



Yavneh
College
Sixth Form

Yavneh College

Sixth Form

Courses
commencing
September 2023

Contents Page

Sixth Form Pathways	1
Subject Entry Criteria	2
Which Course/s?	5
Vocational Courses	
Extended Diploma / Diploma in Business	6
A-Level Courses	
Art and Design	8
Biology	9
Chemistry	10
Computer Science	11
Economics	12
English Literature	13
Further Mathematics	14
Geography	15
History	16
Ivrit	17
Mathematics	18
Photography	19
Physics	20
Politics	21
Psychology	22
Religious Studies	23
Sociology	24
Additional courses	
Extended Project Qualification	25
Jewish Studies Programmes	
Yahadut Programme and Bet Midrash Track	26-27

Sixth Form Pathways

A-Level Pathway

3 A-Levels

3 A-Levels & EPQ

4 A-Levels (must include Further Mathematics)

Vocational Pathway

Extended Diploma in Business (equivalent to 3 A-Levels)

Blended Pathway

Diploma in Business (equivalent to 2 A-Levels) & either Art, Computer Science, Ivrit or Photography A-Level

Subject Entry Criteria

A-Level Pathways

3 A-Level Programme

To study a 3 A-Level Programme, students must have achieved:

- Grade 9-4 in GCSE English Language or Literature and GCSE Mathematics, in addition to:
- Grade 9-4 in at least 3 additional GCSE subjects.
- In order for the BTEC L2 Grade in Business/Travel and Tourism/PE to count towards one of the 5 pass grades, students must have achieved Grade P2 as this is the equivalent of a GCSE Grade 4.
- Students must also have met the subject entry criteria for the A-Level courses selected.

3 A-Level Programme alongside the EPQ

To study a 3 A-Level Programme, alongside the EPQ students must have achieved:

- Grades 9-8 in 4 GCSE subjects, to include GCSE English Language **and** Literature, in addition to:
- Grade 7 in five additional GCSE subjects.
- Students must also have met the subject entry criteria for the A-Level courses selected.

4 A-Level Programme including A-Level Further Maths

To study a 4 A-Level Programme including A-Level Further Maths, students must have achieved

- Grade 9-8 in GCSE Mathematics, in addition to:
- Grade 9-7 in 6 additional GCSE subjects.
- Students must also have met the subject entry criteria for the A-Level courses selected.

Vocational Pathway

Extended Diploma in Business

To study the Extended Diploma in Business students must have achieved:

- 5 pass grades at GCSE Level (Grades 9-4) to include GCSE English Language **or** Literature **and** GCSE Mathematics.
- In order for the BTEC L2 Grade in Travel and Tourism /PE to count towards one of the 5 pass grades, students must have achieved Grade P2 as this is the equivalent of a GCSE Grade 4.
- Students who have studied the BTEC Level 2 in Business **must** have achieved at least Grade M or higher in order to meet the criteria for this pathway.

Subject Entry Criteria

Blended Pathway

Diploma in Business alongside one A-Level (either Art, Computer Science, Ivrit or Photography)

To study the Diploma in Business & either Art, Computer Science, Ivrit or Photography A-Level, students must have achieved:

- 5 pass grades at GCSE Level (Grades 9-4) to include GCSE English Language **or** Literature **and** GCSE Mathematics.
- In order for the BTEC L2 Grade in Travel and Tourism /PE to count towards one of the 5 pass grades, students must have achieved Grade P2 as this is the equivalent of a GCSE Grade 4.
- Students who have studied the BTEC Level 2 in Business **must** have achieved at least Grade M or higher in order to meet the criteria for this pathway.
- Students must also have met the subject entry criteria for the A-Level course selected.

The subject entry criteria for A-Level courses are provided below.

Art	Grade 6 in GCSE Art.
Biology	Grade 7 in GCSE Biology or Grades 77 in GCSE Combined Science and Grade 6 in GCSE Mathematics and Grade 6 in GCSE English Language or GCSE English Literature
Chemistry	Grade 7 in GCSE Chemistry or Grades 77 in GCSE Combined Science and Grade 7 in GCSE Mathematics.
Computer Science	Grade 7 in GCSE Mathematics and have programming knowledge at least equivalent to that required for a Grade 7 in GCSE in Computer Science
Economics	Grade 6 in GCSE Mathematics and Grade 6 in GCSE English Language or GCSE English Literature
English Literature	Grade 7 in GCSE English Literature and Grade 6 in GCSE English Language
Further Mathematics	Grade 8 in GCSE Mathematics
Geography	Grade 6 in GCSE Geography and Grade 6 in GCSE English Language or GCSE English Literature and Grade 5 in GCSE Mathematics

History	Grade 6 in GCSE History and Grade 6 in GCSE English Language or GCSE Literature
Ivrit	Grade 7 in GCSE Modern Hebrew (Ivrit)
Mathematics	Grade 7 in GCSE Mathematics
Photography	Grade 7 in GCSE Photography.
Physics	Grade 7 in GCSE Physics or Grades 77 in GCSE Combined Science and Grade 7 in GCSE Mathematics. It is recommended that students study A-Level Maths alongside A-Level Physics but not essential.
Politics	Grade 6 in GCSE English Language or GCSE English Literature and Grade 6 in GCSE History (if studied)
Psychology	Grade 6 in GCSE English Language or GCSE English Literature and Grade 6 in GCSE Biology or Grades 66 in GCSE Combined Science and Grade 5 in GCSE Mathematics
Religious Studies	Grade 6 in GCSE English Language Grade 6 in RS iGCSE
Sociology	Grade 6 in GCSE English Language or GCSE English Literature

Important Information

1. Availability of courses is subject to demand.
2. Entry onto courses where the subject entry criteria have not been met will be at the discretion of the Headteacher.
3. For all A-Level subjects the maximum number of students we are able to accommodate per individual class is 25.
4. In a situation where a course is oversubscribed, internal applicants who meet the above minimum course requirements will have precedence over applicants from other schools.
5. If a course is oversubscribed with internal applicants, precedence will go to those students who have gained the highest GCSE point scores.
6. In a situation where more than one student has achieved identical GCSE point scores, precedence will go to those students who have achieved the highest result in the relevant subject exam paper(s).*

Which Course?

All A-Level courses have now changed to a linear course, which means that the final grade is determined by the grade achieved in the three examinations taken at the end of Year 13. The new A-Levels are no longer divided into AS and A2 units, with the AS units being at a much lower level of complexity than the A2 units. It is therefore essential that students think carefully about the type of assessment that they are best suited to, in order to make sure that they select the type of course that plays to their academic strengths. For the majority of degree courses, final grades are more important than subject choice, therefore it makes sense for students to choose subjects that they can excel in and achieve the highest grade possible.

It is important that students reflect carefully on their ability to perform well in examinations, as the terminal nature of examinations in the new A-Level courses may limit the grade that students who don't perform well in examinations can achieve. Vocational courses are ideal for students who prefer on-going assessment as the final grade is mainly determined by achievement in project work completed throughout the course. Vocational courses are becoming an increasingly popular entry route to higher education. All universities, with the exception of Imperial College London, accept Vocational Level 3 courses for at least one of their degree programmes.

