Moreton Hall

Scholarship | Gaiety | Humanity

Sixth Form

Guide to Courses

Est. 1913

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Introduction to Sixth Form

Welcome to the Sixth Form at Moreton Hall. We hope you find this booklet useful and that it serves its purpose: to give you a clear idea of the type and range of courses on offer to all Sixth Formers at Moreton Hall.

At Moreton Hall we have always believed education does not merely mean passing exams. A commitment to ensuring that each student follows a broadly based Sixth Form programme is essential in preparing students for the challenges of university and the world beyond. However, a wide-range of traditional subjects at A Level forms the core of our programme and is essential to ensuring that our Sixth Form students are able to gain entry to the very best universities. Our expert Careers Advisors work with students and parents, to ensure that university applicants understand the requirements of each course at university.

The choice of subjects is therefore crucial for every student, as are our links with universities and medical schools, in providing Sixth Formers with access to work experience opportunities and pre-university enrichment courses. Moreton's accelerated Oxbridge programme, led by Matthew Dennison, ensures that our students face the increasingly competitive admissions process with confidence.

Our outstanding Next Steps Careers Department, working closely with the Moreton Foundation, has a network of contacts amongst parents and Old Moretonians that Moreton students can access for career advice and other work related opportunities. The aim is to build up a bank of businesses, in as wide a variety of sectors as possible, that will help give our current students and recent leavers the best opportunities to access quality work experience placements, internships and work shadowing experiences, as well as giving them the opportunity to listen to talks about career paths in a variety of sectors.

A wide range of extra-curricular activities complement their studies and offer real opportunities for developing their skills and leadership qualities. From interview and life skills training to Moreton Enterprises, our programme is unique, dynamic and constantly evolving and prepares our students for life beyond the classroom.

George Budd
Principal

'Moreton students take their place in life after school without adjustment'

- Good Schools Guide

Introduction to the Curriculum

The Sixth Form at Moreton Hall provides many different academic opportunities and this booklet deals specifically with one part of Sixth Form life – the curriculum.

At the start of Lower Sixth whilst final choices are still being refined, some students will take four subjects. However, by October half term of the first year of the Sixth Form most students will be studying three subjects, sometimes supplemented by an Extended Project Qualification (EPQ).

In addition to mainstream studies it is possible to take up or continue a foreign language. ICT skills can be extended and Games remain a compulsory element on the timetable of every Sixth Form student. Any student is able to alter their choices right up to the start of September, but of course, once the option blocks are constructed, the scope for change, though wide, is not unlimited.

The rest of this booklet focuses upon the specific subjects available at A Level to students in the Sixth Form. It is very important that students understand not only what is to be studied within each subject, but also how each subject is assessed in order to play to the strengths of each individual.

Furthermore, the combination of subjects to be studied in the Sixth Form needs very careful attention in order not to preclude entry to university for a specific course. No two students' requirements are the same and we provide individual advice for all, addressing both ability and aspiration. Please be assured that, whatever the level of their ambitions, we will be able to construct a programme of study that will allow them to make the very best of their talents and enable them to take their education to the next level. Additionally, we constantly review the Sixth Form Curriculum and other subjects may be available if there is sufficient demand, such as Greek and Japanese.

Having read this booklet, if you do still have questions regarding specific courses or other matters please do not hesitate to contact me.

Sona Champion
Director of Studies

Changes to A Levels

As you will be aware, the Government has made substantive changes to A Levels and we have highlighted the major reforms below:

Reforms to A Levels

From 2015 the A Level system has reformed. Under the reforms, there are no modules, no resits and all courses are linear.

We expect that most students will choose to study three A Level subjects, possibly supplemented by an EPQ.

Maths:

There is a more demanding Maths requirement injected into A Level Sciences, Economics, Geography and other relevant subjects. A Level Physics is a particular target.

Science A Levels

The new Science A Levels contain a greater emphasis on both practical context and practical skills. There are, however, no examined pass/fail practical assessments. Instead, students will be required to complete twelve practical skills which will be recorded in a logbook of their work (the book will be marked internally but checked by external moderators). The final certificates will then show a grade for the examination and a 'practical endorsement'.

Changes to A Levels

Frequently Asked Questions

Without modules, how will I know what grade I will be capable of achieving at the end of the two year course?
We have continued to develop tracking and monitoring systems to ensure we are accurately tracking your progress. Mock examinations, grade tracking and target setting are just some of the ways in which this will be achieved.

Should I take three or four A Levels and drop one subject?
This is very much an individual decision and will be based on a number of factors such as your possible choice of course at university and your extra-curricular commitments. We will make both options available to all students and ensure they have advice and guidance at the right time to help them come to the right decision. It is important to note that the Extended Project Qualification (EPQ) remains unchanged and will form part of the Sixth Form programme for many pupils.

What other skills will my child acquire during her time in the Sixth Form?
Spoken English examinations are a compulsory component in the Lower Sixth, as well as the Life Skills programme on Saturday mornings. The enrichment programme offers a diverse range of opportunities.

Sixth Form Enrichment

The Sixth Form at Moreton Hall offers an impressive range of societies, activities and courses that aim to stretch, challenge and enrich at every level. Academic Societies, such as the Gertrude Bell, Pi and Jenner Societies offer students the opportunity to develop their intellectual curiosity, whilst the Bronwen Society and accelerated Oxbridge programme prepare those students applying to the most competitive universities.

In addition, every student in the Sixth Form receives tuition in Spoken English and specific preparation in presentation skills and the Lower Sixth in particular play a major role in running Moreton Enterprises, the unique range of businesses, run by the students, for the students. From wine-tasting to Beginner's Greek, skills learnt during these two years will prove invaluable on gap years, at university and beyond.

Enrichment Programme

The Enrichment Programme is both varied and rich in content and is central to what we do at Moreton Hall. Originally designed to assist in the preparation of Oxbridge candidates the Enrichment Programme has now been extended to each year group and is available to every student in the school. It is not designed to be elitist, but at the same time it is designed to challenge and stretch in a way that the current examination system doesn't allow, either in terms of teaching, time or expectation. It aims to provide every student with an education that is as broad as it is deep.

Academic Societies include:

- **Gertrude Bell** named after the renowned archaeologist, this society is aimed at students with an interest in anthropology, geography and archaeology;
- **Brunel** for would-be engineers;
- **Pi** for would-be mathematicians;
- **Jenner** for students hoping to pursue a career in every field of medicine;
- **Bronwen** open to every student in the school, Bronwen develops thinking skills and explores areas of knowledge neglected by the examination boards. It aims to quench intellectual curiosity and prepares those students applying to the most competitive universities.
- **Barbirolli** open to all students with a passion for music, this society gives musicians the opportunity to challenge themselves and develop their musical abilities through a programme of masterclasses, workshops and trips.

Accelerated Oxbridge Programme

For those who intend to apply to Oxbridge (or other highly competitive universities), an accelerated programme is offered of tutorials, seminars and intensive interview practice. Great care and attention is taken in matching the right student to the right course and college and subject staff provide individual Oxbridge lessons to ensure each candidate arrives for their interview feeling confident and fully prepared.

Moreton Enterprises

Unique to Moreton Hall is a set of businesses with an annual turnover in excess of £50,000. Run by the students of Moreton's Sixth Form for the younger year groups, parents and Friends of Moreton, involvement in this project represents hands-on, real-life work experience. Shops need to be opened, accounts kept, marketing ideas publicised and new customers enticed through the doors.

Spoken English

All Lower Sixth students participate in Spoken English lessons in groups of 8 -10. At the end of the Spring term students present their work for the English Speaking Board Advanced Certificate in Spoken English.

The course includes learning to give a formal presentation on a topic of your choice, chairing a meeting and leading discussion on a chosen controversial subject, reading aloud effectively and contributing in group discussion, asking and answering questions.

Articulate A Level candidates are then well prepared to meet the challenges of university life and their future careers. For those students who also want to participate in the Shropshire and Chester Festivals, various public speaking and debating competitions, smaller group lessons can also be organised.

Sixth Form Enrichment

Duke of Edinburgh Award Scheme

Currently over 30% of the students in Moreton Sixth successfully participate in the Gold Duke of Edinburgh's Award. By pursuing a Skill, Service and Physical Recreation over a period of 12 months as well as completing a gruelling yet rewarding expedition on foot, and a residential project, most students will complete their Gold Award before moving on to university.

Leiths Certificate in Food & Wine

This 18-month long course is offered by a growing, but still limited number of schools and will therefore not only be something different for your UCAS form, but also equip you with a lifelong skill. The course includes challenging practical cookery lessons lasting two and a half hours each week.

As part of the course each student receives a set of knives, engraved with their initials, the Leiths' 'How to Cook' recipe book, the Leiths' apron, Chef's trousers, white top and hat to wear during cookery lessons. There is a charge for this popular course so please ask for further details if you are interested.

Upon completion of the course you should have acquired three commercial qualifications: the Leiths Introductory Certificate in Food and Wine; the Level 2 Award in Food Safety and Hygiene in Catering, which would add to your flexibility and range of job opportunities, and finally the Level 3 CTH Certificate [CTH Confederation of Tourism & Hospitality].

The Leiths course can also enable you to 'earn' UCAS points to help towards your university entry and if you are interested in achieving the Gold Duke of Edinburgh Award it could be used as either your 'skill' or your 'interest' element of that scheme.

If you chose to continue your studies in food or wanted to have an extra qualification at the end of a Gap Year, (or possibly post-university) you could study the Leiths Diploma in two terms rather than three, if the standard of your work was good. Many career opportunities then exist! Just have a look at the Leiths web site and past Alumni to gain some idea.

Barbirolli Society

This society is open to all musicians within Moreton Sixth and celebrates the high standard of music at Moreton Hall. It provides students with opportunities to further their skills and receive professional level coaching through a series of masterclasses and workshops run by musicians at the top of their field.

Musicianship Programme

Moreton Hall's Musicianship Programme works with our most able students, providing them with a platform to develop and hone their musical skills through weekly chamber music sessions and regular performance opportunities including ABRSM ensemble exams, lunchtime concerts and external competitive festivals as well as an annual chamber music masterclass.

Sessions run every Saturday and all instruments are catered for in small chamber music groups, including duos and trios. Sessions are open to all students of Grade 3 and above from Remove to Upper Sixth and runs closely with our Barbirolli Society.

