evidence of these. Attendance on our field course at the Cranedale Centre at the end of Y12 will be required for all students studying A level Biology since we undertake the relevant skills for required practical 12.

### ***Subject content A Level Biology***

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

### ***Assessments***

There are 3 separate papers which cover different sections of the overall subject content.

#### **Paper 1**

##### **What's assessed**

Any content from topics 1–4, including relevant practical skills

##### **Assessed**

Written exam: 2 hours

91 marks

35% of A-level

##### **Questions**

76 marks: a mixture of short and long answer questions

15 marks: extended response questions

## Paper 2

### What's assessed

Any content from topics 5–8, including relevant practical skills

### Assessed

Written exam: 2 hours

91 marks

35% of A-level

### Questions

76 marks: a mixture of short and long answer questions

15 marks: comprehension question

## Paper 3

### What's assessed

Any content from topics 1–8, including relevant practical skills

### Assessed

Written exam: 2 hours

78 marks

30% of A-level

### Questions

38 marks: structured questions, including practical techniques

15 marks: critical analysis of given experimental data

25 marks: one essay from a choice of two titles

Biology is a very versatile subject and can cross the tradition sciences-arts divide. It can be combined with other sciences such as Chemistry and Physics, humanity subjects such as Geography, or social sciences such as Psychology. For further information, see the Examinations Board website at [www.aqa.org.uk](http://www.aqa.org.uk) and the Institute of Biology Careers Information website at [www.iob.org.uk](http://www.iob.org.uk).

# Business



(Exam Board – Edexcel)

## Subject Leader:

Mrs Saddiq & Mr Smith

## What do I need?

The course is aimed at students who have a particular interest in the organisation and operation of business. The units offer an excellent introduction to the skills required by students seeking various business-related careers; either via Further Education, Higher Education or directly into employment. *A GCSE in Business is not required, however, you must be hard working with the ability to express yourself in a written format. A minimum grade C is expected if you have taken Business Studies at GCSE.* You should have achieved at least 5 GCSEs at grade C or above, including English Language and Maths at grade 4.

## What will I learn?

This course involves learning about businesses in a range of contexts. Students will learn how to plan, finance and manage a business.

Students will develop an awareness of the interrelationships that exist between functions of business and their importance to those with an interest in the success of the business.

The course also involves looking at the competitive environment, strategies for success and managing change. Students will make use of business tools and models to help with decision-making and carry out a range of data analysis through the accounting and finance area of study.

<b>Theme 1:</b> <b>Marketing and People</b>	<b>Theme 2:</b> <b>Managing Business Activities</b>
<b>Theme 3:</b> <b>Business Decisions and Strategy</b>	<b>Theme 4:</b> <b>Global Business</b>

## How will I be assessed?

The Examination Board is Edexcel. Assessment is 100% examination based. The following table is a summary of the A level Schemes of Assessment.

LEVEL	PAPER	TITLE	EXAMINATION	Marks
A	1	Marketing, people and global businesses	2 hours Written paper (100 marks)	35% of A level marks
	2	Business activities, decisions and strategy	2 hours Written paper (100 marks)	35% of A level marks
	3	Investigating business in a competitive environment	2 hours Written paper (100 marks)	30% of A level marks

### Is there anything else I need to know?

A wide range of subjects will combine well with Business Studies including Economics, Mathematics, Foreign Languages, ICT.

Many degree courses include aspects of business because it will be useful to graduates in their future careers.

### Progression from Advanced Level Business Studies could include:

1. A range of degrees in Business and Management. Some examples are:
  - Business Studies
  - Business Administration
  - Marketing
  - Human Resource Management
  - Retail Management
  - Economics
  - Accountancy and Financial Management
  - International Business with Language
2. Career opportunities cover a wide range of areas including finance, law, marketing, management consultancy, retail, human resource management or any other general business environment. A number of options may be available including direct entry into work; work-related studies to obtain further/professional qualifications; management trainee courses available at 18+.
3. The course is also suitable for those considering self-employment.

# Chemistry

(Exam Board: OCR Salters B)



## Subject Leader:

Dr E Searle

## What do I need?

You should have studied GCSE Combined Science or Chemistry and achieved a minimum grade 6 in Chemistry for Triple award or a minimum grade 6-6 for Combined science. GCSE Maths needed (at least grade 5).

## To achieve the qualification you must:

- Complete three A level papers (code H433) to get a certificate for Advanced GCE CHEMISTRY

**In contrast to the traditional ‘topic based’ approach, Chemistry OCR B (Salters) is ‘context led’.**

Chemistry OCR B (Salters) is designed to be taught in context. The course takes students on a journey through ten Storylines, while introducing chemical concepts in a spiral approach. The Storylines engage students through learning in a contemporary context and range from concerns about the ozone layer to the development of new medicines.

- This specification has been developed in consultation with University of York Science in Education Group , the Royal Society of Chemistry, GlaxoSmithKline and in consultation with OCR.
- It is the only A level Chemistry specification based on a complete course package, with integrated course books and activity sheets designed at the same time as the specification.
- This specification is uniquely different from other A Level specification because:
  - it starts from applications and develops the theory as required
  - it introduces chemical topics in one unit and then revisits them in later units, so that student learning has a chance to mature and is then reinforced
  - all external units in the examination ask all the questions in context
  - there is an Advance Notice article included in an A level unit which can be studied, researched and discussed by students well in advance of the exam.

**How will I be assessed?**

<b>For AS (H033)</b>	
Teaching units	Assessment method and weighting
Paper 1 Foundations of chemistry	70 marks exam      50%
Paper 2 Chemistry in depth	70 marks exam      50%
<b>For A Level (H433)</b>	
Teaching units	Assessment method and weighting
Paper 1 Fundamentals of chemistry	110 marks exam      41%
Paper 2 Scientific literacy in chemistry	100 marks exam      37%
Paper 3 Practical skills in chemistry	60 marks exam      22%

**AS Chemistry is an independent qualification to A level Chemistry. It is no longer routine for students to sit the AS exams, but the units are still taught in the same order as Y12 of the A level specification.**

**Non-exam assessment**

Practical endorsement for chemistry.

Candidates complete a minimum of 12 practical activities to demonstrate practical competence. Performance reported separately to the A level grade. A pass or fail is recorded. A certificate issued.

**Is there anything else I need to know?**

Other subjects that would go well with Chemistry GCE Advanced level are Biology, Mathematics and Physics. However, other combinations of subjects including Geography are also suitable.

With a qualification in Chemistry you could go on to Further or Higher Education, studying Chemistry or one of the other sciences or related subjects, such as Medicine, Pharmacy, Veterinary Science, Food Science, Chemical Engineering, or work in science-based industry, the medical field or agriculture. See [www.chemsoc.org](http://www.chemsoc.org).

# OCR A Level Computer Science H446

(Exam Board: OCRI)



## Head of Department:

Mr K. Wright

The A Level Computer Science qualification helps students understand the core academic principles of computer science. Classroom learning is transferred into creating real-world systems through the creation of an independent programming project. The A Level will develop the student's technical understanding and their ability to analyse and solve problems using computational thinking.

## The aims of this qualification are to enable learners to develop:

- An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- The capacity to think creatively, innovatively, analytically, logically and critically
- The capacity to see relationships between different aspects of computer science
- Mathematical skills.

## What do I need?

- Five grade 4 or above at GCSE, including GCSE Computer Science (minimum grade 4 or equivalent) and GCSE Mathematics (minimum grade 5 or equivalent) are required to take the A level Computer Science.
- An interest in Computer Science and its applications
- The self-motivation to work independently
- Good basic ICT skills and a working knowledge of the main applications.
- Good organisational and planning skills

## What will I learn?

Learners must take three components (01, 02 and 03) to be awarded the OCR A Level in Computer Science.