Our advice when selecting Sixth Form courses is to plan ahead as much as possible. Researching possible degree courses that you might be interested in studying on the UCAS website will help you to identify if any specific subjects or courses are required or preferred. The website address for the UCAS course search is <http://searchucas.com/>

Examples of degree course entry requirements

BSc (Hons) in Accounting and Finance at the University of Leeds requires:

- **GCSE:** Grade 7 in Mathematics and Grade 6 in English Language
- **A-Levels:** AAA in any three subjects
- **BTEC:** not accepted.

BSc (Hons) in Business Management at the University of Birmingham requires:

- **GCSE:** Grade 6 in English Language and Mathematics
- **A-Levels:** AAB in any three subjects
- **BTEC Extended Diploma:** DDD (Distinction, Distinction, Distinction)
- **BTEC Diploma:** DD (Distinction, Distinction) in Business **and** Grade B in an additional A-Level.

BA (Hons) in Fashion Marketing at the University of Manchester requires:

- **GCSE:** Grade 5 in six subjects to include English Language, Mathematics and Science
- **A-Levels:** ABB
- **BTEC Extended Diploma:** DDD (Distinction, Distinction, Distinction)
- **BTEC:** L3 Diploma DD* (Distinction, Distinction*) **and** Grade A in an additional A-Level.

MB ChB in Medicine at the University of Birmingham requires:

- **GCSE:** Grade 7 in English Language or English Literature, Mathematics and Grade 7 in all science subjects. Combined Science is acceptable as an alternative to single sciences.
- **A-Levels:** A*AA to include Biology and Chemistry
- **BTEC:** not accepted.

BSc (Hons) in Psychology at the University of Nottingham requires:

- **GCSE:** Grade 5 or above in English Language and Mathematics
- **A-Levels:** AAB to include one science subject e.g. Psychology, Biology. Candidates without A-Level in a science subject may be offered AAA.
- **BTEC:** not accepted.

Extended Diploma and Diploma in Business

Examination Board: Pearson Edexcel

Specific Entry Requirements

For the Extended Diploma in Business **and** the BTEC Diploma in Business, students must have achieved:

- 5 pass grades at GCSE Level (Grades 9-4) to include GCSE English Language **or** Literature **and** GCSE Mathematics.
- In order for the BTEC L2 Grade in Travel and Tourism /PE to count towards one of the 5 pass grades, students must have achieved Grade P2 as this is the equivalent of a GCSE Grade 4.
- Students who have studied the BTEC Level 2 in Business **must** have achieved at least Grade M or higher in order to meet the criteria for this pathway.

Why study the BTEC Level 3 Diploma or Extended Diploma in Business?

As the world recovers following the global recession of 2008, there are many opportunities for entrepreneurs and employees who have a sound understanding of finance, marketing, sales and management. In addition, studying this course helps to develop self-management, business and customer awareness, team-working and problem-solving, which are all key attributes that employers look for in potential employees. The Pearson BTEC Level 3 Diploma in Business provides a highly respected route for those who wish to move into employment in the sector, either directly or following further study on a relevant Higher Education (HE) course.

Course Outline

The BTEC Level 3 Diploma in Business is equivalent to two A-Levels and the Extended Diploma is equivalent to 3 A-Levels. The Diploma is made up of 8 units, which includes 6 core units and 2 additional units, which are studied over a 2-year period. The Extended Diploma consists of 11 units, 7 core units and 4 additional units. Achievement in each unit is assessed through either a written assignment, an external set task or an external examination.

Core Units

Unit 1: Exploring Business

- In this unit students explore the key ingredients required for business success, such as organisational structure, communication and operation.

Unit 2: Developing a Marketing Campaign

- In this unit students explore the role that marketing plays in business as well as the development of a marketing campaign.

Unit 3: Personal and Business Finance

- In this unit students explore personal banking and how small businesses run their finance function. This unit is assessed through an external examination.

Unit 4: Managing an Event

- In this unit students explore how different types of events are run and managed.

Unit 5: International Business

- In this unit students explore the impact of large international corporations on the business world.

Unit 6: Principles of Management

- In this unit students explore how the role of management and leadership in the workplace contributes towards business success.

Unit 7: Business Decision Making (Extended Diploma Only)

- In this unit students explore methods of interpreting data, and how to formulate decisions and solutions to given complex business problems.

Additional Units

Unit 19: Pitching for a new business

- In this unit students explore the practical skills and knowledge that is needed to undertake the necessary preparation and steps to set up and pitch for funding for a micro-business.

Unit 17: Digital Marketing

- In this unit students will examine the different aspects of web-based marketing, and the channels that can be used to deliver a successful digital marketing campaign.

Unit 8: Recruitment and Selection (Extended Diploma Only)

- In this unit students will explore how the recruitment process is carried out in a business. The unit gives learners the opportunity to participate in selection interviews and review their performance

Unit 14: Investigating Customer Service (Extended Diploma Only)

- In this unit students will explore how excellent customer service contributes to business success. The unit gives learners the opportunity to develop their customer service skills.

Unit 15: Investigating Retail Business (Extended Diploma Only)

- In this unit students will explore the current structure of the retail sector and its supply chain through practical activities.

Unit 23: The English Legal System (Extended Diploma Only)

- In this unit students will examine how the English legal system operates to resolve criminal and civil cases, and why businesses and individuals may require legal advice and representation.

Art and Design

Examination Board: Edexcel

Subject Entry Criteria

Students must have achieved at least Grade 6 in GCSE Art and are expected to have extensive experience in drawing, painting and working with a variety of media.

Why study A-Level Art and Design?

Studying A-Level Art and Design will help you to develop creative, imaginative, intellectual, and analytical skills. Students will have the opportunity to investigate, experiment, extend and refine practical skills as well as develop aesthetic understanding and critical judgement. The course encourages you to think independently and intuitively, explore your own ideas, problem-solve, refine your skills and produce personal outcomes.

The majority of our students achieve A* - B grades. Students will be fully prepared for an Art foundation, university course in Art and Design and of other subjects. We have a proven track record of our artist alumni attending the most prestigious Art-based courses in higher education. Students will learn how to collate a portfolio of work and will also be encouraged to create blogs or visual diaries of your work. A-Level Art can lead to careers in advertising, animation, architecture or landscape design, film director or producer, multi-media programmer, art critic or historian, art therapy, fashion design, fine art, furniture or product design, graphic design, illustration, interior and special design, jewellery design, make-up, marketing, museum/gallery curation, photography, printmaking and textile design, production, set design and web design. Non-Art university courses also recognise a variety of transferable skills that are developed through A-Level Art and it is an excellent way to add diversity to a students' skill set.