Students who achieve ABRSM, LCM or Trinity Grade 6, 7 or 8 in instrumental, vocal or theory exams also receive UCAS points towards their university courses regardless of what subject they are studying. This shows that universities appreciate the number of years dedication that it takes students to reach these levels and the importance they place on the skills gained through the study of music. The UCAS points awarded are as follows:

	Grade 6			Grade 7			Grade 8		
	Pass	Merit	Distinction	Pass	Merit	Distinction	Pass	Merit	Distinction
Practical	6	10	12	10	12	16	18	24	30
Theory	4	5	6	6	7	8	8	9	10

Sixth Form Enrichment

Sport

In the Sixth Form sport is not just for those who have elite skills or play in the teams. Our approach to sport is about the individual. As well as offering totally bespoke programmes for the aspiring athlete we run a varied sport programme to ensure the overall enjoyment of sport is provided for a student's physical and mental wellbeing. Our aim is to encourage all students to keep fit and healthy, and to foster a lifelong love of keeping active. This is achieved through offering a wide and non-definitive range of activities such as rowing, golf, horse-riding, zumba, fitness, pilates, as well as our core sports which include lacrosse, hockey, netball, tennis and cricket.

For students wanting to pursue a career in Sport, it is advisable to take a science subject and in particular Biology.

The Sports Department will support these students by providing access to umpiring courses and opportunities to develop their skills and coaching experience.

Life Skills at Moreton Hall

The Life Skills course is aimed at providing the Lower Sixth with valuable skills to augment their learning and prepare them for life after Moreton, and is run on Saturday mornings. To ensure that every student has an opportunity to take part in each aspect of the course, it will be run twice over the year. During the academic year the course includes the following aspects:

(i) An eight to ten week course preparing them for the working world. The course links strongly with the work of the careers department and aims to help each student to identify their skills and interests so as to assist them in deciding on Further Education courses and potential future careers. The course covers identifying each student's strengths and values, drafting a curriculum vitae, preparing for interview and learning to be resilient.

(ii) Essential driving knowledge – this course covers aspects of driving theory and essential car maintenance. The course is designed to augment the knowledge of any students learning to drive but also to provide invaluable information to ensure their safety on the roads.

(iii) Essential cookery - a fun course designed to make the transition to independent living, away from the school dining room, easier and fun. They learn simple, healthy and delicious recipes designed for students on a budget.

(iv) Managing finances – this course covers essential basic information such as how to set a budget, understanding VAT and Tax.

CCF (Combined Caded Force)

Moreton Hall has a newly established CCF Army Section. Cadets from both Moreton Hall and St Martins parade each week undertaking activities such as first aid, team building tasks, weapon handling, field craft and adventurous activities. A formal progressive syllabus is followed as directed by the MoD.

In addition to the weekly parade, cadets take part in overnight exercises involving blank fire, range days, adventurous activities and a week long summer camp. As a cadet you can expect to develop fantastic leadership, problem solving, self-discipline, time management, team working and life skills which will stand you in good stead for the future even if you would never dream of going into the forces.

Saturday Morning Lessons

Saturday A and B weekends provide opportunities for Lower Sixth students to participate in the Life Skills course, as well as lessons supporting their work in number of A Level subjects. More skills-based lessons are also provided, such as Maths for Scientists (for those students who are taking a science subject without Maths A Level), and Essay Writing Skills.

All Lower Sixth students are expected to attend Saturday morning lessons, except where they are representing the school in other events, for example, Sports.

The Extended Project Qualification (EPQ)

The Extended Project Qualification or EPQ is a stand alone qualification offered in Moreton Sixth which allows a student to carry out independent research on a topic of their choice not covered by their subject curriculum. The EPQ was introduced to help students develop skills in independent study, research, time management, presentation and referencing. As such it provides valuable skills for anyone considering further study after sixth form.

Popular with the universities, the EPQ is worth the equivalent of 50% of an A Level for those universities who make points offers, this is the equivalent to 28 UCAS Tariff points for an A*. Although universities will not specify an EPQ as a requirement, some will make an alternative slightly lower grade offer if a student has completed an EPQ in a topic relevant to their application. For students applying for academically competitive courses at top Russell Group universities, it is an opportunity to showcase super-curricular interest.

The project at the centre of the EPQ can be presented as a dissertation or as an artefact or a production. However, the realised project is only a small percentage of the final marks and the research process, a presentation to an audience about the project, and the student's reflections on that journey are also important elements of the final mark.

At Moreton Hall, the EPQ skills are introduced as part of our Life Skills curriculum in the Spring of Lower Sixth. The 30 hours of guided learning required by our current course provider, AQA, are made up of a mixture of teacher led sessions and an online learning provided for the EPQ by Southampton University. All our students will participate in this initial stage of the EPQ before those students who wish to embark on an the full EPQ are matched with a supervisor to oversee their EPQ journey.

More information about the Extended Project Qualifiaction can be found here:
www.aqa.org.uk/subjects/projects/aqa-certificate/EPQ-7993

Sample Senior Activities Timetable

Monday	Tuesday	Wednesday	Friday
Gold DofE	Art	Musicianship	Adventure Challenge
Chamber Choir	Adventure Challenge	CCF	Art Appreciation
Show Choir	Badminton		Classic Films
North Shropshire Senior Orchestra	Art Appreciation	**Thursday**	Cricket Nets
	Ballet	Art	Design Technology
Musicianship Programme	Classic Films	Gold DofE	Jenner
Charities	Bridge	Cricket Nets	Jewellery Making
Dance/Hoola	Cricket Nets	Feminism	Junior Jenner
Debating Society	Chess	General Knowledge	Moreton Enterprise
Gertrude Bell	Design Technology	Geology	Music Practice
Indoor Cricket Nets	International Cookery	Golf	Opera/Ballet Club
Moreton Enterprise	Jenner	Intermediate Pi Society	Origami
Instrumental/Vocal Practice	Journalism	International Cookery	Lacrosse
	Lacrosse Stick Skills	Moreton Enterprise	Hockey
Riding (Beg/Int)	Junior Jenner	Philosophy	Chamber Choir
Instrumental Tutoring for North Shropshire Training Orchestra	Mendeleev Society	Riding (Int/Adv)	
	Moreton Enterprise	Rowing Training	
Lacrosse	Opera/Ballet Club	Senior Squads Fitness	**Saturday**
Netball	Photography	Swimming	Musicianship
Conservation Rangers	Origami	Tennis Team Training	Life Skills
	Poetry	Reading	
	Lacrosse	County Hockey	
	Senior Pi Society	Astronomy	
	Hockey		
	Senior School Play		
	Touch Rugby		
	Virginia Woolf Society		
	Gold DofE		

Scholarship & Bursary Awards

Academic Scholarships
Awarded on the basis of performance in the scholarship exam, interview, and/or mock GCSE results and school reports. These awards recognise outstanding academic ability and potential.

Music Scholarships
Music Scholarships are awarded to students demonstrating talent, achievement and outstanding commitment to music. Free musical tuition on up to two musical instruments may also be available to other candidates. Awards are based upon interview, audition, and reports from current school.

Elite Music Scholarship Programme
The Elite Music Scholarships are for our most advanced Music Scholarship applicants. They are designed for students who are serious about their musical studies and wish to prepare for UK and overseas music conservatoires or music university courses. An Elite Music Scholarship Programme runs to prepare students for auditions for Junior and Senior Conservatories as well as competitions.

Doreen Cameron Awards for Art and Design and The Richard Allen Art Award
These awards will be made to a student(s) who shows exceptional talent in art. The awards will be based upon report from current school, portfolio and interview.

Sports Scholarship
Offered to exceptional candidates with tennis, lacrosse or hockey as their main sport and will be based upon school reports and interview.

All-rounder Scholarship
May be awarded to one or more students who perform well in the scholarship examinations and display talent in one or more area (such as music, art, sport, drama).

Sixth Form Bursaries
All bursaries are means-tested. Please contact Ruth Brown on admissions@moretonhall.com for more information.

Miss Bronwyn Lloyd-Williams Award
Available annually and may be awarded to relieve financial hardship in order that a current student may complete her education.

Ursula Roberts Award
Students whose parents live within a radius of approximately 20 miles of Oswestry are eligible to apply for this award given in memory or Ursula Roberts, successively pupil and Librarian at Moreton Hall for 37 years. The award is worth the equivalent of 2 day places at Moreton Hall, but may be split into up to 6 lesser awards. It may also be awarded to students who live locally, but would like to board.

Application Process for Scholarships

Application Forms
Parents of all applicants are asked to complete a Moreton Sixth Form scholarship application form, available from the Admissions Secretary, Ruth Brown. Dates for submission of applications and of scholarship examinations are all included in these forms.

Academic Scholarship Exams
The scholarship exam will be held at Moreton Hall in the Autumn term each year. The exam includes written papers designed to test ability rather than factual knowledge. Candidates choose two subjects they wish to offer, usually their best GCSE subjects. A third, general paper will be sat by all candidates, which will assess their wider knowledge and critical thinking skills. All candidates will be interviewed on the day of the exam and in all cases considerable weight will be given to character and progress reports from the candidates' own schools.

Art, Music and Sports Scholarships
Candidates wishing to apply for Art, Music or Sport scholarships will be invited to Moreton Hall at a mutually convenient date in the Autumn term. They will be asked to show evidence of their ability by portfolio (Art) and audition/interview (Music/Sport). Further information on the Music and Art scholarships is available upon request.

All-rounder Scholarships
All-rounder candidates will sit the scholarship exam. Parents and/or current head teachers are requested to discuss the possibility of a student being assessed for the All-rounder Scholarship prior to the academic scholarship exams.

Please contact the School for more details of Scholarships and Bursaries. Contact Ruth Brown on admissions@moretonhall.com or 01691 773671.

Careers Advice

Moreton Hall prides itself on the quality of provision on offer.

Upper 5 / Year 11
Careers advice runs throughout the year, ensuring that personal strengths, interests and career aspirations are fully weighed so that the best possible Sixth Form programme can be constructed for each individual. This follows on from the Morrisby online aptitude tests and individual interviews that take place at the end of the Summer term in Lower 5/Year 10.

One of the most valuable events in the careers calendar is the Annual Careers Fair held in February, to which parents as well as students are invited. This gives students the opportunity to talk face to face with a host of delegates from universities and a variety of professions.

In the Spring term, post-16 choices are made, further assessments are sought from the house tutors, subject teachers, and further interviews may be held within the Careers Department.

The Careers Department offers bespoke advice regarding the suitability of A Level subjects for particular university courses and school leaver programmes. The UCAS website (www.ucas.com) and Unifrog (www.unifrog.org) are also recommended sources of information for entry requirements to individual courses. There are some degree courses that make specific A Level requirements a condition of entry for example, Medicine, Veterinary Medicine, Dentistry, Engineering, Languages, Art and Design and Sciences.

Within the first few weeks of the second half of the Spring Term, the option blocks will have been determined. As far as possible, these will be built up from combinations of subjects requested by the students in the previous term.