The units are structured as follows: -

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> <li>• The characteristics of contemporary processors, input, output and storage devices</li> </ul>	Computer systems (01) 140 marks 2 hours and 30 minutes	40% of total A level

<ul style="list-style-type: none"> <li>• Software and software development</li> <li>• Exchanging data</li> <li>• Data types, data structures and algorithms</li> <li>• Legal, moral, cultural and ethical issues</li> <li>• Elements of computational thinking</li> <li>• Problem solving and programming</li> <li>• Algorithms to solve problems and standard algorithms</li> </ul> <p><i>The learner will choose a computing problem to work through according to the guidance in the specification.</i></p> <ul style="list-style-type: none"> <li>• Analysis of the problem</li> <li>• Design of the solution</li> <li>• Developing the solution</li> <li>• Evaluation</li> </ul>	written paper (no calculators allowed)	
	Algorithms and programming (02) 140 marks 2 hours and 30 minutes written paper (no calculators allowed)	40% of total A level
	Programming project 03 Repository 70 marks Non-exam assessment	20% of total A level

### Progression

This course will enable learners to progress to higher study or to progress directly to employment. This qualification is suitable for learners intending to pursue any career in which an understanding of technology is needed. The qualification is also suitable for any further study as part of a course of general education.

It will provide learners with a range of transferable skills which will facilitate personal growth and foster cross curriculum links in areas such as maths, science and design and technology. Computer Science is a very creative subject and skills such as problem solving and analytical thinking will all be refined and explored as learners' progress through the learning and assessment programme.

For more information, please follow the link below:

<https://www.ocr.org.uk/qualifications/as-and-a-level/computer-science-h046-h446-from-2015/specification-at-a-glance/>

## **Maths in Context (Core Maths)**

### **(Exam Board: Edexcel - level 3 qualification)**

#### **Subject Leader:**

Mr M Roden

#### **What do I need?**

GCSE Mathematics grade 4-9 and **not** studying A level Mathematics

#### **What will I learn?**

Content is drawn from GCSE with more emphasis on practical applications which can be tailored to other A level subjects particularly; Science, Business, Psychology, Social Sciences and Geography. The course deals mostly with numerical and statistical elements of maths.

The course aims to improve quantitative skills, identified by universities and employers to be lacking in students who have not studied Mathematics past Y11. These skills involve the ability to handle data and use numerical evidence systematically.

#### **How will I be assessed?**

There are 2 exams of 1 hour 40 mins, both at the end of Year 13. The first paper assesses mathematical comprehension and the second paper the application of this learning to real life situations.

#### **Is there anything else I need to know?**

This course is additional to your 3 A levels and is equivalent to an AS. Maths qualifications are highly valued by both those in Higher Education and employers.

An excerpt from the Smith Review. A report which promoted this subject as an option in 6<sup>th</sup> Form:

*“Services requiring the highest levels of quantitative skills, such as finance, real estate, insurance and business services, are growing fastest. The majority of private sector organisations believe the use of data analytics will be the most important factor in increasing growth in UK businesses. Almost 30 per cent of skill shortage vacancies in 2015 were linked to a lack of ‘complex’ numerical/statistical skills.”*

# Design and Technology: Product Design

(Exam board: Edexcel)



## Subject Leaders:

Mrs A Wragg/Mr R Quinn

## What do I need?

Students with a grade 5 or above in GCSE Design and Technology, Resistant Materials, Graphic Products, Textiles Technology, Electronic Products or Product Design will be able to take this course. They must also have achieved a grade 4 in GCSE Maths, as the course has a 15% Mathematical content.

## What will I learn?

Students will follow a Product Design course specialising in any of these material areas; Woods, Metals, Polymers, Card & Textiles along with an underlying element of the use of CAD/CAM. This course is both practical and academic. Students will: -

- Learn how to use a variety of materials and equipment in order to produce high quality products. Learn the importance of modelling ideas and develop their skills in modelling.
- Study production processes and work through the design process to enable them to generate creative design ideas that respond to human need. Develop their ability to critically analyse and evaluate existing products.
- Look at influences upon design within our society and the work of current designers.

## How will I be assessed?

This is a two year A Level course, where pupils will learn the course content through mini projects and a mock NEA (Non-examined assessment – project work where pupils produce a written design portfolio and make a practical product) in Y12. All pupils will complete the two A Level units for submission in Y13, a written exam sat in the Summer term and the NEA, completed throughout Y13 for submission in April.

### A Level Unit 1 – Examined component: Principles of Design & Technology

Core technical principles, designing and making principles and mathematical skills will be examined along in a 2½ hour written exam made up of calculations, short answer, open response and extended answer questions.

50% of A Level  
120 marks

### A Level Unit 2 – Coursework component

Students will identify their own design context, in consultation with a client, and they will complete a substantial design and make project, which will assess their practical application of technical principles, designing and making principles and specialist knowledge. Students

will develop a range of potential solutions, using CAD and modelling as well as managing the project and planning production. They will submit an electronic design portfolio and a prototype to evidence this work.

50% of A Level

120 marks

### **Is there anything else I need to know?**

This is a valuable qualification if you want to go on to Higher Education in design based subjects such as Design and Technology, Product Design, Art & Design, Architecture, Fashion Design and Engineering.

However, there are many transferable skills that will be useful to candidates pursuing further studies and careers in other subjects as well as in their personal lives. For example, problem solving, teamwork, research and planning techniques, analysing and evaluating information.

This is an interesting and stimulating subject for study in the Sixth Form and combines well with courses in History, English, Drama and Art for entry into careers in the Arts, or with Mathematics and/or Sciences for careers in Architecture, Engineering and Product Design.

## Drama and Theatre Studies – A-level (Exam Board: AQA)



### Subject Leader:

Miss E. Carrigan

A-level Drama and Theatre Studies students create and perform drama and theatre in a variety of contexts, forms and styles. The course is highly practical in approach (while containing significant written assessment).

The course is a mixture of devising and script based study while underpinned by an appreciation of stage craft and knowledge of the work of key Theatre Practitioners and design and production elements. Seeing live performance is an integral part of the course.

### What do I need?

- An interest and willingness to explore drama in a variety of practical forms.
- A willingness to engage with academic and written work and apply oneself independently.
- GCSE grade C or 4 (equivalent) in Drama would be desirable, or significant previous experience to prepare oneself for the rigours of the course.

### Course Outline

The course is divided into 3 Components.

#### A-level

- **Component 1: Interpreting Theatre 40%**  
This component involves the study of two set texts (currently Ibsen's 'Hedda Gabler' and Wertenbaker's 'Our Country's Good') and analysis of a Live Performance seen during the year.

The assessment is a three hour written exam answering essay questions from the point of view of actor, director and designer on both plays and on a live performance seen in Year 13.

- **Component 2 Creating Original Drama 30%**  
A devised performance is produced from a stimulus using the work and methodologies of a prescribed practitioner.

Assessment includes marking the performance as well as a Working Notebook the students produce alongside the performance.

- **Component 3 Making Theatre 30%**

This component involves the practical exploration of three extracts from different plays which are studied while applying the methodology of a prescribed practitioner to the final extract. Extract 3 is a polished performance assessed as a final piece. A Reflective Report portfolio of evidence analysing the process and performance is a core part of the assessment.

#### **How will I be assessed?**

- **Component 1** - Written Exam - Externally Assessed
- **Component 2** - Performance and Notebook - Internally Assessed/Externally Moderated
- **Component 3** - Performance and Notebook - Externally Assessed

#### **Is there anything else I need to know?**

- Drama builds an increasingly necessary roster of skills in today's world including creativity, interpersonal, self-presentation, communication, initiative and teamworking skills.
- As well as opening doors to several direct career paths, including the UK's successful Creative Arts industries, it supports a range of associated careers. For example, personnel and human resources, leadership and management roles, business coaching, marketing and sales, social work and public services, journalism, marketing and PR amongst many others.

# Economics

(Exam Board: AQA)



## **Subject Leader:**

Mr D Horner

## **What do I need?**

- A general interest in current business, financial and political affairs.
- An interest in different countries' economic systems – How do we compare?
- An ability to express yourself clearly in written form.
- An ability to handle and analyse statistical data.
- **You should have achieved at least a Grade 5 at GCSE in Maths and English Language.**

## **What will I learn?**

### **Section 1 – Individuals, firms, markets and market failure**

This is a micro-economics unit that ensures pupils gain an appreciation of the allocation of resources, the market model and selected aspects of what makes markets efficient or sees them fail.

- The economic problem and economic methodology
- Individual economic decision making
- Price determination in a competitive market
- Production, costs and revenue
- Perfect competition, imperfectly competitive markets and monopoly
- The labour market
- The distribution of income and wealth: poverty and inequality
- The market mechanism, market failure and government intervention in markets

### **Section 2 – The National and International Economy**

This unit sees pupils introduced to how levels of macro-economic activity are determined and also investigates key national and international economic indicators, policies and problems.