Course Outline

Unit 1 (combined coursework contributes 60% of A-Level grade)

Personal Project and dissertation

- This unit is undertaken throughout both years of the course. Students begin by learning new materials and techniques and focus on developing and refining their practical skills. They learn to take creative risks and experiment with their ideas. During the first year students will produce a project of work based on a given title and develop a personal response.
- In the second year of the course students produce a personal project. The starting point for the project is selected by the student and requires more independent thinking and investigations. For this unit students will also need to produce a 1000-3000 word personal study/dissertation, along with supporting artwork which must link to the students' area of investigation. The aim of this project is to develop the students' writing and art historical skills, which should influence their main outcome(s).

Unit 2 (40% of A-Level grade)

Externally Set Assignment

- For this unit students will be set an Externally Set Assignment (ESA) in February of Year 13 which will contain a suggested starting point from Edexcel. Students can choose how to develop from this starting point and explore their ideas around it. This will culminate in an examination of 15 hours, which is now referred to as a Period of Sustained Focus. Students will have from 1st February until the commencement of the final set Period of Sustained Focus to develop their preparatory studies. The Period of Sustained Focus will be undertaken in examination conditions, over multiple sessions in May of Year 13.

Biology

Examination Board: AQA

Subject Entry Criteria

Students must have achieved at least Grade 7 in GCSE Biology or Grades 7-7 in GCSE Combined Science **and** Grade 6 in GCSE Mathematics **and** Grade 6 in GCSE English Language **or** GCSE English Literature.

Why study A-Level Biology?

A-Level Biology will appeal to students who like solving problems within the context of planning and conducting investigations; will enjoy devoting private study time to the background reading of biological reviews and other scientific articles; are keen to develop the skills necessary to work safely with apparatus, biological material and living organisms; have an appreciation of life and living organisms and an interest in technological applications and their ethical, social, economic and environmental implications. A-Level Biology is an excellent preparation for entry to degrees leading to careers in medicine, osteopathy, homeopathy, nursing, social work, physiotherapy, pharmacy, agriculture, horticulture, food industry, forensic science, environmental science, botany, freshwater and marine biology, applied biology, ecology, sports science, genetics, optics, microbiology and biochemistry.

Course Outline

Biology is a natural science and is concerned with the study of life and living organisms, including their structure, function, growth, origin, evolution, distribution, and taxonomy. Whilst all the theory is covered there is a strong practical element where students develop their skills both to work independently and collaboratively.

Paper 1 (contributes 35% of A-Level grade)

In this paper students will be assessed on any content from Topics 1-4, including relevant practical skills.

- **Topic 1: Biological molecules** examines basic understanding of monomers & polymers, carbohydrates, proteins, lipids, nucleic acids, ATP, water and inorganic ions.
- **Topic 2: Cells** examines eukaryotes, prokaryotes and methods of studying cells, as well as transport across the cell membrane along, cell recognition and the immune system.
- **Topic 3: Organisms exchange substances with their environment** examines gas exchange, digestion and absorption, and mass transport in both animals and plants.
- **Topic 4: Genetic information, variation and relationships between organisms** examines DNA, genes and chromosomes, DNA and protein synthesis, genetic diversity, species and taxonomy and biodiversity within a community.

Paper 2 (35% of A-Level grade)

In this paper students will be assessed on any content from Topics 5-8, including relevant practical skills

- **Topic 5: Energy transfers in and between organisms** examines photosynthesis, respiration, energy and ecosystems and nutrient cycles.
- **Topic 6: Organisms respond to changes in their internal and external environments** examines internal and external stimuli, and how they are detected, nervous coordination, skeletal muscles and homeostasis.
- **Topic 7: Genetics, populations, evolution and ecosystems** examines inheritance, mathematical models of populations, evolution leading to speciation and populations in ecosystems.
- **Topic 8: The control of gene expression** examines alteration of the sequence of bases in DNA, control of gene expression, using genome projects and gene technologies.

Paper 3 (30% of A-Level grade)

This is a synoptic paper.

Students can be assessed on any content from topics 1-8 (above), including relevant practical skills.

Chemistry

Examination Board: AQA

Subject Entry Criteria

Students must have achieved at least Grade 7 in GCSE Chemistry **or** Grades 77 in GCSE Combined Science **and** Grade 7 in GCSE Mathematics.

Why study A-Level Chemistry?

Chemistry is essential for some careers/degrees and desirable for many others e.g. medicine, pharmacy, dentistry, biochemistry, chemical engineering, nanotechnology, alternative fuels, polymers, science teaching, nursing, occupational therapy, physiotherapy, forensics, materials design, scientific patent law, homeopathy, business, computational modelling, environmental management.

Course Outline

A-Level Chemistry suits individuals who are focussed, able to think laterally, have good mathematical skills and an ability and desire to question results and analyse data. Chemists need to be methodical in their approach as practical work often needs to be repeated numerous times until the desired results are obtained. Therefore, a student who has the drive to continue at a problem until the desired result is achieved will do well. Students use their knowledge and understanding of fundamental chemistry concepts to explain different aspects of contemporary chemistry such as pharmaceuticals.

Paper 1: Inorganic and Physical Chemistry (35% of A-Level grade)

- In this unit students will examine the following topics: atomic structure; amount of substance; bonding; energetics; equilibrium; redox; thermodynamics; electrode potentials; acids and bases; periodicity; group 2; group 7; period 3; transition metals; reactions of ions and practical techniques.
- Exam is 2 hours, short and long answer questions.

Paper 2: Organic and Physical Chemistry (35% of A-Level grade)

- In this unit students will examine the following topics: amount of substance; bonding; energetics; kinetics; equilibrium; rate equations; introduction to organic chemistry; alkanes; halogenoalkanes; alkenes; alcohols; organic analysis; optical isomerism; aldehydes and ketones; carboxylic acids and derivatives; aromatic chemistry; amines; polymers; amino acids, proteins and DNA; organic synthesis; nuclear magnetic resonance spectroscopy; chromatography and practical techniques.
- Exam is 2 hours, short and long answer questions.

Paper 3: A-level Chemistry (30% of A-Level grade)

- This exam paper covers any content and practical techniques.
- Exam is 2 hours
- 40 marks of questions on practical techniques and data analysis, 20 marks of questions testing across the specification, 30 marks of multiple choice questions

Computer Science

Introduction: Computers are changing the way we work, live and play. Having computer science knowledge will equip you with the right skills to excel in some of the fastest growing industries. In order to study this subject, you do **NOT** need to have taken the GCSE in computer science or have prior coding knowledge. However, you should have a strong grounding in mathematics.

Examination Board: OCR

Subject Entry Criteria

Computer Science GCSE is **NOT** compulsory. Students must have achieved at least Grade 7 in GCSE Mathematics.

Why study A-Level Computer Science?

Computer Science is a subject which is central to the way we live today. This is a very technical subject with heavy mathematical aspects in the form of data representation and logical computer programming. Many of the aspects in this course will help students understand how we have reached the digital renaissance which we are currently living through.