Although subsequent choices will be determined by the published blocks, over 300 combinations will still be possible for those who have a change of heart, or are undecided. Liaison with parents is always welcomed on the question of their daughter's Sixth Form programme, as it is on all other matters.

Lower Sixth / Year 12
Preparations for application into Higher Education begin with a second, more targeted visit to the Annual Careers Fair. Seminar work with house tutors and individual interviews with Careers staff in the Spring Term, enable students to begin researching specific post A Level options. Visits to university open days are essential, but because of the disruption to lessons which can result, students are encouraged to use weekends, Easter, half term and the Summer vacation for the bulk of their visits. Students are strongly encouraged to engage in some work experience during their school holidays.

Upper Sixth / Year 13
Under the continued supervision of the Careers Department, UCAS forms are completed during the Autumn term. Applications to other institutions are made soon afterwards. A programme of admissions test preparation and interview preparation and practice is in place throughout the Autumn term. From this point onwards guidance is of a very individual nature, but it is freely available when the A Level results are published and until every student has gained a place on a Higher Education course or training programme.

Sixth Form Timetable

Upper 5 / Year 11

September - December
A programme of Careers Lectures is available.

January – March
A student and parent briefing about A Level options, our Careers Fair, an A Level subject taster day and the opportunity for individual meetings support the students as they make their A Level short list, to be completed by the end of the first half of the Spring term. Choices are required by the end of the Spring half term holiday for the option blocking process to start. There are no restrictions imposed by the block structure at this stage. Extensive advice is offered and students may choose any combination of subjects which make educational sense.

June
In late June, our Sixth Form Induction programme introduces the students to Sixth Form life. Sessions include subject teacher meetings and the opportunity to collect Summer reading. Any changes to subject choices can be discussed but at this point the option blocks will have been set to allow the teaching timetable to be finalised.

August
GCSE results - final adjustments to choices, key staff on hand to offer support and advice.

Lower Sixth / Year 12

September to December
Careers lectures, enrichment opportunities and our comprehensive life-skills programme introduces the Lower Sixth to key skills as they begin to think about their post-A Level plans.

January - April
One to one Careers meetings, the Careers Fair, Taster Days and subject masterclasses all support the students in finalising their subject and university choices. For those students considering Oxbridge, the popular Oxford and Cambridge Student Conference will help shape their decision.

May - June
There are examinations in all A Level subjects in the Summer term, which are used to help inform UCAS predicted grades, and are of particular use as part of the preparation for the second year of A Levels and for tracking progress. University Open Days, UCAS personal statement workshops and UCAS registration opens the application process for those students applying to university. Sessions on alternative post-A Level options including Apprenticeships and Gap Years are available to ensure the students have information on the widest possible range of choices.

Upper Sixth / Year 13

September - October
UCAS form submitted. Early deadlines (mid-October) for Oxbridge, vets, medics and dentists.
All forms completed by half-term.

University tests for some universities for certain courses (Oxbridge, Medicine, Dentistry, Law, Vet etc.)
Full support given via individually tailored courses.

December
Oxbridge (and some other) interviews - Interview training offered to all.

January – April
Mock examinations take place in all subjects. University offers are made.

May – June
A Level examinations.

August
Results and clearing. Key staff on hand in the summer holiday for support and advice.

September
Post A Level UCAS. Students who have left school continue to get our support.

A Level Curriculum Subjects

Art and Design - Fine Art *(Eduqas)*

Fine Art at A Level follows naturally from the study of Art & Design at GCSE.

The endorsed **Fine Art** course is distinguishable by the emphasis it places on aesthetic, intellectual and communicative purposes rather than on functional, utilitarian considerations. It covers a broad and developing area of study which may include painting, drawing, mixed media, print-making, ceramics, sculpture, installation, conceptual art, photography and film. Learners will be encouraged to utilise traditional, new and emerging media that involves expressive use of a wide range of materials and techniques. Independent investigation and critical thinking is paramount.

The courses are broad-based and designed to provide engaging and innovative creative learning. Opportunities for experimentation, collaboration, creative decision-making and innovation will help in developing curatorial skills and creative enquiry.

There is an increased emphasis on the value of **drawing skills** which are an integral part of portfolio coursework and sketchbooks. Learners are required to record experiences and observations. Importantly, drawing enables them to think, describe and visually communicate. Learners are encouraged to build a knowledge and appreciation of historical and contemporary influences, using our History of Art/Contemporary library and gallery visits. **Critical and contextual understanding** should be demonstrated through written and visual form.

Subject Content

A Level Learners will work through a Foundation Programme of experimental and drawing techniques during the first term of Lower Six. Working towards a final outcome, this project allows for each learner to develop their own 'Artist's Voice.' This underpins the independent and contemporary approach to Fine Art which we believe is key in order for each learner to be able to produce unique and personal project based work.

Art and Design - Fine Art *(Eduqas)*

A Level – Lower and Upper Sixth - 2 year qualification

This course consists of:

Unit 1. Personal Investigation. 60% of A Level. February of Lower Sixth - February of Upper Sixth.

Coursework portfolio including final piece. This project is based on a self-set title, which is developed via in-depth critical, theoretical and practical research and study. A high degree of theoretical research is developed alongside visual and practical work, linked to the project title. The project is carried out in sketchbooks and research sheets, and will include experimental and relevant use of any method, media or technique. Learners will develop their independent ideas, working closely with their teachers and with reference to Artists and the wider world. This project is concluded in a final piece produced without time constraint, and supported by an extended written element of 1500 - 3000 words. This written critical and contextual analysis provides background to the project and should show a suitably high degree of critical thinking and specialist terminology.

Internally assessed and externally moderated by Eduqas.

Unit 2. Controlled Assignment. 40% of A Level. February of Upper Sixth - May of Upper Sixth.

Externally set titles are provided by the examination board. Preparatory study in sketchbooks will include critical, practical and theoretical work, allowing learners to work towards a final response based on their chosen title.

15 hour period of sustained focus work (examination) during which period the final piece for Unit 2 is produced. Learners must bring together the best of their understanding, knowledge and skills built up over their course of study and demonstrate their highest achievement through this externally set assignment.

Internally assessed and externally moderated by Eduqas.

A Level students will be expected to make full use of the facilities, and liaise with staff outside of lessons. They will be expected to attend our life-drawing sessions and ensure they use the enrichment programme for recommended gallery visits.

Post A Level?

A recommended route into an Art & Design career is to apply for a 1 year Art Foundation Course. This provides students with a transitional experience, introducing them to various pathways and allowing them to make informed decisions for degree level. Portfolios are prepared within the school during the Autumn term of the second year. Students also apply successfully at degree level to study History of Art, Architecture, Fashion, Textiles, Fine Art, Interior Design, Theatre, Graphics, Photography and Film.

Art and Design - Photography *(Eduqas)*

Photography at A Level allows students to develop skills specific to the use of the camera, digital editing, and creative, Art based techniques.

The endorsed **Photography** course is distinguishable by the emphasis it places on communicative purposes. It covers a broad and developing area of study which must include photography but may also include painting, drawing, mixed media, print-making, installation, conceptual art, animation and film. Learners will be encouraged to utilise traditional, new and emerging media that involves a wide range of materials and techniques. An interest in contemporary Photography and the media is essential.

Opportunities for experimentation, collaboration, creative decision-making and innovation will help in developing a valuable portfolio of Photography work that will be useful for students who are interested in further study of a creative subject. There will be a series of masterclasses taught by visiting Photographers, in order to boost the creativity of learners' approach to Photography.

There is an emphasis on the inclusion of **drawing**, which must be included in portfolio coursework and sketchbooks. This might include making diagrams, drawing over photographs, planning photographic experimentation, or the use of media such as printmaking alongside Photography. Learners are required to record experiences and observations. Learners are encouraged to build a knowledge and appreciation of historical and contemporary influences, using our contemporary library and gallery visits. **Critical and contextual understanding** should demonstrated through written and visual form.

Subject content

Photography students will work through a Foundation Programme of experimental and Photographic techniques during the first term of Lower Six. Working towards a final outcome, this project allows for each learner to develop their own skills as a Photographer. This underpins the independent and contemporary approach to Photography, which we believe is key in order for each learner to be able to produce unique and personal project based work.

Art and Design - Photography *(Eduqas)*

A Level – Lower and Upper Sixth - 2 year qualification

This course consists of:

Unit 1. Personal Investigation. 60% of A Level. February of Lower Sixth - February of Upper Sixth.

Coursework portfolio including final piece. This project is based on a self-set title, which is developed via in-depth critical, theoretical and practical research and study. A high degree of theoretical research is developed alongside visual and practical work, linked to the project title. The project is carried out in sketchbooks and research sheets, and will include experimental and relevant use of any method, media or technique. Learners will develop their independent ideas, working closely with their teachers and with reference to Artists and the wider world. This project is concluded in a final piece produced without time constraint, and supported by an extended written element of 1500 - 3000 words. This written critical and contextual analysis provides background to the project and should show a suitably high degree of critical thinking and specialist terminology.

Internally assessed and externally moderated by Eduqas.

Unit 2. Controlled Assignment. 40% of A Level. February of Upper Sixth - May of Upper Sixth.

Externally set titles are provided by the examination board. Preparatory study in sketchbooks will include critical, practical and theoretical work, allowing learners to work towards a final response based on their chosen title.

15 hour period of sustained focus work (examination) during which period the final piece for Unit 2 is produced. Learners must bring together the best of their understanding, knowledge and skills built up over their course of study and demonstrate their highest achievement through this externally set assignment.

Internally assessed and externally moderated by Eduqas.

A Level students will be expected to make full use of the facilities, and liaise with staff outside of lessons. They will be expected to attend masterclasses and activities and ensure they use the enrichment programme for recommended gallery visits.

Post A Level?

A recommended route into a creative career is to apply for a 1 year Art and Design Foundation Course. This provides students with a transitional experience, introducing them to various pathways and allowing them to make informed decisions for degree level. Portfolios are prepared within the school during the Autumn term of the second year. Students also apply successfully at degree level to study History of Art, Architecture, Fashion, Textiles, Fine Art, Interior Design, Theatre, Graphics, Photography and Film. Photography may link well with English, Business Studies, Fine Art and History of Art and can be beneficial in the development of a wide range of portfolio work for university applications.

Art and Design - Textile Design *(Eduqas)*

Textile Design at A Level allows students to develop skills specific to the use of stitch, fibres, three dimensional, printed, woven and Fine Art textile materials. They can explore the application of these skills to any area relevant to Textile Design, including Fashion, Fine Art, and Interior Textiles.