- The measurement of macroeconomic performance
- How the macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts
- Economic performance
- Financial markets and monetary policy
- Fiscal policy and supply-side policies

- The international economy

### **How will I be assessed ?**

#### **A LEVEL – Available in Year 13**

<b>Paper</b>	<b>A-level weighting</b>	<b>Title</b>	<b>Duration</b>
1	33.3 %	Markets and Market Failure (Section 1)	2 hours
2	33.3 %	The National and International Economy (Section 2)	2 hours
3	33.3 %	Economic principles and issues (Sections 1& 2)	2 hours

### **Is there anything else I need to know ?**

- **What is Economics all about?**

Economics is concerned with allocating scarce resources in the most efficient way. Think of your choices about how you spend your money or the choice you make to spend your time doing homework rather than getting a part time job! By learning about economic principles and concepts you will be able to analyse and explain why businesses and individuals react in certain ways when faced with various situations.

- **Why would you find it interesting or rewarding?**

You can relate the study of Economics to many topical or world events in the news. You will learn to apply your knowledge to appreciate the Microeconomic effects (the effects on individuals/firms) and the Macroeconomic effects (the effects on the Economies of countries as a whole) of shocks such as natural disasters, wars or new government legislation. Your appreciation of the world around you will change and your awareness of international events and current affairs, crucial in shaping a successful academic approach at A-level and beyond, will be one of the many advantages gained in your study.

- **Related subjects**

Subjects related closely to the study of economics at Notre Dame include Geography, Politics and Business Studies. Maths, English and ICT skills are all required to perform well.

- **Related degrees**

Economics opens the door to the degree level study of Economics, Business Management, Accounting and Finance, Marketing, PR, Human Resources and many business related degrees.

- **Related careers**

Business Management, Management and Financial Accounting, Marketing, the Financial Markets, Banking, Economic Analysis, Purchasing, Journalism and many more.

# English Language

(Exam Board: AQA)



## Subject Leader:

Mrs J King/Mrs C Scriven

## What do I need?

Students should have a grade 5 or above in English Language and Literature GCSE.

## What will I learn and how will I be assessed?

The A level specifications cover knowledge and understanding of the following areas:

<u>Year 1:</u>	<u>Year 2:</u>
<ul style="list-style-type: none"> <li>• Language methods</li> <li>• Language meanings and representations (spoken, written and multimodal texts)</li> <li>• Language Varieties (sociolects and dialects)</li> <li>• Directed Writing (on attitudes to language, e.g. write an opinion article)</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation</li> <li>• Original Writing and Commentary</li> <li>• Language Change (from 1600)</li> <li>• Ethnicity</li> <li>• World Englishes</li> <li>• Child Language Acquisition</li> </ul>

- Language methods to assist with the systematic study and analysis of language include: phonology, phonetics and prosody, lexis, grammar, graphology, discourse, pragmatics and semantics.

## A Level – How will I be assessed?

### Paper 1: Language, the Individual and Society

#### What's assessed:

- Textual variations and representations
- Children's language development (0-11 years)
- Methods of language analysis are integrated into the activities

**Method of Assessment:** written exam: 2 hours 30 minutes

- 100 marks
- 40% of A-level

### Paper 2: Language Diversity and Change

**What's assessed:**

- Language diversity and change
- Language discourses
- Writing skills
- Methods of language analysis are integrated into the activities

**Method of Assessment:** written exam: 2 hours 30 minutes

- 100 marks
- 40% of A-level

**Non-exam assessment: Language in Action****What's assessed:**

- Language Investigation
- Original Writing and Commentary
- Methods of language analysis are integrated into the activities

**Method of Assessment**

- Word count: 3,500
- 100 marks
- 20% of A-level
- Assessed by teachers
- Moderated by AQA

**Tasks** - Students produce:

- a language investigation (2,000 words excluding data)
- a piece of original writing and commentary (1,500 words total)

**Is there anything else I need to know?**

- Key skills developed through studying English Language. These specifications provide opportunities for developing and generating evidence for assessing the following key skills: - Communication, IT, Working with Others and Improving Own Learning and Performance.
- Other subjects which combine well with this subject are English Literature, Sociology, Psychology, Health and Social Care, Art, History, Drama, Music and Government and Politics, as well as languages.
- There are over 1,700 degree programmes in English and the following are some of the other courses which list A level English as a preferred or required subject: - Law, Journalism, American Studies, Creative Writing, Cultural Studies, Film Studies, Media, Theatre Studies.

# English Literature



(Exam Board: AQA Specification B)

## Subject Leader:

Mrs J King/ Mrs C Scriven

## What do I need?

Students should have a grade 5 or above in English Language and Literature GCSE.

## What will I learn and how will I be assessed?

### A Level

#### Unit 1A: Literary Genres: Aspects of Tragedy

Written Exam: 2 hour 30 minutes      Closed book

Weighting: 40% of A Level

Three texts for study: *Othello*, *Death of a Salesman*, Keats poetry

#### Unit 2B: Texts and Genres: Elements of Crime Writing

Written Exam: 3 hours      Unseen and Open book

Weighting: 40% of A Level

Three texts for study: *Hamlet*, *Atonement*, *The Rime of The Ancient Mariner*

#### Non-exam assessment: Theory and independence (Coursework)

Weighting: 20% of A Level

There is a minimum of three texts for study including one pre-released anthology of critical writing which students apply to their chosen prose and poetry texts.

Students produce a portfolio of two essays (one based on poetry and one based on prose), each 1250 -1500 words, each responding to a different text and linking to a different aspect of the Critical Anthology

Tasks are set internally.

## Is there anything else I need to know?

- Key Skills are developed through studying English Literature. Opportunities for candidates to demonstrate competence in the key skills of Communication, Information Technology and Improving Own Learning are signposted in the Key Skills Appendix.

- Other subjects which combine well with this subject are English Language, Art, History, Drama, Politics, and languages.
- There are over 1,700 degree programmes in English and the following are some of the other courses which list A level English Literature as a preferred or required subject: - Law, American Studies, Creative Writing, Cultural Studies, Film Studies, Media and Theatre Studies.
- **English Literature is listed by the Russell Group universities as one of the facilitating subjects which therefore gives the A Level more weight on an UCAS application.**

## Further Mathematics

(Exam Board: Edexcel)



**Subject Leader:**

Mr M Roden

### **What do I need?**

Further Maths is an additional A Level in maths, so students have to have already chosen Maths as one of their A Levels. Parts of Further Maths are genuinely more challenging than A Level, so students who wish to start the Further Mathematics courses are expected to have at least a grade 7 in Mathematics at GCSE.

### **What will I learn?**

Half of the course is focussed further topics of Pure Mathematics. The remainder of the course is made up of optional content in Pure Mathematics, Statistics, Mechanics and Decision Mathematics (the maths of algorithms).

### **How will I be assessed?**

There are 4 exams of 1 ½ hours. Two exams in Pure Mathematics and the other two depending on which strands (see above) have been covered.

### **Is there anything else I need to know?**

Further Maths is essential for any student wishing to study maths at a top University and very desirable for degrees in Physics and Engineering. It's not too early to do some research into degree courses!

# Geography

(Exam Board: Edexcel)



**Subject Leader:**

Mr M Pickup

## What do I need?

It is not necessarily a requirement that you should have studied Geography at GCSE in order to take an A-level course in the subject, although inevitably most students will have done. Several topics covered in the course are developments of work covered at GCSE, but others are new. What is more important is that you should have a lively and enquiring mind, an interest in the environment and current affairs, a willingness to explore new ideas and an ability to communicate your ideas effectively.

Those students who have studied GCSE Geography will find that the material and the skills they have learned will prove a valuable foundation for further studies at this level. **If you have studied Geography at GCSE you should have achieved at least grade C or a 4 in the new GCSE measurements. If you have not studied Geography previously we will look at your GCSE grade attainment and advise regarding the suitability of the course.**

This course will appeal to those students who: -

- Have an interest in and concern for the environment
- Are interested in current affairs
- Enjoy studying a subject that is relevant to their own lives and experiences
- Want the opportunity to carry out practical work outdoors as well as classwork
- Enjoy independent learning and research, as well as whole class teaching, and group work.
- Want to broaden their A-level studies to cover both 'sciences' and 'humanities'
- Enjoy travel and finding out about new people, places, landscapes and events
- Want to keep their options open – Geography A-level is an appropriate qualification for a very wide range of higher education or career choices.
- Want to keep options open for university applications. Geography is one of the facilitating subjects at A-Level.