Course Outline

This course will give students an in depth knowledge into a plethora of different aspects of computing. Unit 1 is specifically targeted at Program and Algorithm design giving students the necessary skills to develop their own program in the non-exam assessment. Unit two focuses on the theoretical aspects of computing, how and why they work, why we use networks and mathematical aspects of computing. The non-exam assessment is the chance for students to create their own application and manage their own project. Students put the skills developed in Unit 1 into practice to design, plan, create and evaluate their own unique project.

Paper 1: (40% of A-Level grade)

- This unit examines students on their ability to programme via an on-screen examination using Python 3. To prepare for this examination, students will be given a pre-release paper and will be required to modify, expand and develop this program in the examination setting. Students will also be examined on their theoretical knowledge of the fundamentals of programming, data structures, algorithms and the theory of computation, to demonstrate their understanding of code.

Paper 2: (40% of A-Level grade)

- For this unit students examine how computers handle complex tasks and perform the functions that users take for granted. This unit has strong mathematical aspects, which highlight how computers can be used to perform complex tasks and serve as general purpose devices for many aspects of modern life. The topics covered in this unit include: *fundamentals of data representation and computer systems; *computer organisation and architecture; *the consequence of computer uses, *fundamentals of communication and networking; databases, systematic approaches to problem solving and Big Data.

Paper 3: (20% of A-Level grade)

- This unit is a non-examination assessment (coursework) which allows students to develop their practical skills in the context of solving a realistic problem or carrying out an investigation. The project is intended to be as much a learning experience as a method of assessment; students have the opportunity to work independently on a problem of interest over an extended period, during which they can extend their programming skills and deepen their understanding of computer science. Students will select a project that interests them, solving a real need, undertake and document the system development life cycle and apply their programming skills to develop a unique and advanced program which solves the problem they identified.

Economics

Examination Board: Edexcel

Subject Entry Criteria

Students must have achieved at least Grade 6 in GCSE Mathematics **and** Grade 6 in GCSE English Language **or** GCSE English Literature.

Why study A-Level Economics?

Students can go on to study an economics degree with a focus on theory or a degree in applied economics such as environmental economics, labour economics, public sector economics or monetary economics. Alternatively, students may choose to study a business economics or mathematical economics degree. Post-university employment rates for economists are among the highest for graduates. Economics students are likely to find employment in finance, banking, insurance, accountancy, management and consultancy.

Course Outline

Economics A-Level will appeal to students who want to develop an understanding of the wider economic and social environment and they will develop the ability to adopt an enquiring, critical and thoughtful approach to their studies. Many of the skills, qualities and attitudes which are developed by studying economics will equip them for the challenges, opportunities and responsibilities of adult and working life.

Paper 1: Markets and How they Work (35% of A-Level grade)

This paper will assess markets and questions will be drawn from Themes 1 and 4.

- **Theme 1: Markets, consumers and firms:** Students will develop an understanding of: scarcity, choice and potential conflicts; enterprise, business and the economy; introducing the market; the role of credit in the economy; market failure and government intervention and revenue, costs, profits and cash.
- **Theme 4: Making markets work:** Students will examine competition and market power; market power and market failure; market failure across the economy; macroeconomic policies and impact; on firms and individuals and risk and the financial sector.

Paper 2: Competing in the global economy (35% of A-Level grade)

This paper will assess global economic environment and questions will be drawn from Themes 2 and 3.

- **Theme 2: The wider economic environment:** Students will examine business growth and competitive advantage; firms, consumers and elasticities of demand; productive efficiency; life in a global economy; the economic cycle and the introduction to macroeconomic policy.
- **Theme 3: The global economy:** Students will examine globalisation; economic factors in business expansion; impact of globalisation on global companies; impact of globalisation on local and national economies; global labour markets and inequality and redistribution.

Paper 3: The economic environment and business (30% of A-Level grade)

- This paper will assess content across all 4 themes. This paper will require students to apply their knowledge and understanding to make connections and transfer high order thinking skills across all of the themes covered in the A-Level course.

English Literature

Examination Board: AQA

Subject Entry Requirements

Students must have achieved at least Grade 7 in GCSE English Literature **and** Grade 6 in GCSE English Language.

Why study A-Level English Literature?

A-Level English Literature enables students to develop their analytical and discursive skills. It requires strong oral, as well as strong writing skills. The study of English Literature also provides an excellent foundation for most career options, and is considered one of the traditional highly academic subjects by top Universities.

Course Outline

English Literature is the study of literature from across the centuries, prose, poetry and drama. Students are encouraged to develop an understanding of Literary Theory, the Canon, as well as historical and social context to the texts they are studying. There is also the opportunity, during the second year, for students to undertake an independent study focusing on selected texts of their choice.

Paper 1: Love through the Ages (40% of A-Level grade)

- For this unit students will study one poetry text and one prose text, of which one must be written pre-1900, and one Shakespeare play. This unit will be assessed by a 3-hour examination, which will include one passage based question on a Shakespeare play, a compulsory essay question on two unseen poems and one essay question linking the two texts studied on the course.

Paper 2: Texts in Shared Contexts (40% of A-Level grade)

- For this unit students will study three texts: one prose, one poetry and one drama, of which one must have been written post-2000. The texts can either be related to World War one and its aftermath or modern literature ranging from 1945 to the present day. This unit will be assessed by a 2½ hour examination.

Paper 3: Independent Critical Study: Texts across Time (20% of A-Level grade)

- For this unit students will write a 2,500-word comparative critical essay of two texts, one of which must have been written pre-1900. This unit will be examined by teachers and moderated by the exam board.

Further Mathematics

Examination Board: Edexcel 9FM0

Subject Entry Criteria

Students must have achieved at least Grade 8 in GCSE Mathematics.

Why study A-Level Further Mathematics?

Students taking Further Mathematics overwhelmingly find it to be an enjoyable, rewarding, stimulating and empowering experience. For someone who enjoys mathematics, it provides a challenge and a chance to explore new and/or more sophisticated mathematical concepts. It enables students to distinguish themselves as able mathematicians in the university and employment market. Students who take Further Mathematics are really demonstrating a strong commitment to their studies, as well as learning mathematics that is very useful for any mathematics rich degree. Some prestigious university courses will only accept students with Further Mathematics qualifications. It is increasingly becoming an essential or preferred qualification for many mathematics rich courses including physics, engineering and economics at some universities.

Course Outline

A-Level Further Mathematics is made up of four units; each unit contributes 25% of the total marks and will be assessed in a 1 hour 30 minute paper at the end of the second year of study. Each paper is worth 75 marks and the final grade will be awarded on the basis of the total marks on all four papers; individual papers will not be graded.

Papers 1 & 2: Core pure mathematics (50% of A-Level grade)

- For these papers students will study proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions and differential equations.

Paper 3: Decision Mathematics 1 or Further Statistics 1 (25% of A-Level grade)

- Decision Maths 1 - For this paper students will study algorithms, graphs and networks, minimum spanning trees, route inspections, critical path analysis and linear programming.
- Further Statistics 1 – For this paper students will study discrete random variables, poisson/binomial and geometric distributions and hypothesis testing.