The endorsed Textile Design course is distinguishable by the emphasis it places on the development of a very wide range of techniques and processes. For example, printed, woven, or stitched materials may be designed and made for use in garment construction, sculpture, or installation work. Equally, students may wish to explore digitally printed or hand or machine knitted textile materials for use in interior, costume, or set design applications. At the core of Textile Design A Level is a high level of exploration of concept, colour, texture and technique, with relevance to the broad and developing world of contemporary Fashion and Textile Design, as well as Fine Art Textiles. Learners will be encouraged to utilise traditional, new and emerging media that involves a wide range of materials and techniques including digital print. An interest in contemporary Fashion and Design, and a willingness to take on technical challenges is very important for students wishing to pursue an A Level or a future career in Textiles or related areas.

Opportunities for experimentation, craft and design based making, drawing, designing, working with techniques and processes, and creative innovation will help in developing a valuable portfolio of Design and practical Textiles work. This will be useful for students who are interested in further study of a creative subject. There will be workshops and gallery visits throughout Lower Sixth, to boost students' grasp of the wide range of Textile practices that contemporary Textile Design may refer to.

There is an emphasis on the inclusion of drawing, which must be included in portfolio coursework and sketchbooks. This must include observational drawing, planning-drawing, such as designing, drawing on a large scale, life drawing (from the figure), using stitch to draw (such as free machine embroidery), digital drawing (with graphics tablet using Photoshop), and drawing on cloth. In Textile Design, as in other 'Art' A Levels, learners are required to record experiences and observations using drawing and photography as well as writing. Learners are encouraged to build a knowledge and appreciation of historical and contemporary influences, using our contemporary library and gallery visits. Critical and contextual understanding should demonstrated through written and visual formats.

Subject Content

Learners will work through a Foundation Programme of Textile techniques during the first two terms of Lower Six. Working towards a final outcome, this project allows for each learner to develop their own skills as a Textile Designer. These two terms will include dye, print, knit and stitch, fabric manipulation, digital print, Photoshop, wearable sculpture, installation work, and garment construction. This underpins the independent and contemporary approach to Textile Design, which we believe is key in order for each learner to be able to produce unique and personal project based work. It is of note that this Foundation Programme has a two term duration in contrast to the one term allocated in Fine Art and Photography A Levels; this reflects the challenge of Textile techniques.

Art and Design - Textile Design *(Eduqas)*

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Coursework portfolio including final piece. This project is based on a self-set title, which is developed via in-depth critical, theoretical and practical research and study. A high degree of theoretical research is developed alongside visual and practical work, linked to the project title. The project is carried out in sketchbooks and research sheets, and will include experimental and relevant use of any method, media or technique. Learners will develop their independent ideas, working closely with their teachers and with reference to Designers and the wider world. This project is concluded in a final piece produced without time constraint, and supported by an extended written element of 1500 - 3000 words. This written critical and contextual analysis provides background to the project and should show a suitably high degree of critical thinking and specialist terminology.

Internally assessed and externally moderated by Eduqas.

Unit 2. Controlled Assignment. 40% of A Level. February of Upper Sixth - May of Upper Sixth.

Externally set titles are provided by the examination board. Preparatory study in sketchbooks will include critical, practical and theoretical work, allowing learners to work towards a final response based on their chosen title.

15 hour period of sustained focus work (examination) during which period the final piece for Unit 2 is produced. Learners must bring together the best of their understanding, knowledge and skills built up over their course of study and demonstrate their highest achievement through this externally set assignment.

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A Level students will be expected to make full use of the facilities, and liaise with staff outside of lessons. They will be expected to attend workshops and activities and ensure they use the enrichment programme for recommended gallery visits.

Post A Level?

A recommended route into a creative career is to apply for a 1 year Art and Design Foundation Course. This provides students with a transitional experience, introducing them to various pathways and allowing them to make informed decisions for degree level. Portfolios are prepared within the school during the Autumn term of the second year. Students also apply successfully at degree level to study History of Art, Architecture, Fashion, Textiles, Fine Art, Interior Design, Theatre, Graphics, Photography and Film. Textile Design may link well with English, Business Studies, Mathematics, Economics, Fine Art and History of Art and can be beneficial in the development of a wide range of portfolio work for university applications. Careers such as Buying, Merchandising, Fashion and Textile Design, Fashion Marketing and Communication, Visual Merchandising, Costume Design, Contemporary Design Crafts, and Contour Design are just a few of the creative degree courses suited to students of Textile Design.

History of Art *(Pearson/Edexcel)*

This course develops students' understanding of the relationship between society and art; art historical terms, concepts and issues; the influence of cultural, social and political factors, as well as developments in materials, techniques and processes of both art and architecture over time.

All elements of this course equip students with skills for higher education and beyond: art history's inter-disciplinary benefits are key to this, as are the requirements for all students to learn to analyse, research and to create substantiated reasoned argument in written form.

The subject content is divided into three areas:

- **A:** Visual Analysis
- **B:** Themes
- **C:** Periods

Paper 1: Visual Analysis and Themes
Written examination: 3 hours *50%* of the qualification 110 marks

Content Overview

- Visual Analysis
- Themes

Assessment overview

Section A: ***Visual analysis***
For each of the following types of art and architecture, students answer a single compulsory question that requires them to comment on an unseen photograph of:

- a painting;
- a sculpture; and
- a building.

Section B: ***Themes*** Choose two Themes from a choice of three:

- B1 Nature in art and architecture
- B2 Identities in art and architecture
- B3 War in art and architecture.

For each Theme, students answer a single compulsory question in two parts.

Paper 2: ***Periods***
Written examination: 3 hours *50%* of the qualification 110 marks

Choose two Periods from a choice of five:

- C1 Invention and illusion: the Renaissance in Italy (1420 - 1520)
- C2 Power and persuasion: the Baroque in Catholic Europe (1597 - 1685)
- C3 Rebellion and revival: the British and French Avant-Garde (1848 - 99)
- C4 Brave new world: Modernism in Europe (1900 - 39)
- C5 Pop life: British and American contemporary art and architecture (1960 - 2015)

For each Period, students answer a single compulsory question in four parts.

Biology *(Edexcel)*

A Level Biology will be linear, stand-alone qualifications, with assessments taking place at the end of the courses.

The Biology A Level qualification remains a rigorous and well respected course and forms a key requirement for Medicine, Veterinary Science, Dentistry and Natural Science courses for many universities. In order to achieve well candidates should have gained at least Grade 7 in Biology GCSE or two Grade 7s in Dual Science. The increased mathematical content of the new specification also means that students will cope best if they have at least a Grade 7 at GCSE in Mathematics.

The Edexcel course that we teach has been chosen for its breadth and interest with the context-led approach offered by the Salter's Nuffield structure allowing candidates to engage with the application of their biological knowledge and interest.

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in Biology A (Salters-Nuffield) are to enable students to develop:

- "Essential knowledge and understanding of different areas of the subject and how they relate to each other;
- Demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods;
- Develop competence and confidence in a variety of practical, mathematical and problem solving skills;
- Further an interest in, and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject;
- Encourage an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society."

With the loss of coursework Practical Skills are assessed through written examination papers as well as a separate Practical Endorsement supported by practical workbooks.

Course structure:

Paper 1 - Lifestyle, Transport, Genes and Health (50%);
- Topic 1 – Lifestyle, Health and Risk
- Topic 2 – Genes and Health

Paper 2 - Development, Plants and the Environment (50%)
- Topic 3 – Voice of the Genome
- Topic 4 – Biodiversity and Natural Resources

A Level - examined in three written papers (120 minutes) in the summer of Upper 6:

Paper 1 – The Natural Environment and Species Survival (33.3%)
- Topics 1- 4 and
- Topic 5 – On the Wild Side
- Topic 6 – Immunity, Infection and Forensics

Paper 2 – Energy Exercise and Co-ordination (33.3%)
- Topics 1- 4 and
- Topic 7 – Run for your Life
- Topic 8 – Grey Matter

Paper 3 – General and Practical Applications in Biology (33.3%)
- Topics 1 – 8
- Pre-released Scientific Article

In addition evidence will be collected for 12 Core Practicals on which students will be assessed separately for the Science Practical Endorsement. The Endorsement will not contribute to the overall grade for this qualification, but the result will be recorded on the student's certificate. Students will also attend a residential Field Trip in the Autumn term of Upper 6.

To study Biology successfully you need to be self-motivated, capable of independent work and have a reasonable grasp of basic Mathematics and English. It offers a good balance to a predominantly arts based curriculum or could be combined with other sciences and/or Mathematics for a career in Science, Medicine, Dentistry, Nursing and related careers or Veterinary Sciences.

Above all we hope that you will enjoy the A Level course and that it will inspire you to continue with Biology in your future career.

Business *(Edexcel)*

A Level

The course is designed to provide pupils with a holistic understanding of business organisations in a range of contexts, as well as examining the dynamic external environment in which they operate. We cover major topical issues that can generate change for business and impact upon decision-making and strategy.

Qualification at a glance

The Advanced GCE in Business is a two year course structured into four themes.

Theme 1: Marketing and People

- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders

Theme 2: Managing Business Activities

- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

Theme 3: Business Decisions & Strategy

- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change

Theme 4: Global Business

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies (multinational corporations)

Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues.

Assessment at a glance

Assessment consists of three externally examined papers which must be sat in May/June of the second year.

Paper 1: Marketing People & Global Businesses (Themes 1 & 4)	Data response questions 2 hrs 35%
Paper 2: Business Activities, Decisions & Strategies (Themes 2 & 3)	Data response questions 2 hrs 35%
Paper 3: Investigating Business in a Competitive Environment (Themes 1,2,3 & 4)	Data response questions relating to a pre-released context such as a particular industry or market. 2 hrs 30%

Business *(Edexcel)*

What else does the course offer?

- Visits to local businesses to experience the practical application of business theory.
- Visiting speakers from a variety of business backgrounds.
- The opportunity to attend student conferences.

What prior knowledge is needed?

It is not necessary to have studied Business at GCSE, though this obviously helps to provide a basic knowledge of key terms and concepts. An interest in current affairs and/or some knowledge of a family business is also helpful, as it enables pupils to put theory into a familiar context.

What skills will be developed?

During the course pupils will develop the skills of critical analysis, problem solving, numeracy and decision making. The ability to construct a balanced argument, put forward evidence, and make justified recommendations are the key to answering A Level Business questions.

Where can A Level in Business lead?

The course provides an excellent grounding for students wishing to study higher education courses in a number of disciplines including business management, accountancy & finance, marketing, human resource management, retail management & international business.

Chemistry *(OCR)*

What is Chemistry about?

What in the world isn't Chemistry? Indeed, Chemistry concerns itself with the behaviour, preparation and transformation of all substances – why they react as they do. By the time you reach A Level the introductions are over. GCSE offered a tantalising morsel but no more: a lot of what chemists do, but much less about what the chemicals do. Now the challenge has to be taken up and the explanation sought for a wide range of behaviour.