During Y12 all students will go on a residential fieldwork visit to either Cumbria or the Yorkshire Dales (location TBC). The field course provides the opportunity to study several aspects of the A-level course using real world examples. It also provides the essential fieldwork experience required for the Independent Investigations coursework as well as fieldwork related questions on the other examinations. In recent years we have also been able to offer students the option of participation in overseas field study visits to locations such as Iceland, The Amalfi Coast, and Sicily.

## What will I learn?

- What are the forces influencing our natural environment – the landscapes, the plants and animals and the weather and climate?
- What are the issues affecting people and the places where they live? How are cities and the countryside changing? Why are they changing?
- How are people affecting the environment we all live in? What are the opportunities, the challenges and the constraints?
- What are the economic forces that drive the world economy and how they are changing?
- What decisions are being made about the use and management of resources and who makes these decisions?
- An appreciation of current events and world problems such as the effects of natural hazards and the plight of refugees.
- How to plan a fieldwork investigation. The collection of primary and secondary data and how to analyse it in a variety of forms for a coursework investigation.
- Develop the ability to make links and connections across a wide variety of topics.
- Gain experience of all six key skills.

### **How will I be assessed?**

Edexcel GCE Geography

#### **Paper 1 (Paper code: 9GE0/01)**

***Written examination: 2 hours and 15 minutes***

***30% of the qualification***

***105 marks***

#### **Content overview<sup>1</sup>**

- Area of study 1, Topic 1: Tectonic Processes and Hazards
- Area of study 1, Topic 2: Landscape Systems, Processes and Change including Glaciated Landscapes and Change
- Area of study 3, Topic 5: The Water Cycle and Water Insecurity
- Area of study 3, Topic 6: The Carbon Cycle and Energy Security

#### **Assessment overview**

An externally-assessed written examination comprising three sections.

**Section A** relates to Topic 1: Tectonic Processes and Hazards.

**Section B** relates to Topic 2: Landscape Systems, Processes and Change

**Section C** relates to Topic 5: The Water Cycle and Water Insecurity and Topic 6: The Carbon Cycle and Energy Security.

The examination may include short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions. Calculators may be used.

#### **Paper 2 (Paper code: 9GE0/02)**

**Written examination: 2 hours and 15 minutes**

**30% of the qualification**

**105 marks**

### **Content overview<sup>1</sup>**

- Area of study 2, Topic 3: Globalisation
- Area of study 2, Topic 4: Shaping Places – including Regenerating Places
- Area of study 4, Topic 7: Superpowers
- Area of study 4, Topic 8: Global Development and Connections – including Migration, Identity and Sovereignty.

### **Assessment overview**

An externally-assessed written examination comprising three sections.

**Section A** relates to *Topics 3 and 7: Globalisation / Superpowers*.

**Section B** relates to *Topic 4: Shaping Places*.

**Section C** relates to *Topic 8: Global Development and Connections*.

The examination may include short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions. Calculators may be used.

### **Paper 3 (\*Paper code: 9GE0/03)**

**Written examination: 2 hours and 15 minutes**

**20% of the qualification**

**70 marks**

### **Content overview**

The specification contains three synoptic themes within the compulsory<sup>1</sup> content areas:

- Players
- Attitudes and actions
- Futures and uncertainties.

The synoptic investigation will be based on a geographical issue within a place-based context that

links to the three synoptic themes and is rooted in two or more of the compulsory content areas.

### **Assessment overview**

An externally-assessed written examination. A resource booklet will contain information about the geographical issue.

Sections A, B and C all draw synoptically on knowledge and understanding from compulsory content drawn from different parts of the course.

The examination may include short open, open response and resource-linked questions. The examination includes 8-mark, 18-mark and 24-mark extended writing questions. Calculators may

be used.

**Coursework: Independent Investigation (9GEO/04)*****Non-examined assessment******20% of the qualification******70 marks*****Content overview**

- The student defines a question or issue for investigation, relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification.
- The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data.
- The fieldwork, which forms the focus and context of the individual investigation, may be either human, physical or integrated physical-human.
- The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.
- Students will be expected to show evidence that they have used both quantitative and qualitative data to support their independent investigation as appropriate to the particular environment and/or location.

**Assessment overview**

- The investigation report is internally assessed and externally moderated.
- The student will produce a written report of 3000–4000 words.

**Is there anything else I need to know?**

If you have studied Geography you will have the following advantages: -

- You will have developed skills such as using maps, photographs and diagrams, explaining your ideas clearly to others.
- You will be aware of events around you and appreciate that people have different views and there are different solutions to issues.

Career options with Geography include jobs which involve: -

- Using maps and data
- Knowing about the environment
- Making decisions about location
- Sustainable management of resources and environments
- Working with people

Examples: -

- Air traffic controller, archaeologist, architect, cartographer, civil engineer, conservationist, estate agent, environmentalist, farm worker, financial adviser, foreign correspondent, geologist, geophysicist, GIS technician, graphic designer, holiday rep, hotel manager, hydrologist, landscaper, meteorologist, outdoor pursuits supervisor, peacekeeper, planner, social worker, surveyor, taxi driver, teacher, transport manager, translator and travel agent.

For further information about why Geography is a sound career choice and to read biographies of geographers, visit the Geographical Association website, which includes a link to The Royal Geographical Society (with IBG) website.

## Level 3 Health and Social Care (Single Award)

**Extended Certificate in Health and Social Care (equivalent to one A-Level)**

**Exam Board: OCR Cambridge Technical**



**Subject Leader: Mrs A Sandhal**

### What do I need?

This course is designed to integrate practical work-related learning with theoretical application. If you are interested in a career in Nursing, Social Work, Care, Early Years sector or other health and social related professions then this course is a fantastic choice! Our range of work placements offer students invaluable opportunities to gain real life experience with working with people within the different sectors of care.

### What do I need?

You should be a student who:

- Has a good record of meeting deadlines so that you do not fall behind with coursework
- Is interested in working with people in a caring or teaching role
- Enjoys learning more about yourself and people around you
- Can research independently to produce assignments of a very high standard
- Shows commitment to written tasks and therefore has a strong written skills
- Has a natural caring attitude towards others showing patience, tolerance and respect
- Enjoys discussion and practical, student centred learning

**Please note that you should be confident with biology as there is a 2 hour exam in Year 13 about Anatomy and Physiology. This counts towards 25% of the course grade for the Single Award.**

### What will I learn?

The Level 3 Health and Social Care course looks at the Health, Social Care and Early Years sectors. The course provides knowledge and understanding needed for careers working with people such as teaching, nursing, occupational therapy, physiotherapy, social work, police and many others in health and social care.

### Units covered:-

In Year 12 you will cover three mandatory units:

Unit 1: Building Positive Relationships in Health and Social Care

Unit 2: Diversity and Rights in Health and Social Care

Unit 3: Health, Safety and Security in Health and Social Care

In Year 13 you will cover one mandatory unit and two further optional units:

Unit 4: Anatomy and Physiology for Health and Social Care

Unit 17: Supporting people with Mental Health Conditions

Unit 24: Public Health

### How will I be assessed?

Assessment is approximately **60% examination and 30% coursework.**

### Health and Social Care course structure

	Year 1 Units	Assessment	Points value
These three units will complete the Level 3 Certificate (equivalent to one AS Level)	Unit 1: Building Positive Relationships in Health and Social Care	Coursework	60
	Unit 2: Diversity and Rights in Health and Social Care	Exam	60
	Unit 3: Health, Safety and Security in Health and Social Care	Exam	60
	Year 2 Units	Assessment	Points value
These three units will complete the Level 3 Extended Certificate (equivalent to one A-Level)	Unit 4: Anatomy and Physiology for Health and Social Care	Exam	90
	Unit 17: Supporting people with mental health conditions	Coursework	60
	Unit 24: Public Health	Coursework	30

### Is there anything else I need to know?

This subject combines well with subjects such as English Language and other Social Science subjects such as Sociology and Psychology as well as Biology as 25% is assessed on the Human Body. Past students have gone on to study apprenticeships or gone to university. They have followed programmes in nursing, teaching, early years, social work, youth work and special needs teaching. Some have been employed in Health and Social Services working at all different levels from health or social care assistants, to hospital technicians. For further information see [www.ocr.co.uk](http://www.ocr.co.uk) Cambridge Technical Level 3 in Health and Social Care 2016 Suite. Also see [www.surestart.co.uk](http://www.surestart.co.uk), [www.bbc.co.uk/health/](http://www.bbc.co.uk/health/), [www.communitycare.co.uk](http://www.communitycare.co.uk).