Paper 4: Further Mechanics 1 (25% of A-Level grade)

- For this paper students will study momentum and impulse, collisions, centres of mass, work and energy, elastic strings and springs.

Calculators

Calculators are allowed on all four papers. Calculators used **must** include the following features:

- An iterative function
- The ability to perform calculations with matrices up to at least order 3×3
- The ability to compute summary statistics and access probabilities from standard statistical distributions

A Casio FX-991ESPLUS-SB-UH has all the necessary features though Casio CG50 is highly recommended.

Geography

Examination Board: AQA

Subject Entry Criteria

Students must have achieved at least Grade 6 in GCSE Geography **and** Grade 6 in GCSE English Literature **or** GCSE English Language **and** Grade 5 in GCSE Mathematics

Why study A-Level Geography?

Geography A-Level is well-regarded for entry to degree courses in specialist subjects such as Geography, Geology and Meteorology. It is also seen as an excellent foundation for many other university courses due to the research and analysis skills which are developed throughout the course. The course also provides students with a number of skills relevant to many different sectors of employment such as advertising, finance, business, environmental management and law due to its focus on people and the skills that are taught. Independent learning, self-motivation and decision making are vital in A-Level Geography and these skills are highly regarded by future employers in a range of sectors. Geography promotes learning outside the classroom as much as possible and recent residential fieldtrips to Bournemouth have been a huge success.

Course Outline

This course provides a strong foundation for understanding the three main themes of the subject: human geography, physical geography and fieldwork. Physical geography looks at the scientific aspects of our world and emphasises the way humans can help to manage them. Human geography on the other hand explores how people and groups move and live in the world around us and focuses on a range of current issues such as energy conversation. The fieldwork looks at testing a hypothesis and studying the theory through practical activities.

Geography A-Level is likely to appeal to students who are interested in the world around them and who want to develop their understanding of the global issues which threaten to destroy our planet. A keen interest in the environment is essential, although a natural curiosity about people and the countries or cultures they come from is also necessary. The course will provide students with opportunities to visit places of geographical interest as well as a three-day residential fieldtrip that is vital for the completion of the A-Level.

Paper 1: Physical Geography (40% of A-Level grade)

- This unit comprises three sections; Water and Carbon Cycles, Hot Desert Environments and Hazards. This component accounts for 40% of the A-Level and requires students to sit an exam lasting two and a half hours.

Paper 2: Human Geography (40% of A-Level grade)

- This unit comprises three sections; Global Systems and Governance in section A, Changing Places in section B and Population and the Environment in section C. This component accounts for 40% of the A-Level and requires students to sit an exam lasting two and a half hours.

Paper 3: Geographical Investigation (20% of A-Level grade)

- This unit requires students to complete an individual investigation which must include data collected in the field. The individual investigation will be based on a question or issue defined and developed by the student relating to any part of the specification content. Each student will be required to produce a report of between 3000-4000 words.

History

Examination Board: Edexcel

Subject Entry Requirements

Students must have achieved at least Grade 6 in GCSE History **and** Grade 6 in GCSE English Language **or** GCSE English Literature.

Why study A-Level History?

History A-Level is well-regarded for entry to degree courses in history, politics, law, business, English literature, economics and many others. It develops a number of skills relevant to many types of employment, such as the ability to seek information and to analyse it in order to identify facts and motives and to present information clearly for others to understand e.g. careers in law, business, journalism, teaching, museums, galleries, heritage sites, record offices and archives, libraries, national and local government and the civil service. History A-Level is likely to appeal to those students who have an interest in the world around them, the society they live in and how it has developed; like learning about people, how they interact and what motivates them; like learning about different countries, societies and cultures; enjoy discussion, debate and argument; like to think for themselves and develop their own views; enjoy research and analysing material to check for bias and propaganda.

Course Outline

The course provides opportunities for student-centred learning, using a variety of methods including presentations, debates, case studies, discussions, video and audio based exercises, note-taking and individual research.

Paper 1: Britain 1625-1701: Conflict, Revolution and Settlement (30% of A-Level grade)

- To prepare for this paper students will study the key features of 17th century Britain; which include the English Civil War and the emergence of Oliver Cromwell. This time period is considered to be of significance due to the decisive shift in the balance of power between crown and parliament that occurred.

Paper 2: Russia in Revolution 1894-1924 (20% of A-Level grade)

- To prepare for this paper students will study in depth the causes, course and consolidation of the Russian Revolution of 1917. Students will gain an in-depth understanding of revolutionary activity in Russia in the years 1894 to 1917, the response of successive governments to opposition to their rule, and the reasons for the successful consolidation of the revolution of October 1917 under Lenin and the Bolsheviks.

Paper 3: Germany 1871-1990 United, Divided and Reunited (30% of A-Level grade)

- To prepare for this paper students will study the ways in which Germany evolved as a new state in Europe undergoing dramatic changes of fortune, set within broader long-term social and economic developments (after 1945, these focus on West Germany). A dynamic empire ended in a brutal war and defeat; out of the ashes of imperial Germany, first a democratic republic and then an extraordinary dictatorship came into being, followed once again by democracy and finally a new unity in 1990.

Paper 4: Interpretations of an historical event (20% of A-Level grade)

- The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment.

Ivrit

Examination Board: AQA

Subject Entry Criteria

Students must have achieved at least Grade 7 in GCSE Modern Hebrew.

Why study A-Level Ivrit?

The course is stimulating, informative and a boon to anyone planning to spend time in Israel. It also provides students with a sound basis for further study, whether in British or Israeli Universities.

Modern language A-Levels are well-regarded by universities for entry to a wide range of degrees, including law, economics and business. Modern Hebrew A-Level provides students with the knowledge and skills required for careers in linguistics and employment in the growing number of companies trading with Israel.

Course Outline

The course has been designed to enable students to develop their linguistics skills alongside their understanding of Israeli culture and society. A broad area of study has been selected and certain aspects have been prescribed for closer examination. Students study technological and social change, looking at diversity and the benefits it brings. Students will study highlights of Israeli artistic culture, including art and architecture, and learn about Israeli politics including political engagement amongst the young. Students also explore the influence of the past on present day Israel. Throughout their studies, they will learn the language in the context of Israel and learn about the issues and influences which have shaped the country. Students will study texts and film and have the opportunity to carry out independent research in an area of their choice. Assessment tasks will be varied and cover listening, reading and writing skills.

Paper 1: Reading and Writing (42.5% of A-Level grade)

This unit will assess the following topics, through a 2 hour 30 minute exam

- Aspects of Modern Hebrew-speaking society past and present: past and current trends
- Aspects of Modern Hebrew-speaking society past and present: past and current issues
- Artistic culture in the Modern Hebrew-speaking world past and present
- Aspects of political life in the Modern Hebrew-speaking world past and present
- Grammar
- Individual research project (one of four sub-themes)

Paper 2: Writing (20% of A-Level grade)

This unit will assess the following areas, through a 2 hour exam

- One text and one film or two texts from the list set in the specification
- Grammar

Paper 3: Listening, Reading and Writing (37.5% of A-Level grade)

This unit will assess the following topics, through a 2 hour 30 minute exam

- Aspects of Modern Hebrew-speaking society past and present: past and current trends
- Aspects of Modern Hebrew-speaking society past and present: past and current issues
- Artistic culture in the Modern Hebrew-speaking world past and present
- Aspects of political life in the Modern Hebrew-speaking world past and present
- Grammar

37.5% of A-level

Mathematics

Examination Board: Edexcel

Subject Entry Criteria

Students must have achieved at least Grade 7 in GCSE Mathematics.