Would you like to know about the universe on an atomic scale, about how new developments in Chemistry lead the way in medical practice or find out why chemicals are fuelling our future? If so, OCR Chemistry is for you. The course materials are very well laid out and easy to follow, providing all students with a blend of reading, activities, practicals and problems. Study skills and examination technique also form part of this challenging but rewarding course.

Assessment

This course is split into two distinct areas; a theory component assessed via written papers and a practical skills assessment. The grades for the two areas are independent of one another and are reported separately

This traditionally demanding course creates a firm foundation for any academic chemist, medic or anyone wishing to study at university. Each of the topics covered allows for a greater in depth look at the stories behind the science whilst providing complete coverage of the academic syllabus.

Year 1 Topics

- Foundation Chemistry covering Organic, Inorganic and Physical Chemistry
- Practical Skills

Year 2 Topics

- Kinetics and Equilibrium
- Advanced Organics
- Energetics, Redox and Advanced Inorganic Chemistry
- Chemistry
- Practical Skills in Chemistry

The reforms to A Levels means that the Chemistry course now has a greater emphasis on mathematical skills. These will delivered alongside and as part of the theory.

The department follows OCR Specification A. More details can be found at :
http://www.ocr.org.uk/Images/171720-specification-accredited-a-level-gce-chemistry-a-h432.pdf

A Level Chemistry consists of three written examinations. Two of the papers are 2hours 15 minutes in length and are each worth 37% of the total marks, and the other paper is 90 minutes in length and is worth 26% of the total marks. All three exams are sat in the summer of Year 2.

Requirements

The course builds upon the foundation laid at GCSE, and so a minimum of a Grade 7 at Dual Award, along with a similar grade in Mathematics, would be expected. A higher grade, or separate sciences will enable students to progress with greater ease.

Where will it all lead?

Students who take Chemistry often also study from a wide range of subjects, including Psychology, Sociology, Biology, Science in Society, Physics, Maths, Applied Science, Health & Social Care, Critical Thinking and Environmental Studies. Chemistry can be taken at university in combination with a vast range of subjects, such as other sciences, law, languages and business, making it one of the most flexible A Levels.

Careers Include:

Chemistry, Chemical Engineering, Agricultural sciences, Food sciences, Nature conservation, Animal technician, Forensic science, Oceanography, Art restoration, Geology, Osteopathy, Bacteriology, Horticulture, Pharmacology, Biochemistry, Laboratory technician, Pharmacy, Dentistry, Medicine, Photography, Engineering, Metallurgy, Veterinary Medicine, and Water Management.

Chinese *(Edexcel)*

Why Chinese?
With nearly 5,000 years of continuous history, China is one of the world's oldest and most fascinating civilisations. Today China is the world's second largest economy and holds a vital position in the stock market. Understanding the language and culture will be a key to success in global trading in years to come.

What is Edexcel A level Chinese all about?
Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) has been developed to inspire all students who have an appreciation of the language, literature, film and culture of the Chinese-speaking world. The course will enable students to develop an advanced level knowledge and understanding of the Chinese language, the culture of China and other Chinese-speaking countries, as well as practical and valuable language and transferable study skills. This specification will help to prepare students for higher education and enhance their employability profile.

The A Level Chinese (2 years) Themes include the following:

Theme 1 : Changes in Contemporary Chinese society
Theme 2 : Chinese Culture
Theme 3 : Evolving Chinese Society
Theme 4 : Post-1978 China on the World Stage

The Chinese A level Course Assessment involves:

Paper 1: Listening, reading and translation
- 2 hours
- 40% of the qualification
- 80 marks

Section A: Listening (30 marks)
Students will respond to comprehension questions based on a variety of contexts and sources.

Section B: Reading (30 marks)
A reading assessment based on a variety of text types and genres where students will respond to comprehension questions.

Section C: Translation into English (20 marks)
An unseen passage to be translated from Chinese to English.

Paper 2: Written response to works and translation :
- 2 hours 40 minutes
- 30% of the qualification
- 120 marks

Section A: Translation (20 marks)
An unseen passage to be translated from English to Chinese.

Section B: Written response to works (literary texts) (50 marks)

Section C: Written response to works (films) (50 marks)
Students will be assessed on their understanding of two works they study in Chinese (either two books or a book and a film).

Paper 3: Speaking
- Total assessment time: between 21 and 23 minutes, which includes a single period of 5 minutes' formal preparation time
- 30% of the qualification
- 72 marks

Students complete two tasks. Task 1 is worth 30 marks and Task 2 is worth 42 marks.

Task 1 (discussion on a Theme)
Students discuss one Theme from the specification based on a stimulus containing a short statement.

Task 2, Part 1 (independent research presentation)
Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read.

Task 2, Part 2 (discussion on independent research)
Students answer questions on their presentation and then have a wider discussion on their research.

What Qualifications / Skills do you need to study A Level Chinese?
You should ideally have an 7 or above at GCSE. If it is your mother tongue or a second language, you will need to be able to speak and write it proficiently. You will also need an interest in other cultures and a willingness to work hard on a language which is totally different to all European languages.

Related University Courses
Chinese can open the door to a wide variety of university courses and careers. Some courses include: Business Studies with Chinese; Law and Chinese; Chinese and History; Economics and Chinese; Tourism; Marketing; Modern languages with Chinese; Science with Chinese.

Associated Careers
Diplomat; Interpreter; International Business; Journalist; Travel and Tourism; Teaching; Historian; Ambassador

Classical Civilisation *(OCR)*

What is Classical Civilisation?

Classical Civilisation is the study of Greek and Roman literature, theatre, art, architecture, politics and belief.
Some of the most famous works of ancient literature are studied: Homer's Odyssey tells the tale of the heroic Odysseus' desperate 10-year journey home from the Trojan War in which he battles with gods and mortals to return to his loving wife, Penelope.

What does it involve?

The three components of OCR's new A Level Classical Civilisation offer the chance to study both Greece and Rome, including Greek and Roman epic, the oldest surviving works of literature in the Western literary canon, as well as the art, history, politics and belief systems of these ancient empires. All literature is studied in translation, so no knowledge of Latin or Greek is needed.

The course's three components are:

- The world of the hero, exploring Greek or Roman epic poetry in detail
- Culture and the arts, with a particular focus on Greek theatre
- Beliefs and ideas.

What examinations / coursework does the course involve?

The department follows the new OCR specifications for A Level. All three components are examined. 'The world of the hero' accounts for 40% of the final A Level, 'Culture and the arts' and 'Beliefs and ideas' 30% each.

There is no coursework element.

What qualifications or skills do you need to take Classical Civilisation?

Students who wish to take Classical Civilisation at A Level should already have obtained a good GCSE pass in English Literature and Language and enjoying discussing literary form and technique; experience of assessing historical sources is also helpful. Given the nature of the course, skills in analysis, discussion and note-taking are advisable.

Why study Classical Civilisation?

Greek and Roman civilisations had and continue to have a huge impact on the western world. Theatres and drama are modelled on their Greek precedents; democracy is the creation of 5th century BC Athens; English law is founded on the principles of Roman law, and one look around any English town will reveal the continued desire to model buildings on those of the Greeks and the Romans.

The subject also develops many essential skills: analysis of sources; comparison between different periods; essay writing and note-taking to mention a few.

Related subjects

Classical Civilisation can be studied alongside many other subjects, especially English, Latin, Greek, History, Religious Studies, History of Art and Theatre Studies, although other combinations are entirely possible.

Where can Classical Civilisation lead?

Classics departments in many British universities offer a wide range of courses, which cover all aspects of classical civilisations, such as philosophy, religion, archaeology and ancient history. It is possible to combine Classics with other subjects, such as languages or humanities.

More about Classical Civilisation and associated careers

Law, Civil Service, Armed Forces, Archaeology, Conservation and Restoration, Museum Work, Publishing, Journalism and many, many more.

Visits to theatres and other performances, and to lectures and universities will form part of the course.

Drama and Theatre Studies *(Eduqas)*

What will I learn?

The emphasis is on drama as a practical, intellectual and artistic subject. Pupils will explore, create and critically evaluate theatre, perform plays and analyse performance. There are many opportunities to act, design and devise and students are able to pursue their own particular interest throughout. You will also visit many theatres including the West End, to enrich your understanding of live performances.

Am I expected to have studied GCSE Drama and Theatre Studies?

No. You don't even have to be particularly good at acting although a willingness to have a go is a must! You only have to enjoy the theatre and be interested in developing your own practical skills. You must also enjoy working as part of a team.

How is the course constructed?

The full course has three components. All pupils will have the choice of studying for one or two years, the qualification gained depending on the choice.

Components one and two are taken in Lower Sixth. The focus is on working with plays from the point of view of a director, designer, performer and critic. The qualification is designed to help you acquire the knowledge and understanding of the language of Drama and Theatre. You will also develop your performing and analytical skills.

Component three is known as the A2 unit. This unit aims to apply what you have learnt in Lower Sixth in your own creative devised and performed work. You will be able to alternate roles between being a playwright, performer, designer and director as well as applying your knowledge of different theatre forms to the creation of your work.

There will be opportunities to view live theatre as often as possible. Arrangements will also be made to invite a theatrical agent and actor in to talk to you about the profession and do workshops. All three components must be studied to achieve full A Level.

A1 Units – Lower Sixth

Component 1 – Performance Workshop *(60% Practical)*
You will be required to perform in two plays; one reinterpretation of a text and another from a scripted play. The ideas for the pieces will be based on either a practitioner or theatre company. This is internally assessed with a copy of the performance being sent to the exam board to be externally moderated. You can also choose to design the set, costume and make-up, sound or lighting rather than acting. All learners must produce: a realisation of both performances or designs, a creative log and an evaluation of the process of creating and realisation of the reinterpreted extract only.

Component 2. Text in Context *(40% 1 hour 30 minutes written paper)*
This is an open text exam where you will need to answer a series of questions on one performance text.

A2 Units – Upper Sixth

Component 1. *(20% practical Theatre Workshop)*

Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognized theatre company. Learners must produce: a realisation of the performance or design and a creative log.

Component 2. *(40% practical examination)*

Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by the Eduqas. One is a devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. The other is an extract from a text in a contrasting style chosen by the learner. Learners produce a process and evaluation report within one week of completion of the practical work.

Drama and Theatre Studies *(Eduqas)*

Component 3 Text in Performance *(40% 2 hours and 30 minutes written paper)*

This is an open text exam. Learners will answer two questions based on two different texts, one written pre 1956 and one written post 1956. Learners will also answer a series of questions based on a specific extract set by Eduqas.

As you will now have realised much of this course is based on practical work and you will learn by 'doing'. This is what theatre is about!

