



Yavneh
College
Sixth Form

Yavneh College

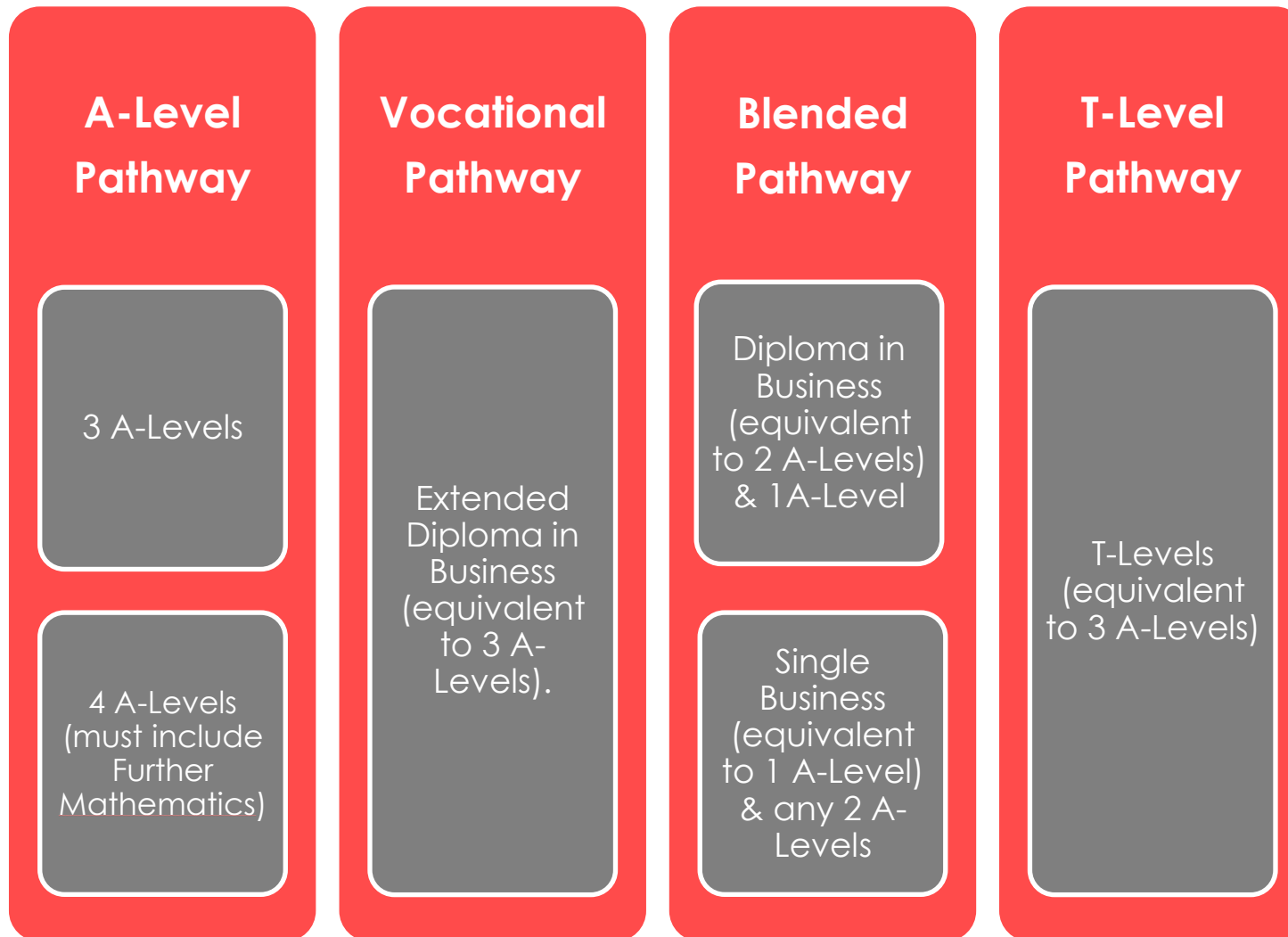
Sixth Form

Courses
commencing
September 2026

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Sixth Form Pathways



The EPQ (Extended Project Qualification) can be studied alongside any sixth form pathway providing criteria is met

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/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.

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.
- Students can also study the EPQ alongside 4 A-Levels.

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 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.

T-Level in Marketing

To study the T-Level in Marketing, students must have achieved:

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

Blended Pathway

Diploma in Business alongside one A-Level or Extended Certificate in Business alongside two A-Levels

To study the Diploma in Business & one A-Level or the Extended Certificate in Business & two A-Levels 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 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/s selected.

EPQ

To study an EPQ we advise that students should have achieved:

- Grades 6/7 or above in a minimum of 6 GCSE subjects, including GCSE English Language **and** Literature
- Students must also have met the subject entry criteria for the A-Level, T-Level or Business courses selected.