Why study A-Level Mathematics?

Mathematics is an essential or highly desirable qualification for a wide number of careers and university courses (e.g. mathematics, economics, business, accountancy, engineering, medicine, sciences, social sciences, law) and is highly valued by employees because of the problem-solving nature of the discipline.

Course Outline

The course is designed to encourage students to develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment; develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs; extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems; develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected; recognise how a situation may be represented mathematically and understand the relationship between 'real-world' problems and standard and other mathematical models and how these can be refined and improved; use mathematics as an effective means of communication; read and comprehend mathematical arguments and articles concerning applications of mathematics; acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations; develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general; take increasing responsibility for their own learning and the evaluation of their own mathematical development.

All students study pure mathematics, mechanics and statistics. Pure mathematics will be assessed by two 2-hour examinations both of which will assess all of the pure mathematics content. Mechanics and statistics will be assessed by one 2-hour examination.

Content:

- Pure Mathematics: Proof, Algebra and functions, Coordinate geometry, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Vectors, Numerical methods.
- Statistics and Mechanics: Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions, Statistical hypothesis testing. Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Moments.

Calculators:

Calculators are allowed on all four papers. Calculators used **must** include the following features:

- An iterative function
- The ability to compute summary statistics and access probabilities from standard statistical distributions

A Casio FX-991ESPLUS-SB-UH has all the necessary features though Casio CG50 is highly recommended.

Assessment:

Each examination has 100 marks; all examinations have to be taken in one sitting. Grades A* - E will be awarded on the basis of the total marks on all three papers; individual papers will not be graded.

Photography

Examination Board: Edexcel

Subject Entry Criteria

Students must have achieved at least Grade 7 in GCSE Photography and are expected to have extensive experience of using the elements of photographic composition, a high level of camera skills and confident in editing and manipulation of images.

Why study A-Level Photography?

Studying A-Level Photography will help you to develop creative, imaginative, intellectual, and analytical skills. Students will have the opportunity to investigate, experiment, extend and refine practical skills as well as develop aesthetic understanding and critical judgement. The course encourages you to think independently and intuitively, explore your own ideas, problem-solve, refine your skills and produce personal outcomes.

Students will be fully prepared for a university or college course in Photography, Graphic Design, Visual Communication, Film and Media, Design for Advertising and similar creative subjects. Students will learn how to produce a portfolio of work and will also be encouraged to create blogs or visual diaries of your work. A-Level Photography can lead to careers in graphic design, web design, creative direction, photojournalism, press photography, television camera operator, advertising, magazine features editor, film or animation editing, film direction or production, fashion photography, commercial photography, multimedia communication, product design, interior and spacial design or museum/gallery curation. Non-Art/Photography university courses also recognise a variety of transferable skills that are developed through A-Level Photography and it is an excellent way to add diversity to a students' skill set.

Course Outline

Unit 1 (combined coursework contributes 60% of A-Level grade)

Personal Project and dissertation

- This unit is undertaken throughout both years of the course. Students begin by learning new techniques and focus on developing and refining their practical skills. They learn to take creative risks and experiment with their ideas. During the first year, students will produce a project of work based on a given title and develop a personal response.
- In the second year of the course students produce a personal project. The starting point for the project is selected by the student and requires more independent thinking and investigations. For this unit students will also need to produce a 1000-3000 word personal study/dissertation, along with supporting work which must link to the students' area of investigation. The aim of this project is to develop the students' writing and history of photography skills, which should influence their main outcome(s).

Unit 2 (40% of A-Level grade)

Externally Set Assignment

- For this unit students will be set an Externally Set Assignment (ESA) in February of Year 13 which will contain a suggested starting point from Edexcel. Students can choose how to develop from this starting point and explore their ideas around it. This will culminate in an examination of 15 hours, which is now referred to as a Period of Sustained Focus. Students will have from 1st February until the commencement of the final set Period of Sustained Focus to develop their preparatory studies. The Period of Sustained Focus will be undertaken in examination conditions, over multiple sessions in May of Year 13.

Physics

Examination Board: AQA

Subject Entry Requirements

Students must have achieved at least Grade 7 in GCSE Physics or Grades 77 in GCSE Combined Science **and** Grade 7 in GCSE Mathematics. It is recommended that students study A-Level Maths alongside A-Level Physics but not essential.

Why study A-Level Physics?

Physics is so fundamental that there is scarcely a single area of modern life which is not affected by its theories and applications. It is the science of matter and the universe around us and is the basis of all developments in high technology and engineering. A-Level Physics will appeal to students who have an interest in how the universe works, from the smallest particles to the motion of the planets; like solving practical and theoretical problems whether working alone or as part of a team; and enjoy fitting complex facts and ideas into simple working models.

Course Outline

A-Level Physics has a large practical element and covers 8 compulsory topics and 1 additional optional topic. All three papers are examined at the end of Year 13.

Paper 1 (34% of A-Level grade)

- **1: Measurements and their errors** examines the use of SI units and their units, limitation of physical measurements and estimation of physical quantities.
- **2: Particles & radiation** examines particles, electromagnetic radiation & quantum phenomena.
- **3: Waves** examines progressive and stationary waves, refraction, diffraction and interference.
- **4: Mechanics and materials** examines force, energy and momentum, and materials.
- **5: Electricity** examines current electricity.
- **6.1: Further mechanics** examines periodic motion.

Paper 2 (34% of A-Level grade)

- **6.2: Further mechanics** examines thermal physics.
- **7: Fields and their consequences** examines gravitational fields, electric fields, capacitance and magnetic fields.
- **8: Nuclear physics** examines radioactivity.

Paper 3 (32% of A-Level grade)

- Section A: Short and extended answer questions on practical experiments and data analysis.
- Section B: Short and extended answer questions on **one** of the following optional topics. The choice of topic will be based on the academic expertise of the teacher.
- **Astrophysics** examines fundamental physical principles which are applied to the study and interpretation of the universe.
- **Medical physics** examines the application of physical principles and techniques in medicine.
- **Turning points in physics** explores the discovery of the electron, wave-particle duality, and special relativity.
- **Engineering physics** examines the application of physics in engineering and technology by extending understanding of rotational dynamics, thermodynamics and engines.
- **Electronics** examines discrete semiconductor devices, analogue signal processing, operational amplification, digital signal processing and data communication systems.

Politics

Examination Board: Edexcel

Subject Entry Criteria

Students must have achieved at least Grade 6 in GCSE English Language **or** GCSE English Literature **and** Grade 6 in GCSE History if studied.