There will be opportunities to view live theatre as often as possible. Arrangements will also be made to invite a theatrical agent and actor in to talk to you about the profession. Various practitioners will also be invited in to take workshops on their specialist area of Creative Arts.

What use is Theatre Studies?

A Level, Theatre Studies can lead to many careers especially, but not exclusively, in the Arts (e.g. law, journalism, broadcasting). Theatre Studies also provides an excellent opportunity to develop your teamwork, your leadership skills and your confidence, attributes that are valuable throughout life, whatever your chosen career.

Economics *(Eduqas)*

What is Economics?

Economics looks at key issues facing us today, including government policy, inflation, unemployment, poverty and pollution. It is a social science, which means it is concerned with the study of human behaviour. Economists develop theories about the economy and then assess the accuracy and usefulness of those theories by studying what is happening in the world around them.

Microeconomics is the study of markets and the behaviour of customer and firms, while macroeconomics is concerned with the study of the whole economy. The basic economic problem is essentially about choices facing economic agents such as individuals, households, companies and governments. This is because at the very heart of Economics is the issue of scarcity. Resources are scarce while wants are infinite. It is this problem of scarcity which forces economic decisions to be made. Economic theory helps us understand how those decisions are made.

The course is designed to encourage learners to develop an interest in and enthusiasm for the subject and to develop an ability to think like an economist. The Eduqas specification is particularly strong on applied economics and students will develop analytical and quantitative skills which will equip them for the challenges and opportunities in their adult working life.

A Level students of Economics at Moreton Hall in the past have attended talks by high profile speakers including Zanny Minton Beddoes (OM), Tim Harford, Hugh Pym, Stephanie Flanders, Alistair Darling and Ed Balls.

Qualification at a glance

At Moreton Hall, we follow the Eduqas specification. The Advanced GCE in Economics is a two year course and is divided into two main areas: microeconomics and macroeconomic. The A Level is a linear qualification in which all assessments must be taken at the end of the course.

The content areas for microeconomics are:

- Scarcity and choice
- Demand and supply in product markets
- Demand and supply in labour markets
- Resource allocation
- Costs, revenues and profits
- Market structures
- Market failure

For macroeconomics, the content areas are:

- Macroeconomic theory
- Macroeconomic objectives
- Policy instruments

Assessment at a glance

The subject content for A Level Economics will be assessed across three examination papers:

Component 1: Economic Principles	Multiple choice questions and structured questions. 1 hour 30 minutes. 30% of qualification
Component 2: Exploring Economic Behaviour	Data response questions. 2 hours 30 minutes. 30% of qualification
Component 3: Evaluating Economic Models & Policies	Three essays – one on microeconomics, one on macroeconomics and one on Trade and Development. 2 hours 30 minutes. 40% of qualification

Economics *(Eduqas)*

What prior knowledge is needed?

It is not necessary to have studied Economics at GCSE, although an interest in current affairs is helpful. Students should also be comfortable at handling data.

The advantage of studying Economics

Economics is a highly regarded subject and an A Level in Economics demonstrates a wide range of skills which make you valuable to universities and future employers. The study of Economics will help you think logically, evaluate various economic arguments and communicate in a clear way. With so much happening in the world economy, there has been no better time to study Economics.

The study of Economics leads to a wide variety of careers. It can lead to a career as an Economist in the City of London or the government sector. There are economists working in many different sectors of the UK economy, including banking, the media, education, the government sector as well as international organisations. The role of an economist includes analysing and interpreting economic information, giving advice to the institutions they work for and to their clients and making forecasts about future economic trends.

Economics is also useful when applying for careers such as accountancy, finance, consultancy, sales, teaching, marketing, the civil service and journalism.

Which subjects combine well with Economics?

Economics A level goes well with many other A level subjects across the spectrum, from arts to science subjects.

Combinations chosen by students in recent years include:

- Economics, Maths and Physics,
- Economics, History and Maths,
- Economics, Drama and Spanish
- Economics, Geography and French
- Economics, Chemistry and Maths
- Economics, Geography and History of Art

Economics can be taken at university, both as single honours, or as joint honours with a vast range of other subjects such as languages, law, politics or accountancy. If students wish to continue Economics at degree level, A Level maths is recommended, although not always essential.

English Literature *(Eduqas)*

What is English Literature all about?

To study English Literature is to be exposed to some of the best that has been thought and written in our language from the Age of Chaucer to today. The emphasis at A Level is on classic texts, from King Lear to Wuthering Heights, with the hope of coming to appreciate why and how such texts and writers have earned their 'classic' status. Through close study of literature, students should learn how to read more closely and ambitiously, to think more deeply about words and life, and to write clear, elegant English: gifts to last a lifetime. You will be studying eight texts in detail: for the language and their literary qualities. The aim of the course, in the new, reformed A Level specifications, is also to set these texts in their historical and literary contexts. Finally, students are also required to engage with the various critical interpretations of a text offered by critics and other readers. As well as studying the set texts, much of the work in the classroom will involve texts not on the syllabus.

You will be expected to read widely and ambitiously, including other works by the set authors and major authors not set. The library and English Department are well stocked with novels and poetry anthologies and your intensive reading should start in the holidays before the course begins. As part of your coursework essay in Upper Sixth, you will be required to write about a post-2000 novel of your own choice, so independent reading of contemporary fiction is encouraged from the start.

Over the two year course, you will be taught by 3 or 4 teachers from the English Department who will divide the course between them. You will explore the chosen texts in a variety of ways and you should expect to participate in discussion and present short talks. Your written work will largely take the form of essays of literary criticism. You will be acquiring a closer knowledge of the text and developing your powers of argument and expression.

What examinations / coursework does the course involve?

The department follows the A Level specification of the Eduqas course.

Assessment for the full A Level, at the end of the second year of study, is as follows:

A Level

Unit 1: Written Examination in June: Poetry *30%*
- Essay on pre-1900 poetry text (e.g. Chaucer's Merchant's Tale)
- Essay on post-1900 poets (e.g. Ted Hughes & Sylvia Plath)

Unit 2: Examination in June: Drama *30%*
- Essay on Shakespeare play (e.g. King Lear)
- Essay on pair of pre- or post-1900 plays (e.g. Streetcar Named Desire and The Duchess of Malfi).

Unit 3: Examination in June: Unseen Prose and Poetry *20%*
- Essay on unseen prose extract from 1880-1910 or 1918-1939
- Essay on unseen poem (choice of 2, any period)

Unit 4: Coursework: Prose texts *20%*
- Essay (3500 words) comparing two novels: one pre-2000 and the other post-2000

Related subjects

English Literature combines well with languages and with arts and humanities subjects and has increasingly been combined successfully with science A Levels.

Where can English Literature lead?

English Literature will be useful to you if you are considering a career in journalism, the theatre, the civil service, the law, management, marketing or any profession which demands a precise and careful approach to the use of English.

More about English Literature

The department makes every effort to extend students' experience of literature by arranging theatre visits, which usually include Stratford. In addition we often attend lectures and seminars arranged by universities. Students are, of course, encouraged to participate in school drama and to produce their own creative work. It is assumed that all students of English will take advantage of the School's range of enrichment activities and societies.

French *(AQA)*

Why learn French?

- French is spoken by approximately 300 million people around the world and it is the second most popular language studied in the world after English.
- French is one of the most highly sought-after languages for universities and employers.
- France is the most visited country in the world with its long history, rich culture and diverse geographical landscapes. No wonder most French people holiday in France!
- French, along with English, is the official language of many international organisations including NATO, the United Nations, the European Union and the International Olympic Committee.

What does the course involve?

Throughout the A Level course, students will develop their knowledge of matters central to the society and culture of the country or countries where French is spoken. They will have the opportunity to engage critically with intellectually stimulating texts, films, literature and other materials in the original language.

The focus of the course is on how contemporary French-speaking society has been shaped, socially and culturally, and how it continues to change. Students will cover a variety of topics in these broad areas.

- Current trends and issues in French-speaking society
- Artistic culture in the French-speaking world
- Aspects of political life in the French-speaking world

In preparation for the speaking paper, students have an opportunity to conduct individual research on a subject of personal interest, relating to the country or countries where French is spoken.

Examination and assessment

The French A Level examination is linear and so students will complete all assessments at the end of their Upper Sixth year.

The examination will comprise three papers; Paper 1: Listening, Reading and Writing; Paper 2: Writing; Paper 3: Speaking.

What qualifications or skills does the student need to take French?

Students should have a good grade at GCSE and have attempted the higher level papers. It will be to their advantage if they have already stayed with a French family. Most of the teaching and testing will be done in French.

Related subjects

English, another foreign language, such as German or Spanish, Maths, most arts or humanities subjects.

Where can French lead?

Apart from traditional language-with-literature courses there are many courses in universities which combine well with a foreign language. Many students with knowledge of a foreign language find career opportunities in business and industry.

Associated careers

Teaching, interpreting (difficult!), translating (usually a further specialisation needed here), export marketing, accountancy, banking, insurance, law etc.

In our increasingly multicultural society and global economy it is hard to imagine a career where knowledge of another language would not be seen as a hugely valuable asset.

Geography *(Cambridge International)*

What is Geography about?

Michael Palin has said "Geography is a subject that holds the key to our future." The A Level Geography course will not only allow you to develop a sense of place and knowledge of location but also encourage you to appreciate, respect and understand the environment around you. You will study physical and human landscapes and be introduced to different societies and cultures, thereby enhancing your awareness of global interdependence.

You will be able to explore issues about the environment, development, globalisation and society; and you will be given opportunities to reflect upon your place in the world and your responsibilities to other people and to the planet.

By undertaking geographical fieldwork you will learn to analyse evidence, make decisions and critically evaluate information, ideas and viewpoints.

Course structure and content

We study the Cambridge examinations syllabus that at the end of the course the stuents will have an International A Level. The A Level Geography course includes both Physical and Human topics and could include the study of:

Core Physical Geography
- Hydrology and fluvial geomorphology
- Atmosphere and weather
- Rocks and weathering

Core Human Geography
- Population
- Migration
- Settlement dynamics

Candidates for Cambridge International A Level Geography study the AS Level topics

Advanced Physical Geography Options (2 options)
- Tropical environments
- Coastal environments
- Hazardous environments
- Hot arid and semi-arid environment

Advanced Human Geography Options (2 opitons)
- Production, location and change
- Environmental management
- Global interdependence
- Economic transition

Examinations and assessment

Assessment will be linear with exams at the end of the two year course.