## History

(Exam Board: AQA)  
Linear September 2018



### Subject Leaders:

Mr M. Robinson, Mrs E Burrows

**Subject Teachers:** Mr Dowdeswell, Mr Scriven, Mrs Shields, Mr Saunders

### What do I need?

**This course does not require a GCSE in history.** If you have studied History at GCSE, you should have achieved **at least a grade 4** as this will enable you to access the course content and demands. The subject is highly literate and students must be prepared to read, write and discuss in great length and detail.

The following personal qualities are essential:

- An enquiring mind.
- A willingness to become involved in debate.
- A commitment to read widely round the subject.
- A capacity for hard work.
- A determination to achieve.
- Very good literary skills, the ability to make good notes and write analytical essays.

Students are expected to take an active role in many lessons and prepare and lead discussions.

### What will I learn?

The course provides an opportunity to study a period of British and European history in depth and breadth.

#### **Paper 1: Stuart Britain and the Crisis of Monarchy, 1603–1702**

This paper looks at the changing nature of the monarchy from 1603-1702 and ends with the development of the modern British state. You will explore such events as the English Civil Wars, the regicide of Charles I and the rule of Oliver Cromwell. You will gain key understanding of the impact of a monarch's personality on their style of rule, religious conflicts and also the changing relationship between Crown and Parliament across the period with the ability to analyse the development of Parliamentary power.

You will consider questions such as:

- How far did the power of the monarchy change?
- To what extent and why was power more widely shared during this period?
- Why did conflicts between Crown and Parliament develop?

### **To be studied in Year 12**

#### **Part One: Absolutism Challenged: Britain, 1603–1649**

- Monarchs and Parliaments, 1603–1629
- Revolution, 1629–1649

### **To be studied in Year 13**

#### **Part Two: Monarchy restored and restrained: Britain, 1649–1702**

- From Republic to Restored and Limited Monarchy, 1649–1678
- The Establishment of Constitutional Monarchy, 1678–1702

#### **Paper 2: France in Revolution. 1774 -1815.**

This paper provides an in-depth study of a key period of history, which was to change the relationship between the ruler and the governed, not only in France but throughout Europe and, in time, the wider world. **The French Revolution is one of the most important events in history and a great watershed moment that marked the beginning of modern European History.** A Study of France in Revolution embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution.

### **To be studied in Year 12**

#### **Part one: the end of Absolutism and the French Revolution, 1774 - 1795**

- The origins of the French Revolution, 1774 – 1789
- The experiment in constitutional monarchy, 1789-1792
- The emergence and spread of the Terror, September 1792-1795

### **To be studied in Year 13**

#### **Part two: the rise of Napoleon and his impact on France and Europe, 1795-1815**

- The Directory and Napoleon's rise to power, 1795-1799
- The impact of Napoleon's rule on France, 1799-1815
- The impact of Napoleon's rule on Europe, 1799-1815

**How will I be assessed?**

**A level is assessed using the following Assessment Objectives (AO):**

- **AO1: Knowledge and understanding of the period and ability to analyse key historical concepts** (cause and consequence, change and continuity, similarity and difference, and significance of historical events)
- **AO2: Analysis and Evaluation of primary source material**
- **AO3: Analysis and Evaluation of the interpretations of historians**

**Students will set two exams and submit a 3000 word essay known as the NEA**

**Paper 1 Assessment - Stuart Britain and the Crisis of Monarchy****Assessed**

- 2 hours 30 minutes written exam
- Three questions (one compulsory)
- 80 marks
- 40% of A-level

**Questions**

- Two sections
- Section A – one compulsory question linked to historical interpretations (30 marks)
- Section B – two from four essays (2 x 25 marks)

**Paper 2 Assessment - France in Revolution****Assessed**

- 2 hours 30 minutes written exam
- Three questions (one compulsory)
- 80 marks
- 40% of A-level

**Questions**

- Two sections
- Section A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks)
- Section B – two from three essays (2 x 25 marks)

**Component 3 Assessment - Non-Examined Assessment (NEA)**

A personal study based on a question of student's choice looking at the history of French Monarchy in the 17<sup>th</sup> Century, during the reign of kings Louis XIII and Louis XIV.

**Assessed**

- 3000-3500 words
- 40 marks
- 20% of A-level
- marked by teachers
- moderated by AQA

## Mathematics

(Exam Board: Edexcel)



### Subject Leader:

Mr M Roden

### What do I need?

Students who achieve a grade 7 or higher are more likely to be prepared and able to access the A level course. Students who achieve Grade 6 at higher level are likely to need more preparation to cope with the transition between GCSE and A level and will be expected to commit more time outside of lessons, especially in the first term. All students need to be particularly familiar with algebra and confident in solving all types of linear equations, simultaneous equations and quadratics. However, all students applying to study A level will be expected, to complete a series of transition work in the summer prior to the start of term. This work will finish with a short interview at the start of the year to ensure students have made a well-informed decision in starting the course.

### What will I learn?

Two thirds of the course is based on Pure Mathematics, covering concepts in Algebra, Calculus, Trigonometry and Geometry. The remaining part of the course works on Statistics (the maths of decision making in the face of uncertainty) and Mechanics (the maths of how to describe the world of forces and motion).

### How will I be assessed?

There are 3 exams of 2 hours, all at the end of Year 13. The first two assess the Pure Mathematics and the final exam assesses the Statistics and Mechanics.

### Is there anything else I need to know?

Mathematics combines well with all the Sciences, Geography, Economics and Music. Maths qualifications are highly valued by both those in Higher Education and employers too.

# Modern Foreign Languages

(French, Spanish)

(Exam Board: AQA)



## Subject Leader:

Mrs E. Greenwood-Quy

## What do I need?

We offer A-levels in French and Spanish to those students who have completed a GCSE course. We recommend a grade 6 or above at GCSE in the language you will be studying.

## What will I learn?

**A-level.** This is a two year course, based around the core topics studied: Social Issues and Trends, Political and Artistic Culture, and grammar. A-level also involves the in-depth study and analysis of a literary text and a film. All four linguistic skills: listening, reading, speaking and writing are studied and assessed, allowing students to become very confident in their use of the foreign language topics.

Modern Language A-levels combine well with any other subject at Notre Dame High Sixth Form and complement a well-balanced education. The course develops essential skills of communication and is an ideal option for students who have an enthusiasm for language learning and a willingness to participate in discussions and debates. Reading and researching contemporary resources, such as newspaper articles, the internet and video-clips, forms an integral part of the course. If you prefer working in smaller groups, there will be opportunities to practise speaking with a language assistant. There are opportunities for students who are interested in travelling abroad to take part in study visits or work experience.

## How will I be assessed?

A LEVEL Examination		
<b>Paper 1</b>		
2½ hours	Reading & Listening comprehension, Writing. Translation into English Translation into Spanish/ French	50% of total A-level
Content:		
Current trends and issues studied		
Spanish/French culture & political life		

Grammar		
<b>Paper 2</b> 2 hours	Writing	20% of total A level
Content: Extended critical & analytical essays on one text AND one film or two texts		
<b>Paper 3</b> 21-23 minutes ( including 5 minutes preparation time)	Speaking	30% of total A-level
Content: Stimulus card based discussion on a sub-theme. Presentation and discussion of Individual Research Project Examination conducted by visiting or teacher examiner		

### Is there anything else I need to know?

- An A-level in a language is an essential qualification for students wishing to pursue their study of foreign languages in Higher Education.
- Taking an A-level in a foreign language is not restricted to people who want to go on to university to study languages or other arts subjects. Many Higher Education courses now contain a language module and this is becoming a popular option or even a requirement.
- Students of other disciplines e.g. Medicine, are finding that some university departments prefer students with post-GCSE foreign languages. Study of a modern foreign language at A-level also enables you to take advantage of the many opportunities in Europe and beyond.
- Linguistic skills can enhance career and employment prospects both at home and abroad due to the increased trade and business communication across continents.