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).*

BTEC Extended Certificate in Business (equivalent of 1 A-Level)

Examination Board: Pearson Edexcel

Specific Entry Requirements

For the Extended Certificate 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 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 Extended Certificate in Business?

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 Extended Certificate in Business is equivalent to 1 A-level and consists of 4 units (2 exam and 2 coursework) completed over the course of two years.

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.

Additional Unit

Unit 8: Recruitment and Selection

- 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

BTEC Diploma in Business (equivalent of 2 A-Levels)

Examination Board: Pearson Edexcel

Specific Entry Requirements

For 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 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 in Business?

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. 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

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 (Double and Extended Diploma only)

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

Unit 5: International Business (Double and Extended Diploma only)

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

Unit 6: Principles of Management (Double and Extended Diploma only)

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

Additional Units

Unit 8: Recruitment and Selection

- 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 19: Pitching for a new business (Double and Extended Diploma only)

- 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.

BTEC Extended Diploma in Business (equivalent of 3 A-Levels)

Examination Board: Pearson Edexcel

Specific Entry Requirements

For 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 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 Extended Diploma in Business?

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 Extended Diploma in Business is equivalent to 3 A-Levels. 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 (Double and Extended Diploma only)

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

Unit 5: International Business (Double and Extended Diploma only)

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

Unit 6: Principles of Management (Double and Extended Diploma only)

- 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 8: Recruitment and Selection

- 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 19: Pitching for a new business (Double and Extended Diploma only)

- 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 21: Training and Development (Extended Diploma Only)

- In this unit students will explore the different types of training an organisation could offer. Students will evaluate different training methods and measure their effectiveness to enable them to compile their own induction and training programme.

Unit 22: Market Research (Extended Diploma only)

- In this unit students will examine the different aspects of market research. The unit gives learning the opportunity to conduct, analyse and evaluate their own market research for a selected business idea.

T-Level in Marketing

Examination Board: Pearson

Specific Entry Requirements

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

Why study the T-Level in Marketing?

This Technical Qualification is for T Level students who are undertaking the T Level in Marketing. It is intended for students who want to progress to a career in the sales, marketing and/or procurement sector. The purpose of the T Level Technical Qualification in Marketing (Level 3) is to ensure students have the knowledge and skills needed to progress into highly skilled employment, an Apprenticeship or higher-level study, including university, within the specialist area of marketing. At the end of the Technical Qualification, students are expected to demonstrate threshold competence, which means that they have gained the core knowledge and skills related to marketing and are well placed to develop full occupational competence with additional development and support once in employment in the marketing sector.

Course Outline

As part of the course, students will undertake a work placement each week. Students will work at the same organisation throughout the course and will gain invaluable experience in the workplace. Students may go on to apprenticeships or university. The T-Levels are recognised by Russell Group universities and will allow students to put the skills learnt in the classroom into practice during work placement. This course is perfect for students who want a taste of the workplace regularly and want to develop their skills ready for the world of work.

Core Exam

Paper 1 Externally marked test

- This exam will be made up of different question types that include short answer questions, structured questions, and extended response questions. questions at the end of the question paper.
 - Content overview:
 - Element 1 – The Business Environment
 - Element 6 – Sustainability in Business
 - Element 7 – Communication in Business
 - Element 9 – Impact of Technology on the Business Environment
 - Element 10 – Legislation, Regulation and Ethics in the Business Environment

Paper 2 Externally marked test

- This exam will be made up of different question types that include short answer questions, structured questions, and extended response questions.
 - Content overview:
 - Element 2 – Principles of Marketing
 - Element 3 – Principles of Sales
 - Element 4 – Principles of Procurement
 - Element 5 – Legislation and Regulation in Marketing, Sales and Procurement
 - Element 8 – Project Management

Employer set project

Externally marked project

- Content overview: The employer-set project samples knowledge drawn from across the core content in relation to the specific project version context – however, due to their importance all versions of the employer-set project will cover content from the following core underpinning knowledge outcomes:

Assessment overview:

- The employer-set project is an assessment made up of several tasks that will take place within controlled conditions, assessing the knowledge and skills learned as part of the core element of the T Level.
- Each project will be developed together with employers in the industry to reflect realistic types of developments, activities, and challenges.
 - The project is made up of a number of tasks which all relate to the same employer-set project brief and tender specification.