The exams are:
- Paper 1 Core Physical Geography 1 hour 30 minutes
- Paper 2 Core Human Geography 1 hour 30 minutes
- Paper 3 Advanced Physical Geography Options 1 hour 30 minutes
- Paper 4 Advanced Human Geography Options 1 hour 30 minutes

The course and related subjects

The course has been designed for students who have studied GCSE Geography and gained a grade B or above. You can study Geography with a wide range of other subjects in the Sixth Form. Geography lies between the sciences, the social sciences and the humanities; it requires some mathematical ability but it also complements the study of modern and classical languages. It is an ideal subject if you are looking for breadth of study in your Sixth Form course.

Where can Geography lead?

With an A Level in Geography, you could consider going on to higher education to study for a degree in Geography and / or related subjects. Geography covers so many aspects of our modern world, it is an ideal way of gaining an understanding of the world that will be of use in any career or profession. Geography is particularly useful, however, for careers in town planning, leisure and tourism, map making, the armed forces, the civil service, surveying, engineering, estate management, transport, weather forecasting, landscape architecture, mining and quarrying, agriculture, civil aviation, commerce and industry.

History *(EDEXCEL)*

Why study History?

The History Department aims to foster an environment of academic curiosity, excitement and critical thinking, with a focus on seminar-style teaching. Beyond its narrative appeal, History is a subject that has so many applications to life and living in the twenty-first century. As a citizen of the world so much of what goes on around us can only be made sense of by a clear understanding of what has gone before. Hence threats to our national security today resonate with the echoes of Nazi and Fascist aggression in the 1930s and the genocide in Rwanda in 1994 is better understood when we have studied previous examples of extreme nationalism.

An understanding of people and of humanity's great issues benefits anyone leaving Moreton for a wider world. However, it is not merely the content of the History A Level course that is significant. The skills that students of History develop in problem-solving, evaluating evidence and forming independent judgements are invaluable in the business and professional worlds they may well be seeking to enter.

What does the course involve?

The new Edexcel A Level course allows an extensive choice of subject matter as well as considerable scope for specialisation. At present we explore in detail key aspects of early modern history at home and abroad: power, authority and government in Tudor England; the English Reformation; Luther and the German Reformation; and the Witch Craze in Britain, Europe and North America, c 1580 -1750. A single coursework essay, on a subject of the student's own choosing, is based on independent research.

A Level

The new A Level course means that candidates will now take all of their examinations at the end of their second year of study. Candidates will be required to study chosen historical topics in a course that is coherent and stimulating. Topics have been carefully chosen to ensure that candidates can build on their historical knowledge learnt when studying GCSE while also introducing new areas of study. In the first year candidates study 2 modules: England, 1509-1603: authority, nation and religion; and Luther and the German Reformation, 1515-55. Modules will be examined in a single paper devoted to each. They contribute 30% and 20% respectively to the final A Level. These modules cover both document studies and essay-writing and it will be a feature of department teaching that candidates are given specific lessons in essay-writing and source analysis techniques throughout the course.

In the second year candidates will study the witch craze in Britain, Europe and North America, c 1580–1750, a course which will be examined at the end of the year in one paper, worth 30% of the final A Level. This will be supplemented by a 3000-4000 word essay on a historical topic of students' choice. This essay will contribute 20% to the final A Level.

Qualifications

It is not essential that a student should have studied History for GCSE, but it is preferable that they should either have achieved a successful grade in this examination or that they possesses a real aptitude and enthusiasm for the subject. A good grade in GCSE English and an ability to write fluently and cogently is obviously advantageous. A good memory for facts and the ability to draw one's own conclusions from evidence are also most useful. This begins with our History course even before GCSE. A willingness to read widely and critically is key.

Where can History lead?

The abilities that students develop to gather evidence, analyse written and visual sources, justify conclusions and question motivation will be skills that apply to so many university courses, particularly in arts subjects. A History A Level is highly regarded by admissions tutors and achieving a good grade in the subject is seen as evidence of real intellectual rigour in university applicants.

Associated careers

History for the enthusiastic student may be continued in later life in the world of work, in museums and curatorship, archaeology, archive work, teaching and historical research. However, the subject is hugely respected and the skills of evaluating historical evidence – a form of data assessment – can be of great value in careers such as law, the civil service, even finance.

More about History

We aim to broaden our historians' experience of History by trips to lectures by renowned academics, and films and plays related to history. Trips to museums or to major places of historical interest at home and abroad also form part of a History A Level course. History is a hugely enjoyable subject. It gives you the enjoyment of using your brain to get to grips with fascinating topics of debate about past and present, and provides you with an enriching and inspiring interest for the remainder of your life.

Latin *(OCR)*

What is Latin all about?

Latin is alive: about a quarter of the world's population speak it now as their native language. But it has changed its name. Some 350 million people now call their native Latin 'Spanish', over 200 million call it 'Portuguese'. Others call it 'French', 'Italian', 'Romanian', 'Catalan', 'Sardinian' or (in Switzerland) 'Rhaeto-Romansch.'

Never before have two civilisations made such deep linguistic and cultural impressions on the Western world as the ancient civilisations of Greece and Rome. Even today, Roman numerals, ruins and roads can be detected throughout Europe; classical authors such as Aristotle, Homer, Virgil and Horace are still legendary. Latin served for one thousand years as the principal written language in the British Isles and is the language of St. Bede, the Doomsday Book and the Magna Carta. Even scientists and mathematicians, at the forefront of modern life, who may think they can avoid history, have to use Greek and Latin terminology!

In recent years, Latin studies have been modernised to a remarkable extent – the new courses emphasise the social, historical and cultural background and continually stress the relevance of Latin to work in other subjects.

To reflect this change in approach and emphasis in Latin studies, the syllabuses no longer see the study of grammar as an end in itself. You will be required to develop a critical attitude to the use of language in the words of Latin literature. You will be asked to study the social, historical and cultural background in greater depth. At A Level, both language and literature are studied: we read a range of verse and prose texts, sampling the delights of Ovid's poetry and the rhetorical power of Cicero's cases.

What examinations / coursework does the course involve?

The department follows the OCR syllabus for A Level specifications. The A Level is made up of four papers (unseen translation; prose comprehension or composition; verse literature; prose literature) and you will be required to translate Latin and write critical appreciations of Latin prose and poetry. There is no coursework element.

What qualifications or skills do you need to take Latin?

Students who wish to take Latin at A Level should already have obtained a good GCSE pass in the subject. Given the nature of the course, you should ideally have also studied English Literature for GCSE, although this is not essential.

Related subjects

Latin can be usefully studied alongside most other subjects, whether Arts, Languages or Sciences.

Where can Latin lead?

Classics departments in many British universities offer a wide range of courses, some involving the special study of Archaeology, Art, Architecture, Ancient History or Linguistics; others combine Latin with other disciplines such as French, History or English. Students with Latin-based degrees embark on a wide variety of professional careers.

Moreover, a qualification in Latin A Level is immensely valuable for a wide variety of courses in Higher Education, whether Arts, Humanities or Science. Apart from its intrinsic value, it is a highly regarded qualification.

Associated careers

Law, Computing, Civil Service, Armed Forces, Education, Archaeology, Management, Museum work, Publishing, Personnel, Journalism, the Media etc.

More about Latin

Visits to Roman sites, local museums, theatres and universities will form part of the course.

Mathematics & Further Mathematics *(Edexcel)*

Why take Mathematics in the Sixth Form?

Mathematics trains the mind in how to solve problems, by taking a logical approach to each different situation and in so doing, acquiring the ability to communicate thoughts in a clear and concise manner. It is the fundamental requisite for study at the higher levels of the Natural Sciences, Physics, Chemistry, Astronomy, all types of Engineering, Geography and Biochemistry. In addition it is extremely useful for Medicine, Veterinary Science, Business or Management Studies, Accountancy, Actuarial Work, Economics, Town and Country Planning, Computer Studies, Architecture and Psychology.

Mathematics beyond GCSE is highly valued by all universities and employers. Moreton Hall has an outstanding reputation for the teaching and learning of Mathematics. Moreton's A Level mathematicians have performed significantly higher than their national counterparts over the last five years, routinely doubling the amount of A*s awarded.

What qualification should I have obtained in order to study Mathematics?

Students wishing to study Mathematics should have studied and passed GCSE Mathematics with at least a grade 6 (most students will have achieved a 7, 8 or a 9). Students who found that they had to work very hard in order to obtain a 6 grade may find it difficult coping with the speed of development of ideas at A Level. It is important that you really enjoy Mathematics as a subject and in particular algebra.

What topics will I study?

A Level Mathematics changed from September 2017 and the first of the new examinations took place in June 2019. Like all other A Levels, Mathematics is a 2 year curriculum with a single set of examinations at the end of the second year. Students will sit 3 examinations (each of 2 hours): Pure Mathematics 1, Pure Mathematics 2 and Applied Mathematics (comprising Statistics and Mechanics). There are no options and all students will complete the same curriculum, which covers a large variety of topics.

I am thinking about Further Mathematics?

Further Mathematics is a demanding programme of study that leads to 2 separate Mathematics A Levels. The vast majority of students wishing to study Further Mathematics ideally will have achieved a grade 8/9 at GCSE. It is extremely well regarded by all universities and is highly desirable for students wishing to study Mathematics or Engineering at university. It is not, however, to be taken lightly: students study 10 hours of Mathematics per week in class and complete the A Level described above (though not the examinations) at the end of Lower Sixth. The ten hours of contact time does not account for all of the extra work completed outside of lesson time too. In the Upper Sixth, students study 4 further modules each leading to a 1.5 hour examination, on top of those examinations listed above for Single Mathematics.

Music *(Eduqas)*

Music is available to all students who have a genuine interest in musical performance, composition and the history of music. The course covers a variety of musical skills from pure performing, in solo and ensemble works, to analysis and aural skills, through studying a variety of works and looking into music history and context, to developing theory and composition skills. Studying music has many links with history, art, dance and architecture as developments of society through history affect all art forms simultaneously and developments looked at in music can be seen mirrored across other areas of study. It is obviously an advantage to have already achieved Grade 5 or 6 in instrumental performance and also to have reached Grade 5 Theory. However, this does not preclude others from the course.

For this specification students must choose either Option A in both Components 1 and 2 or Option B in both Components 1 and 2. All students must study Component 3.

Component 1: Performing

Option A: Total duration of performances: 10-12 minutes Option A: 35% of qualification
Option B: Total duration of performances: 6-8 minutes Option B: 25% of qualification

Non-exam assessment: externally assess by a visiting examiner

Option A: Performing (35%)
A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist.
The other pieces may be either as a soloist or as part of an ensemble or a combination of both.
One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.

Option B: Performing (25%)
A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.

Component 2: Composing

Option A: Total duration of compositions: 4-6 minutes Option A: 25% of qualification
Option B: Total duration of compositions: 8-10 minutes Option B: 35% of qualification

Non-exam assessment: externally assessed by Eduqas

Option A: Composing (25%)
Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by Eduqas. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition.