Whatever your future holds, you will need to be able to communicate with people at all levels, not only about professional matters, but also on a social level. A language qualification could be your trump card, so why not study languages at Advanced level?

# Music

(Exam Board: AQA)



## Subject Leader:

Mr A E A Ward

## What do I need?

The course is suitable for those who have an enthusiasm for creating (performing and composing) and listening to different styles of music and who wish to broaden their experience and enhance their understanding of both live and recorded music.

**Normally students beginning the course will have taken GCSE Music and have achieved a grade 6 or higher.** Exceptionally, students without a GCSE in Music, who are excellent performers, read music fluently and have a good general knowledge of music, may, at the discretion of the Head of Department, be permitted on the course. **You will need to be capable of playing or singing music to the level of at least Grade 5 by the end of the AS course and at least Grade 7 by the end of A2 to access the highest marks.**

## What will I learn?

You will improve your skills in performing and composing in a wide range of styles. You will listen to a wide variety of music and develop a more informed appreciation of how and why it was written and /or performed. The course continues to develop your musical skills and knowledge in relation to the core activities of listening and appreciation, composing and performing.

## **AS Level**

At this level you will develop a more sophisticated understanding of the organisation of sounds, the context of music, and musical styles and genres. You will create musical ideas with greater technical control and expressive understanding, making creative use of musical devices, conventions and resources. You will give two performances of your own choice of music at Grade 5 standard or above. These can be solos, ensembles and / or technology based performances. You may perform your own compositions.

**Unit 1** (Appraising Music) covers the exploration and application of musical language and context through the investigation of pieces of Western Classical Music and Jazz from the 1920s. This unit is worth 40%.

**Unit 2** (Performing) includes two performances from within the categories of solo, ensemble and technological performance. The minimum grade at AS level is Grade 4, but to access the higher marks Grade 5 or above is required. A total of 6 minutes is required at this level. This unit is worth 30%.

**Unit 3** (2 Compositions) offers a choice of either compositional techniques or free composition / pastiche composition or arranging music in response to a brief set by the examination board. This unit is worth 30%.

### **A Level**

The skills and knowledge developed at AS Level are continued to higher levels in A2.

**Unit 4** (Appraising). There are seven areas of study:

1. Western classical tradition 1650–1910 (compulsory)
2. Pop music
3. Music for media
4. Music for theatre
5. Jazz
6. Contemporary traditional music
7. Art music since 1910.

Students **must** study Area of study 1: Western classical tradition 1650–1910 and choose **two** from Areas of study 2–7. (e.g we would carry on the JAZZ covered in Y12 and also study AOS 3 )This unit is worth 40%.

**Unit 5** (Performing) includes a choice of performing as a soloist or performing using music technology or a combination of the two. The minimum grade at A2 is Grade 5 but to access the higher marks Grade 7 or above is required. A total of 10 minutes of playing time is required. This unit is worth 35%.

**Unit 6** (2 Compositions) offers a choice of either compositional techniques or free composition / pastiche composition or arranging music in response to a brief set by the examination board. This unit is worth 25%. Typically in Y12 students would finish the free choice composition and in Y13 undertake the composition set by the board.

### **Is there anything else I need to know?**

Subjects such as English, Modern Languages, History, Art, Theatre Studies and vocational courses in Media Studies or Performing Arts complement GCE Music very well. Some students choose to combine GCE Music with Physics or Mathematics so that they can apply for higher education courses in Music Technology.

The Advanced GCE qualification is a gateway to further study for a first degree or diploma at a music college, university or conservatoire. It may also provide a useful starting point for a career in the music industry, the media, arts management, teaching and the theatre.

# Physical Education

(Exam Board: AQA)



**Subject Leader:**

Ms J Nicholls

## What do I need?

You need GCSE PE or equivalent at grade C ( **level 4** ) or above if studied before. Standard entry requirements if not. Some topics will be taught practically to enhance understanding. They will also as part of the final mark be assessed in their ability to analyse and evaluate a physical activity as a performer and/or in an adopted role/s as an official or coach. It is an entry requirement that students take part in a competitive activity outside of school which is listed on the syllabus. **Students must be able to video this performance.**

## What will I learn?

The Course involves the exploration of a wide range of topics relating to sport including:

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](#)

## How will I be assessed?

	<b>Paper 1: Factors affecting participation in physical activity and sport</b>	<b>Paper 2: Factors affecting optimal performance in physical activity and sport</b>	<b>Non-exam assessment: Practical performance in physical activity and sport</b>
<b>What's assessed</b>	Section A: Applied anatomy and physiology Section B: Skill acquisition Section C: Sport and society	Section A: Exercise physiology and biomechanics Section B: Sport psychology Section C: Sport and society and technology in sport	Students assessed as a performer or coach in the full sided version of one activity. Plus: written/verbal analysis of performance.
<b>How it's assessed</b>	<ul style="list-style-type: none"> <li>• Written exam: 2 hours</li> <li>• 105 marks</li> <li>• 35 % of A-level</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam: 2 hours</li> <li>• 105 marks</li> <li>• 35 % of A-level</li> </ul>	<ul style="list-style-type: none"> <li>• Internal assessment, external moderation</li> <li>• 90 marks</li> <li>• 30 % of A-level</li> </ul>

Questions	<ul style="list-style-type: none"> <li>•• Section A: multiple choice, short answer and extended writing (35 marks)</li> <li>•• Section B: multiple choice, short answer and extended writing (35 marks)</li> <li>•• Section C: multiple choice, short answer and extended writing (35 marks)</li> </ul>	<ul style="list-style-type: none"> <li>Section A: multiple choice, short answer and extended writing (35 marks)</li> <li>•• Section B: multiple choice, short answer and extended writing (35 marks)</li> <li>•• Section C: multiple choice, short answer and extended writing (35 marks)</li> </ul>	
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### Is there anything else I need to know?

Students wishing to enter careers related to Sport could combine this subject with Mathematics and/or Science subjects such as Biology for entry to Sports Science degrees. Other relevant subjects include Psychology, Sociology, Business, Geography and English.

# Philosophy, Religion and Ethics

(Exam Board: Eduqas)



**Subject Leader:** Mr J Neal

**We study the Eduqas Examination Board Specification for Religious Studies at A Level.**

## What do I need?

Where students have studied Religious Studies before, they need to have achieved a Grade 4 at GCSE. Where Students have not studied Religious Studies at GCSE a grade 4 in English as well as good literacy skills are necessary. Most importantly students need to display: -

- An open mind
- A willingness to learn
- The ability to consider more than one point of view
- Commitment towards good attendance
- The ability to meet deadlines

## What will I learn and how will I be assessed?

The course is based on three components

Components	Themes	Percentage	Assessment
<b>1. A Study of Religion: Christianity (Option A)</b>	Religious figures and sacred texts	33.3%	2 hour exam 2 essay style questions made up of 2 parts (some choice)
	Religious concepts and religious life		
	Significant social and historical developments in religious thought		
	Religious practices and religious identity		
<b>2. Philosophy of Religion</b>	Arguments for the existence of God	33.3%	2 hour exam 2 essay style questions made up of 2 parts (some choice)
	Challenges to religious belief		
	Religious experience		
	Religious language		
<b>3. Religion and Ethics</b>	Ethical thought	33.3%	2 hour exam
	Deontological ethics		

	Teleological ethics		2 essay style questions made up of 2 parts (some choice)
	Determinism and free will		

### **Is there anything else I need to know?**

What subjects does Philosophy, Religion and Ethics go well with?

- With **Sciences**: the Religious Studies course looks at medical, environmental and animal ethics, the Big Bang, Evolution, Miracles and Creationism. You will also need to develop the ability to evaluate different hypothesis.
- With **History, English and Politics**: In Religious Studies you will be required to use sources and texts, develop essay writing skills, formulate arguments, analyse and evaluate and use evidence. You will also develop understanding of the role of religion in society, immigration, capital punishment, nuclear weapons and freedom.
- With **Psychology & Sociology**: In Religious Studies you will investigate what Psychology and Sociology say about: Belief in God, Religious Experience, sexuality and evil and suffering
- With **Health and Social Care**: In Religious Studies you will study about social Responsibility and the principle of 'the greatest good for the greatest number of people; Situation Ethics and the principle of 'Agape' (selfless love); Christian teachings about caring for the poor and the weak; the role of religion in society.