Why study A-Level Politics?

This A-Level provides students with adaptable skills which enable them to understand and assess ideas and arguments and to construct and communicate clear answers to problems based on well-validated evidence. It is suitable for progression to degree courses such as politics and international politics/relations, history, law, geography, economics, social policy and business. The study of politics can lead to a variety of careers within areas such as law, journalism and broadcasting, business, management, publishing, local government, public policy and policy research, interest groups, local government and the voluntary sector, as well as within politics itself.

Course Outline

Politics exists because people disagree. They disagree about how they should live (moral questions), about who should get what (resource questions) and about who should make decisions (power questions). As an activity, politics is the process through which people with different ideas, values, opinions and interests attempt to find a way of living together within the same society. Politics therefore seeks to establish the general rules under which we live and it is those rules that make orderly existence possible. In Politics the emphasis is on debate, discussion and argument.

Politics suits students who have an interest in the world around them and want to know more about how society works and how it could be changed; enjoy debate and discussion and are comfortable with the fact that there are no simple 'rights' or 'wrongs' in politics; like to think independently and want to develop their own views; enjoy weighing up and evaluating evidence. The course involves both teacher and student-led learning, using presentations, debates, case studies, discussions, video and audio-based exercises, note-taking and individual research. Students are expected to read a newspaper regularly and carry out internet research.

Component 1: UK Politics (33.3% of A-Level grade)

- Political participation: students will study democracy and participation, political parties, electoral systems, vetoing behaviour and the media.
- Core political ideas: students will study conservatism, liberalism and socialism.
- **ASSESSMENT:** 2-hour examination (two 30-mark essay questions, one 24-mark essay question).

Component 2: UK Government (33.3% of A-Level grade)

- UK government: students will study parliament, the constitution, the Prime Minister and executive, relationships between the branches.
- Optional political ideas: students will study Nationalism.
- **ASSESSMENT:** 2-hour examination (two 30-mark essay questions, one 24-mark essay question).

Component 3: Comparative Politics (33.3% of A-Level grade)

- USA: students will study the US constitution and federalism, US congress, US presidency, US Supreme Court, civil rights and democracy and participation.
- This unit will also have a "comparative" aspect where the political systems of the US is analysed in comparison to the UK.
- **ASSESSMENT:** 2-hour examination (two 12 mark questions, two 30-mark essay questions).

Psychology

Examination Board: AQA

Subject Entry Criteria

Students must have achieved at least Grade 6 in GCSE English Language **or** GCSE English Literature **and** Grade 6 in GCSE Biology **or** Grades 66 in GCSE Combined Science **and** Grade 5 in GCSE Mathematics

Why study A-Level Psychology?

Studying A-Level Psychology enables students to develop the analytical skills needed to excel in higher education. The study of psychology also provides an excellent foundation for most career options, particularly those involving dealing with people, such as teaching, the police force, law, medicine, journalism, advertising, public relations and social work.

Course Outline

Psychology is the study of mind and behaviour, bridging the social sciences and natural sciences. Students are encouraged to develop an understanding of psychological research; the ability to apply this knowledge to real life situations; critically analyse and evaluate the value of psychological research and its credibility as an explanation of human behaviour.

Paper 1: Introductory Topics in Psychology (33.3% of A-Level grade)

- **Memory** examines the structure of human memory, the reasons why people forget, factors affecting the accuracy of eyewitness testimony and improving the accuracy of memory.
- **Attachment** examines explanations of attachment, cultural variations in attachment, disruption of attachment and the effect childhood attachment has on adult romantic relationships.
- **Social influence** examines explanations of conformity and obedience to authority, as well as explanations of independent behaviour and the role of minority groups in social change.
- **Psychopathology** examines definitions of abnormality as well as biological and psychological explanations of the cause and treatment of phobia's, depression and OCD.

Paper 2: Psychology in Context (33.3% of A-Level grade)

- **Approaches in psychology** examines the origins of psychology and assumptions of the biological, psychodynamic, behavioural, cognitive and humanistic approaches
- **Research methods** examines the way that psychologists design and analyse the data collected from investigations. At A-Level this also includes inferential analysis of data.
- **Biopsychology** examines the structure and functions of the nervous system and endocrine system, as well as localisation of functions in the brain and biological rhythms.

Paper 3: Issues and Options in Psychology (33.3% of A-Level grade)

- **Issues and debates in psychology** examines current issues and debates in psychological research such as cultural bias, reductionism vs holism and free vs determinism.
- **Relationships** examines theories relating to the formation, maintenance and breakdown of relationships, as well as research into virtual relationships and para-social relationships.
- **Eating behaviours** examines explanations of food preferences and the control of eating behaviour, as well as biological and psychological explanations of anorexia and obesity.
- **Addiction** examines explanations for smoking and gambling addiction, risk factors in the development of addiction, as well as interventions used in the treatment of addiction.

Religious Studies

Examination Board: OCR

Subject Entry Criteria

Students must have achieved at least Grade 6 in RS iGCSE **and** Grade 6 in GCSE English Language.

Why study A-Level Religious Studies?

Religious Studies A-Level is a well-respected qualification that, due to its general application and openness, leads to a variety of careers or university courses. Students interested in pursuing further studies or careers which incorporate English, history, philosophy, psychology, sociology, religious studies, economics, law and many more, would do well to consider this A-Level as an appropriate and rewarding option.

Course Outline

This brand new course is designed to develop a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. Learners will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas. Students are encouraged to reflect and develop their own attitudes, values and opinions in light of their learning.

Three components are covered in the A-Level; Philosophy of Religion, Religion and Ethics and Development in Jewish Thought.

The course will appeal to students who are interested in Judaism; to any student who is philosophically minded and interested in why the world is as it is and how religions in general, and Judaism in particular, respond to world issues; and to students who want to study generic philosophical and ethical theories at a higher level.

Unit 1: Philosophy of Religion (33.3% of A-Level grade)

In this unit students will explore

- Ancient philosophical influences
- The nature of the soul, mind and body
- Arguments about the existence or non-existence of god
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- Ideas about the nature of god
- Issues in religious language

Unit 2: Religion and Ethics (33.3% of A-Level grade)

In this unit students will explore

- Normative ethical theories
- The application of ethical theory to two contemporary issues.
- Ethical language and thought
- Debates surrounding the idea of conscience

Unit 3: Development in Jewish Thought (33.3% of A-Level grade)

- Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- Sources of religious wisdom and authority
- Practices which shape and express religious identity, and how these vary within a tradition
- Significant social and historical developments in theology and religious thought
- Key themes related to the relationship between religion and society.

Sociology

Examination Board: AQA

Subject Entry Criteria

Students must have achieved at least Grade 6 in GCSE English Language **or** English Literature.

Why study A-Level Sociology?

A-Level Sociology appeals to those who have a genuine interest in how the world around them operates and who question the existence of equality in society. The study of sociology enables students to develop their analytical and evaluative skills, as well as the ability to undertake their own research and evaluate the validity of existing sociological research.