Assessment overview Students will be given an overarching scenario to set the scene and individual tasks stimulus to cover all the skills and AOs. The skills are: CS1: Communication – use a range of communication methods tailored to audience CS2: Creative thinking CS3: Applying a logical approach to solving problems, identifying issues and proposing solutions CS4: Working as part of a team CS5: Reflective practice

Occupational specialism

Externally marked assignment

- Content overview Learners will be able to:
 - Use project planning skills
 - Undertake stakeholder management
 - Develop a business case
 - Prepare introductory documentation
 - Support coaching/mentoring activities
 - Create a spreadsheet of information

Assessment overview:

- Learners will be assessed against the following performance outcomes:
 - Support the running of the organisation
 - Organise and prioritise workloads and processes
 - Recommend and deliver improvements to business practices
 - Build and maintain positive internal and external stakeholder relationships
 - Manage the business information flow

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 students 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 students to think independently and intuitively, explore their 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. 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 77 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 at the heart of modern life, from the technology we use daily to the systems driving innovation across the world. This is an analytical and technical subject with a mathematical foundation, involving areas such as logic, data representation, and computational thinking. Studying Computer Science enables students to understand not just how computers work, but why they work. It provides insight into the principles behind software, hardware, networks, and data, empowering students to become creators of technology rather than consumers. The course develops problem solving, critical thinking, and analytical skills that are valuable for a wide range of STEM and computing-related careers.

Course Outline: OCR A-Level Computer Science provides an in-depth understanding of how computers function and how computational thinking can be applied to solve real-world problems. Students study both theoretical and practical aspects of computing, developing advanced programming skills and an appreciation for the principles underpinning computer systems.

Component 1: Computer Systems (40% of A-Level grade)

This unit covers the theory behind how computer systems work. Students study topics including:

- The characteristics of contemporary processors, input, output and storage devices
- Software and the different types of programming languages
- Data exchange and networking
- Data types, data structures, and algorithms
- Legal, moral, cultural and ethical issues associated with computer use

This component focuses on understanding how systems operate at both hardware and software levels, preparing students for further study or careers in IT, computer science, or engineering.

Component 2: Algorithms and Programming (40% of A-Level grade)

This unit develops students' ability to think computationally and solve problems through programming. It focuses on:

- Elements of computational thinking
- Problem solving and algorithm design
- Using and understanding standard algorithms
- Applying programming techniques to design, write and test programs

Students will learn to analyse problems logically, break them down into manageable parts, and construct efficient algorithms. This component includes on-screen programming tasks that test understanding of programming concepts and logical reasoning.

Component 3: Programming Project (Non-exam Assessment) (20% of A-Level grade)

This coursework component allows students to apply their knowledge and programming skills to a substantial project of their own choosing. Students identify a real-world problem or opportunity, then design, develop, test and evaluate a software solution.

The project encourages creativity and independence while strengthening understanding of the system development lifecycle. It's an excellent opportunity for students to demonstrate advanced programming ability and project management skills.

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 CG100 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, **Coastal** 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: In search of the American Dream, USA: 1917-96 (30% of A-Level grade)

- To prepare for this paper students will study the key features of 20th century America; which include the key political developments and the changes to the US Presidency, the quest for civil rights, the changing nature of society and culture and the changing quality of life and development of leisure activities

Paper 2: South Africa, 1948-94: from apartheid state to 'rainbow nation' (20% of A-Level grade)

- This option comprises a study in-depth of South Africa during its transition from white minority rule to the free elections of 1994, a long, and at times, dramatic process in which South Africa changed from an apartheid state into a multi-racial democracy. Students will gain an in-depth understanding of the creation and consolidation of the apartheid regime by the National Party and the response and methods used by their political opponents in the struggle to overthrow apartheid, as well social, economic and cultural changes that accompanied this process.

Paper 3: Britain: losing and gaining an empire, 1763-1914 (30% of A-Level grade)

- This option comprises two parts: the Aspects in breadth focus on long-term changes and contextualise the Aspects in depth, which focus in detail on key episodes. Together, the breadth and depth topics explore the development of the British empire and the part played in this by the Royal Navy and merchant marine. Looking at social, economic and political issues, students will study a series of developments that started with an imperial catastrophe which threatened to reduce Britain once more to a European offshore island, but would then transform Britain's standing in the world so that by the end of the period it had the largest empire the world has known.

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

Mathematics

Examination Board: Edexcel

Subject Entry Criteria

Students must have achieved at least Grade 7 in GCSE Mathematics and a minimum of 60% in an A-Level Maths Baseline Assessment.

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 employers 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 CG100 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, voting 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 feminism.
- **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 impact of minority groups.
- **Psychopathology** examines definitions of mental health issues as well as biological, cognitive 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 assumptions of the biological, social learning, 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 functional recovery of the brain.

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.
- **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 the 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.
- **The Media** examines ownership and control of the traditional and new media; representations of gender, age, ethnicity, disability, class and sexuality; the impact of globalisation; media effects on the audience, in particular in relation to violence in the media; the selection and presentation of news.

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.