### **What about Universities - how do they view Religious Studies?**

Universities are very keen on students who have Religious Studies A Level because: -

- 25% of Oxford entrants have studied philosophy, ethics and religion
- Of the range of skills you learn (analysis, evaluation, essay writing, debating, presenting, hypothesising and criticising.)
- Of the topics covered e.g. morality, science, philosophy, psychology, logic, freedom, feminism, atheism, pluralism and the meaning of life.

### **Which degree subjects is it particularly useful for?**

With the skills you will develop on the course a whole range of subjects will be open to you including; Theology, Religious Studies, Law, Medicine, Bio-medical Sciences, Politics, Sociology, History, Psychology, English.

# Photography

(Exam Board: AQA)



## What do I need?

Most students will be expected to have achieved **at least grade 4** in GCSE Art & Design, Photography or a related subject as an entry requirement for the course.

## Student Profile:

As a prospective student of Advanced Level Photography you will be a person who loves to explore ideas and capture images. You will be proactive; seeking out articles and exhibitions that help you learn about contemporary photography and develop your own creative projects.

You will need to be hard working and well-organised to achieve the standards of practical and theoretical work required for A Level. If you bring the effort and enthusiasm, we will support your efforts and champion your ideas you all the way!

## What will I learn?

### Coursework Portfolio:

The course will be delivered with A Level Art and Design with which it shares the same assessment framework and course Structure. We anticipate that there will be a good creative interplay that will enrich both our Art and Photography courses.

After an introductory foundation project, students will commence a Personal Investigation exploring self-identified themes and subjects and engaging in experimentation and development work towards a final presentation. The practical work is accompanied by a Personal Study; an extended essay in which students research photographer's work and develop their understanding of their own practise.

### External Assignment:

Students respond to one of a set of themes and starting points provided by the exam board. After a ten week preparatory period students sit a 'supervised assessment' of ten hours in which they prepare their final presentation.

## How will I be assessed?

Assessment Structure:

Coursework Portfolio: 60%

External Assignment: 40%

## Physics (Concept Led)

(Exam Board: Edexcel)



**Subject Leader:** Dr T Bruce

### What do I need?

You should have studied GCSE Combined Science or Physics and achieved a minimum grade 6 in Physics for Triple award or a minimum grade 6-6 for Combined science. GCSE Maths needed (at least grade 5).

### What will I learn?

At Notre Dame we follow the concept-led approach (led by theory, with context built in through-out). The first year is made up of five units

#### Topic 1: Working as a Physicist

This is not a discrete topic but is covered throughout the course. You will learn about quantities and their units and how to plan, carry out and evaluate experiments. You will also learn how to communicate your knowledge and understanding of physics to others

#### Topic 2: Mechanics

In this topic we will explore equations of motion, about vector quantities including forces and Newton's laws of motion. We will also cover concepts such as momentum and how to calculate energy and use this to predict motion.

#### Topic 3: Electric circuits

This topic consists of understanding and using quantities such as charge, current, voltage, resistance and power in a variety of circuits and components. We will explore what is happening in electric circuits at a particle level and use this knowledge to make calculations and predictions about circuits and components.

#### Topic 4: Materials

This topic includes a looking at drag forces in fluids and the practical applications and implications of these forces. We will go on to study material behaviour and properties including how materials respond to compression and tension

#### Topic 5: Waves and Particles

In this topic we will types of waves and the properties of waves. We will understand and explain applications such as lenses and polarising filters. We will go on to look at how the particle model of light was developed and how this understanding can be used in practical applications.

## Year 2

In the second year you study a further eight units: further mechanics, electric and magnetic fields, nuclear and particle physics, thermodynamics, space, nuclear radiation, gravitational fields and oscillations.

**Experimental Physics.** Students will carry out 16 required practicals, 8 in your first year and 8 in your A2 year. Whilst these do not form part of your final grade, these must be completed to the required standard in order to complete the course and understanding will be assessed in Paper 3 at the end of the second year.

### How will I be assessed?

Unit	Method of assessment	Value	When it is assessed
Paper 1 Advanced I Topic 2 and 3 <b>plus</b> topics 6, 7 and 8 from year 2	Exam (1hour 45 mins)	180	May/ June 2019
Paper 2 Advanced II Topics 3 and 4 topics 9, 10, 11, 12 and 13 from year 2	Exam (1hour 30 mins)	180	May/June 2019
Paper 3 General and Practical Principles All topics	Exam (2 hours 30 mins)	240	May/June 2019
Total		600	

### Is there anything else I need to know?

- You are the same age as the Universe. The fundamental particles, which make up the atoms in your cells, were made in the Big Bang.
- The Galaxy is a hundred thousand light years across. The most energetic cosmic ray particle yet discovered seems to itself to take 30 seconds to cross it.
- 60 billion neutrinos pass straight through each square centimetre of your bodies each second.
- Moving ions change the electrical potential of your heart cell membranes by about 140mV and your heart beats.
- A-level in Physics will suit anyone with an interest in understanding the physical world that surrounds them.

### Other Information

Physics is usually taken with Mathematics and another Science such as Chemistry. Other possibilities include Music, Geography, ICT and Modern Foreign Languages.

Studying Physics helps to develop:

- Numerical skills
- Problem solving
- Analysis and interpretive skills
- Communication – written, visual and verbal
- Research skills
- Computing skills

## Politics

(Exam Board: AQA)



**For teaching from September 2017 onwards and A level examination 2019 onwards.  
An AS qualification is also available.**

Full details of the assessment and syllabus content:

<http://filestore.aqa.org.uk/resources/politics/specifications/AQA-7152-SP-2017.PDF>

### What do I need?

- **Grade 4 or above in English Language**
- An interest in current events
- No prior politics knowledge/qualification needed to start the course

### Politics – A Student Guide

This course is particularly suitable for students who want to study Economics, History, Sociology and English. It may also appeal to students who wish to study Government and Politics, History or Law at a higher level.

### What type of student enjoys this course?

A-level Politics is a good choice for students considering a career in many professions, or those who simply want to understand how the UK's government works. Politics goes well with Economics, History, Sociology and English. Politics does not just appeal to Social Science students, however: increasingly Science, Maths, Art and Drama students have enrolled to study Politics, giving them a broader perspective on the world. However, Politics is a valuable qualification for all students. Young people moving into professional roles need a sound understanding of how our society operates and how they can be empowered within it.

Politics provides you with the chance to study a new subject at Advanced Level. It is a fast moving subject, where history in the making is studied on a day to day basis. Students monitor political events on a daily basis and use them to explore and understand political language, concepts and systems.

### Assessments

#### Paper 1

**What's assessed - Government and politics of the UK**

**How it's assessed**

- Written exam: 2 hours
- 77 marks
- 33⅓ % of A-level

Questions A mixture of medium length 'explain' and essay style questions.

**Paper 2****What's assessed - The Government and politics of the USA and Comparative Politics****How it's assessed**

- Written exam: 2 hours
- 77 marks
- 33⅓ % of A-level

Questions A mixture of medium length 'explain' and essay style questions.

**Paper 3****What's assessed - Political ideas****How it's assessed**

- Written exam: 2 hours
- 77 marks
- 33⅓ % of A-level Questions A mixture of medium length 'explain' and essay style questions.

**Subject Core Content****Paper 1 Government and politics of the UK**

- The nature and sources of the British Constitution
- The structure and role of Parliament
- The Prime Minister and Cabinet
- The Judiciary
- The politics of the UK
- Elections and referendums
- Political parties
- The European Union

**Paper 2 The Government and politics of the USA and Comparative politics****Government and politics of the USA**

- The constitutional framework of US government
- The legislative branch of government
- The executive branch of government
- The judicial branch of government
- The electoral process and direct democracy
- Political parties
- Pressure groups
- Civil rights

**Comparative politics of the UK and USA**

Students will study the following three theoretical approaches to the study of comparative politics:

- structural • rational • cultural
- constitutional arrangements
- their nature (codified/uncodified)
- similarities and differences between the devolution model in the UK and the federal model in the USA
- the legislatures

- the executives
- judiciaries
- electoral and party systems
- pressure groups
- protection of civil rights

### **Paper 3 Political ideas**

Students will study four ideologies.