Course Outline

The A-Level Sociology course considers academic sociological theories as well as the research skills which sociologists use to carry out their investigations. The course looks domestically at the reasons behind inequality in areas such as education and family, as well as looking at more global issues such as crime and beliefs in society in the second year of study.

Paper 1: Education with Theory and Methods (33.3% of A-Level grade)

- **Education** examines the role and function of the education system, different educational achievement of social groups by social class, gender and ethnicity in contemporary society, relationships and processes within schools and the significance of educational policies.
- **Methods in Context** provides students with the opportunity to apply their knowledge of sociological research methods to the study of education.
- **Theory and Methods** explores the theoretical, practical and ethical considerations influencing choice of topic and method; consensus, conflict, structural and social action theories; concepts of modernity and post-modernity; science and the extent to which Sociology can be regarded as scientific; the relationship between theory and methods; debates about subjectivity, objectivity and value freedom; the relationship between Sociology and social policy.

Paper 2: Topics in Sociology (33.3% of A-Level grade)

- **Families and Households** examines the relationship of the family to social structures and social change; state policies; changing patterns of marriage, cohabitation, separation, divorce; gender roles within the family; the nature of childhood and UK demographic trends since 1900.
- **Beliefs in Society** examines ideology, science and religion, including both Christian and non-Christian religious traditions; the relationship between social change and social stability, religious organisations, including cults, sects, denominations, churches and New Age movements; the relationship between different social groups and religious/spiritual organisations and the significance of religion and religiosity in the contemporary world.

Paper 3: Crime and Deviance with Theory and Methods (33.3% of A-Level grade)

- **Crime and Deviance** examines crime, deviance, social order and social control; the social distribution of crime and deviance by ethnicity, gender and social class; globalisation and crime in contemporary society; crime control, surveillance, prevention and punishment; victims, and the role of the criminal justice system.
- **Theory and Methods** examines the topics covered in Unit 1 in further depth.

Extended Project Qualification (EPQ)

Examination Board: AQA

Subject Entry Criteria

Students must have achieved

- Grades 9-8 in 4 GCSE subjects, to include GCSE English Language and Literature and Grade 7 in five additional GCSE subjects.

Why complete an Extended Project?

In addition to extending knowledge and developing skills, completing an extended project allows students to demonstrate their commitment to a subject, as well as their independent research skills. The extended project is often used as a focus for discussion in Oxbridge interviews, especially given the very competitive selection process for these prestigious universities.

“The University recognises that the EPQ will provide an applicant with the opportunity to develop research and academic skills relevant for study at Oxford. Candidates are encouraged to draw upon relevant EPQ experience when writing their personal statement.”

— University of Oxford

“The Cambridge Colleges welcome the introduction of the Extended Project ... primarily because of the benefit we recognise in the skills it will develop in learners and the consequent easing of the transition from study in secondary to higher education.”

— University of Cambridge

Course Outline

The Extended Project Qualification (EPQ) offers students the opportunity to create

“a single piece of work, requiring a high degree of planning, preparation and autonomous working. The projects that students complete will differ by subject, but all will require persistence over time and research skills to explore a subject independently in real depth.”

The Extended Project Qualification (EPQ) is offered at Yavneh with the aim of providing more able students with the opportunity to demonstrate their ability to independently plan, research and write a 5,000 word dissertation style report on an area in which they have a specific interest e.g. medical research. Students are also required to deliver a small presentation on their research to a group of non-specialists.

The EPQ is an A-Level equivalent qualification, although is half the size of a full two year A-Level Programme. The completion of an Extended Project requires 120 hours of time; 30 of which come from the taught skills session delivered in the autumn and spring term of Year 12 and 90 hours of independent study time in which students will plan, research and write their essay and presentation. In addition, students are expected to attend regular meetings with their project supervisor, who will be monitoring their progress, as well as offering guidance and support.

Decisions as to when to start the project is left to the student's discretion, although most students start their research in the summer term of year 12 with the aim of completing their essay before they return to school after the summer holidays. Projects are marked internally by the project supervisor, and moderated externally. Students can either submit their project for entry at the end of October or the end of March.

Jewish Studies Programmes

All sixth form students take part in the compulsory Yahadut course with lessons taking place twice a week.

Yahadut gives the students the opportunity to learn about their Judaism on a deeper level and ask the questions they want to ask. We are very proud of the fact that students have the chance to choose what most interests them. As well as this throughout the year, students are taught about all of the Jewish festivals encouraging students to revisit their knowledge and look at the meaning of the festivals in a more sophisticated mature way.

In Year 12 Students are able to choose from the following courses

1. **Leadership**- The course looks at different leadership styles and the leadership lessons we can learn from Jewish texts. As part of this course students have the opportunity to plan and lead a session in Yavneh Primary.
2. **Jewish History**- Students are taught about Jewish life in Europe before the Holocaust. They then look in detail at key aspects of the Holocaust and what happened to the Jews as well as to other groups.
3. **Israel**- Students are given an overview of Israeli modern history. Students learn about the main conflicts that have taken place since the creation of the State of Israel.
4. **Ethics**- Students look at key ethical dilemmas in society today. They spend time considering the Jewish response to these dilemmas as well as a more general attitude to these issues and societies response today.
5. **Philosophy** - Students are taught about key Philosophical thinkers and ideas. Students are shown chronologically how Jewish Philosophy developed over time. The course allows them to question their own responses to important Philosophical questions.
6. **BMT**- This course allows those who want to do more in depth textual learning to do so. Students study Gemara in this course. This course is particularly recommended for students considering a gap year in Israel.

The Year 13 Yahadut curriculum builds on the Year 12 courses. We recommend taking the same course that you did in Year 12 in order to build upon what you learnt.

In year 13 Students are able to choose from the following courses

1. **Advanced leadership**- This course looks at leadership in Anglo Jewry and encourages students to consider the impact they make on the Jewish community and their wider community after school. The course teaches students about various different organisations that exist and ways to make a difference as well as encouraging them to reflect on their own leadership style and the impact they personally can make after leaving Yavneh College.
2. **Jewish History**- Students learn about the process of liberation and what happened to survivors of the Holocaust. Students look in depth at life in the DP camps and how survivors managed to rebuild their lives. As well as this, students learn about the Nuremberg trials, survivor immigration around the world and the impact important survivors have gone on to have in educating about the Holocaust.
3. **Israel** – Students look at modern Israeli politics and the main contemporary issues facing modern Israeli society. Students also focus on Zionist identity on UK campuses today and consider how they can be a positive advocate on campus.
4. **Ethics**- Students look at key ethical issues in the headlines today and how Judaism would respond to such issues. The course allows students to question their own responses to these important contemporary issues.
5. **Philosophy**- Students are taught about key Philosophical thinkers and ideas. Students are shown chronologically how Jewish Philosophy developed over time. The course allows them to question their own responses to important Philosophical questions
6. **BMT**- This course allows those who want to do more in depth textual learning to do so. Students study Gemara in this course. This course is particularly recommended for students considering a gap year in Israel