- Liberalism
- Conservatism
- Socialism
- Feminism (to be confirmed)
- Nationalism (to be confirmed)

### **Government and Politics at Notre Dame – A Student Perspective**

#### **(Applying for English and Philosophy at Durham)**

It provides a greater understanding of current affairs, allowing for greater debate, engagement and reflection; a compelling reason to keep up to date with the news. Teaches good writing skills- how to construct a solid essay to a question - introduction, argument and conclusion - and the logical steps in between. ***Possibly the subject that is most involved with daily life***; easy for the lines to blur between lessons and reality. Gives students a good grounding in the political history of the UK and the forces that have shaped contemporary politics. This provides the right information for a justified assessment of divisive figures like Thatcher who are championed and disparaged in almost equal measure. ***Good mix of ideology, economics and history.***

#### **(Applying for a Games Design course at Sheffield Hallam)**

Very good subject, helps to give you a much bigger understanding on what is going on in government and in the news. Will clearly help with later life when it comes to actually participating in politics through election, by helping you to understand issues and making sure you make to right choices. ***Also helps overwhelmingly in History if you do that as a subject because both subjects help for better understanding of the other, and adds a level of complexity to both subjects by showing the Politics involved in History and the History within Politics.***

#### **(Applying for Law at Nottingham)**

The investigation of contemporary issues and current affairs, as well as a look into significant historical movements and issues provides the subject with a broad spectrum of interesting content. Learning in particular about the political foundations of the United Kingdom is fascinating and especially useful in other subjects such as History; ***many subjects complement the study of Politics very well.***

**(Applying for Geography at Liverpool)**

***Politics has shaped my understanding and appreciation of the world and will help me in my chosen career.*** I am hoping to look for a job dealing with environmental sustainability and progressive development of communities. Politics provides a social perspective to local and global issues and ensures an awareness of where power lies in our system.

**(Applying for Journalism at Newcastle or Birmingham)**

Studying ***Politics has really complemented my interest in studying English Literature and History at University next year; it is very relevant to the two subjects***, they're all interlinked, it has also developed my analysis skill which is essential in English and History.

**(Applying for Biology or Zoology)**

Government and Politics has developed my knowledge and understanding for modern history and has shown me the importance of awareness in current affairs. Politics has enabled me to be aware of the ethical and political issues sciences can bring.

**(Applying for Law at Exeter University)**

Politics was something I thought I would never have an interest in as I always viewed it as dull and aggressive. Studying Politics at A-level changed this for me. You don't need to be Einstein to study it. I now realise that politics is there for anyone who wants to engage in the subject, it's not reserved for just men or the upper and middle classes. I have also been told that it will provide me with a good start to studying Constitutional law in my degree. ***So I think you should give it a chance, it might surprise you when you actually enjoy the subject.***

**Applying for BSc Economics at Durham University. Aspiring economist and banker.**

Having moved from A-level Physics early in Y12, I had high hopes of an interesting, relevant and respected subject in the form of Politics - and it has not disappointed. In my first year, I learnt about the sources of our unwritten constitution as well as elections and voting behaviour. Now going into my second year, I am learning about political ideologies and the US government - possibly the most exciting modules in all of my A-levels. Politics has taught me about the mechanisms of UK and US government, elections and political ideologies. ***It has helped me form my own political stance which is important when debating current events. If you are looking for an interesting, relevant and respected subject, then it is the A-level for you!***

# Psychology

Exam Board: AQA



Subject Leader: Mrs A Sandhal

## What do I need?

Psychology is only taught in the sixth form, therefore ideas and concepts will be unfamiliar. Since 2009 Psychology has been designated as a science subject, therefore students need to be able to tackle scientific concepts and use analytical skills. The course includes aspects of Science (particularly Biology) and Maths in topics such as research methods. Students should be self-motivated, disciplined and ready to explore new and stimulating ideas.

**You should be confident in Maths, Science and English as the qualification has:**

- **Rigorous scientific subject – same assessment objectives used as Biology, Chemistry and Physics from 2016.**
- **25% of the A level assessment consists of research methods, 15% of assessment is on Mathematics.**
- **Essay writing and analytical skills: all exam papers include essay questions requiring scientific knowledge to be thoroughly described and analysed using facts and evidence to structure arguments.**

You should be able to work independently. You should be a confident reader able to read textbooks for information and write detailed but concise answers in exams. You will need to develop the ability to present ideas, supported by evidence, in structured, effective essays and you will need good time management skills.

## What will I learn?

Students study material which is examined in three papers:

### Paper 1: Introductory Topics in Psychology

This covers four of the major areas of psychology, namely social influence (which covers topics such as obedience and conformity), memory, attachment (which covers the relationship between a child, its mother and other caregivers, such as the impact upon the child of attending nursery) and psychopathology (which covers the application of psychological theory to the explanation and treatment of mental health problems).

### Paper 2: Psychology in Context

This covers the major approaches in psychology (for example the work of the behaviourists, Freudian psychology, etc). It also covers the importance of biopsychological ideas to

explaining human behaviour. The research methods commonly used in psychology is also a focus of this paper, although students should note that the theme of research runs through all areas of the course.

**Paper 3: Issues and Options in Psychology**

This covers issues and debates in psychology, such as the nature v nurture debate and the gender / cultural biases present in psychological research and theory. It also covers three option topics of Forensic Psychology, Relationships and Schizophrenia.

**How will I be assessed?**

All three examination papers are 2 hours in duration and use a range of question styles, including multiple choice, short answer questions and extended writing.

**Is there anything else I need to know?**

Psychology is taught as a Science and as such is a useful subject to combine with other Science subjects such as Biology. It can also fit well with any of the other Social Science subjects; Sociology and Health and Social Care. A-level Psychology can lead to a wide range of career possibilities including careers in Medicine, Clinical Psychology, Criminal Psychology, Business Management, Education, Health, Sports and Research.

# Sociology

**Exam Board: AQA**



**Subject Leader: Mrs A Sandhal**

## What is Sociology?

Sociology is the study of society. It is about all kinds of social relationships that people share with each other; in their families, in their schools and in work. It involves the systematic study and explanation of human social life, groups and societies. Sociologists aim to investigate and understand the social world and human behaviour within it. They are particularly interested in understanding the ways in which society influences us and shapes our lives.

In studying sociology, you will be actively involved in exploring and asking questions about the society in which you live. Studying sociology offers you opportunities to gain a greater understanding of society and to make sense of your own experiences within it. Sociology can be both thought provoking and challenging because it forces people to rethink some of their common-sense views and assumptions.

Social theory is important in Sociology. It teaches us that there are no right or wrong answers when it comes to studying the way that people live together. What is important for a sociologist is the ability to evaluate evidence and choose between possible explanations.

## What do I need?

Good grades in English language and literature are helpful when considering studying sociology, but the most important qualification is a sense of commitment and a willingness to work hard at a subject, which can sometimes be difficult to grasp at first.

If you're the type of person who can handle working at a demanding pace, who's not afraid to see the world in a different light and who wants to look deeper into the things we take for granted every day, then sociology is the subject for you!

- **You should be confident in English as there are many essay-based questions to answer in your exam.**
- **You may also benefit from studying a humanities subject such as Philosophy and Ethics, Geography and History as some of the knowledge is cross-curricular.**

You should be able to work independently. You should be a confident reader able to read textbooks for information and write detailed but concise answers in exams. You will need to develop the ability to present ideas, supported by evidence, in structured, effective essays and you will need good time management skills.

**What will I learn?**

Students study material which is examined in three papers:

**Paper 1: Education with Theory and Methods**

**Paper 2: Topics in Sociology (Families and Households and Beliefs in Society)**

**Paper 3: Crime and Deviance with Theory and Methods**

**How will I be assessed?**

All three examination papers are 2 hours in duration and equally contribute to 33.3% of your final A Level Sociology mark. The examinations contain both short and extended writing questions.

**Is there anything else I need to know?**

Sociology is a great if you enjoy literacy, writing essays and debating ideas and considering different viewpoints. It really is a contemporary subject which we are involved in! It can help equip you for further studying and careers in Law, Politics, Health and Social Care and social research for government agencies.