Option B: Composing (35%)
Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by Eduqas. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken.

The second composition must reflect the musical characteristics of one different area of study (i.e. not the Western Classical Tradition) while the third composition is a free composition.

Music *(Eduqas)*

Component 3: Appraising

Written examination: 2 hours 15 minutes 40% of qualification

Three areas of study:

Area of study A:
The Western Classical Tradition (The Development of the Symphony 1750-1900) which includes two set works. Choose one set work for detailed analysis and the other for general study.

- *Symphony No. 104 in D major, 'London': Haydn*
- *Symphony No. 4 in A major, 'Italian': Mendelssohn*

A choice of one area of study from:

Area of study B: Rock and Pop
Area of study C: Musical Theatre
Area of study D: Jazz

A choice of one area of study from:

Area of study E:
Into the Twentieth Century including two set works:

- *Trio for Oboe, Bassoon and Piano, Movement II: Poulenc*
- *Three Nocturnes, Number 1, Nuages: Debussy*

Area of study F:
Into the Twentieth Century including two set works:

- *Asyla, Movement 3, Ecstasio: Thomas Adès*
- *String Quartet No. 2 (Opus California) Movements 1 (Boardwalk) and 4 (Natural Bridges): Sally Beamish*

Questions:

1. Set work analysis with a score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score
4. Comparison questions

This component includes a listening examination.

Physical Education *(AQA)*

A Level Physical Education qualifications allow students to play to their strengths and gain dynamic theoretical and practical skills for further education or work.

Studying A Level Physical Education will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach a sport through the non-examination assessment component, you will also develop a wide ranging knowledge into the how and why of physical activity and sport.

The combination of physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study improve your performance or coaching through application of the theory.

The A level is assessed through three components: a non-examined assessment and two exam papers.

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

What's assessed: Students are assessed as a performer or coach in the full sided version of one activity, plus, a written/verbal analysis of performance.

How it's assessed: The NEA is assessed through internal assessment with external moderation. It is worth 90 marks, which is 30% of the A Level.

Paper 1: Factors affecting participation in physical activity and sport

What's assessed:

Section A: Applied anatomy and physiology: students develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery.

Section B: Skill acquisition: this section focuses on how skill is acquired and the impact of psychological factors on performance.

Section C: Sport and society: students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society.

How it's assessed: Paper 1 is a written exam lasting 2 hours, consisting of a variety of multiple choice, short answer and extended writing throughout each section. It is worth 105 marks which is 35% of the A-level.

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

What's assessed:

Section A: Exercise physiology and biomechanics: Students understand the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems. Students also develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport.

Section B: Sport psychology: students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport.

Section C: Sport and society and technology in sport: students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.

How it's assessed: Paper 2 is a written exam lasting 2 hours, consisting of a variety of multiple choice, short answer and extended writing throughout each section. It is worth 105 marks which is 35% of the A Level.

Where can it lead?

There are a huge variety of degrees and careers that can develop from this A Level, including Sports Science, PE Teacher, Physiotherapist, Professional Sportsperson, Sports Coach / Consultant, Sports Policy at local and national level, DIet and Fitness Instructor, Personal Trainer etc.

Physics *(OCR)*

"I do not know what I may appear to the world; but to myself I seem to have been only like a boy playing on the seashore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me." Sir Isaac Newton

Physics attempts to make sense of the bewildering variety of events and objects in our world and beyond. Physics is a fundamental branch of science and its principles form the foundation of other branches of science. Physics is about understanding natural phenomena from the behaviour of the smallest particles to the universe itself.

If you are curious about how everything around you works, you would find the study of Physics rewarding. Physicists work to develop models that capture the essence of the universe in the simplest possible way. This can bring a deep understanding that is powerful, sometimes shocking and ultimately beautiful.

Physicists are trained to think and enquire in a logical way and to use their practical, communication, IT and numeracy capabilities. They learn to reason clearly and communicate complex ideas. Such skills make Physicists employable in a very wide variety of occupations.

Physics is an essential element in most natural science, engineering, technology and astronomy degrees and is highly valued in medicine, physiotherapy, radiography, economics, administration, business, commerce and education. It opens more doors to a wider range of careers than almost any other subject.

Physics can be studied with a variety of other subjects. Many students who choose Physics also study Mathematics, but this is not essential as long as you have shown good mathematical ability at GCSE level. Good Science GCSE grades are also needed for the successful completion of A Level Physics.

The department follows OCR Specification A. More details can be found at :

http://www.ocr.org.uk/qualifications/as-a-level-gce-physics-a-h156-h556-from-2015/

Lower Sixth Topics:

- Development of Practical Skills
- Foundations of Physics
- Forces and Motion
- Electrons, Waves and Photons

Upper Sixth Topics:

- Further Development of Practical Skills
- Newtonian World and Astrophysics
- Particles and Medical Physics

Examinations for A Level Physics are at the end of Upper Sixth.

A Level Physics has 3 written examinations. Two papers of length 2 hours 15 minutes, each worth 37% of the total marks and one paper lasting 90 minutes worth 26% of the total marks.

Practical work and experimental skills are an important component of the course and each student is given the opportunity to develop these to the full. There is no practical examination but students will complete a minimum of 12 assessed experiments. The students' performance in these practical assessments will be reported separately (as a pass or fail endorsement) to the overall subject grade, which will be determined solely on examination results.

Psychology *(AQA)*

What does Psychology involve?

The mind is something intangible.

Why is it that some people suffer from stress and mental illness?

How can the introduction of dissenters into teams as a source of minority influence be an effective way of achieving motivation?

Psychology looks at questions like these in the study of the human mind and behaviour. It is a science with cutting edge research that has real world applications to issues in everyday life, ranging from topics like artificial intelligence to social change.

The course followed is the AQA Psychology specification. The following topics are studied:

Year 1:

- Paper 1 - Social Influence, Memory and Attachment
- Paper 2 - Approaches in Psychology, Psychopathology and Research Methods.

Year 2:

- All the topics in Paper 1 and Paper 2 above with the addition of Biopsychology, and
- Paper 3 - Issues and Debates in Psychology, and the topics of Relationships, Schizophrenia and Addiction.

Why do Psychology?

Psychology has links with many disciplines including biological, computer and forensic science, as well as humanities such as sociology, philosophy, anthropology and even literature. It involves the study of theory, empirical evidence and practical application.

This mix of disciplines helps to make psychology such a fascinating subject. As Psychology is classed as a science, it is a particularly useful subject to have when combined with either scientific or non-scientific subjects for university application and beyond.

How is it assessed?

There are three exams for A Level Psychology at A2 (3 x 2 hour written examinations) which are taken at the end of the second year. Exams for A Level Psychology consist of multiple-choice questions, short and long answer questions and extended answer questions.

Where can a study of Psychology lead?

This course will be extremely beneficial for careers in Health, Medicine, Law, Teaching, Marketing, Human Resources, General Management, the Police and the Media.

Religious Studies
(Philosophy, Religion and Ethics) *(Eduqas)*

Why Study Religious Studies at Moreton Hall?

Religion has never been as prominent in the media as it is today. We can see that it is a major force which influences world events and governments. Society is becoming increasingly more integrated as we embrace different cultures and traditions on a daily basis.

You will no doubt have your own reasons for wanting to study Religious Studies. Apart from using this A Level as part of your career path or even from personal interest, Religious Studies will help you to develop an awareness and appreciation of the complexities of human belief and moral values around you.

What will I Study ?

Religious Studies A Level can be very flexible as it is such a large area of study. From 2016 Religious Studies will be a reformed A Level which means that we will combine our studies of Philosophy and Ethics with an indepth study of a major world religion.

The areas of study which we look at in Philosophy are:-

- God/Gods/Ultimate Reality
- Life after death
- The challenge from science
- The nature and role of religion
- Sources of wisdom and authority
- Section B: Philosophy of religion
- Arguments for the existence of God
- Evil and suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death
- The nature and function of religion

In Ethics the areas of study which we look at are

- Key moral principles
- Religious identity
- Religion and sexual identity
- Religious pluralism
- Ethical theories
- Issues of human life and death
- Issues of animal life and death
- Introduction to meta ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant

The areas of Study in Islam are:-

- The Life of the Prophet
- Pre-Islamic Arabia
- Six Fundamental Beliefs
- Five Pillars
- Status of the Quran
- Rightly Guided Caliphs
- Shia Islam
- Sufism
- Status of Women in Islam
- Developments of Islam in modern history

Religious Studies
(Philosophy, Religion and Ethics) *(Eduqas)*

Examinations take place at the end of two years.

Students are encouraged to participate fully in class discussions and presentations. You will be expected to evaluate issues from your own perspective as well as to learn and appreciate the views of others. Independent study and research are a vital component of this course.

Careers Information

Religious Studies A Level is a good preparation for a career in the following areas. This list is not exhaustive but is intended to give you an idea where your studies could possibly take you

- Business (e.g., Human Resources)
- Foreign Service (i.e., diplomatic corps)
- Law
- Public Administration, Politics
- Counselling
- Health Care
- Law Enforcement
- Publishing
- Education
- Journalism and Broadcasting
- Military
- Social Work

Further Study

However, you may wish to go on to further study at university. Individual universities will guide you on the combinations which they allow with Religious Studies so you will need to check this out with individual universities. However the degrees below will give you a general guide.

- Religious Studies
- Anthropology
- History
- Social Work
- Counselling
- Philosophy
- Theology
- Archaeology
- Law
- Education
- Public Relations
- Psychology
- Religious Vocational Training
- English (literature)
- Journalism
- Business
- Political Science
- Sociology

What skills will I need?

In addition to knowledge about religion, Religious Studies' students develop certain skills and understandings that are translatable to many contexts.

Skills:

- Critical thinking
- Oral presentation
- Close reading of texts
- Research
- Writing
- Observation and description

Understandings of:

- Symbol systems
- Multiculturalism
  (empathic grasp of human commonalities and conflicts)
- Social systems
- Ethical analysis

Spanish *(AQA)*

Why Spanish?

Spanish is the mother tongue of approximately 219 million people and is the fourth most spoken language in the world. Being able to speak Spanish not only provides opportunities in Europe, but offers great scope in Latin America and enables you to take part in a lively and exciting culture.

What qualifications or skills are needed?

A good pass at GCSE Spanish is essential.

What does the course entail?

The aim of the specification (syllabus) for A Level Spanish is to develop further the ability to use Spanish competently. It is designed to encourage students to develop understanding of the spoken and written forms of the foreign language from a variety of registers and to enable them to communicate confidently, clearly and effectively through the spoken and written word, using increasingly accurate, complex and varied language.

It also aims to develop critical insights into, and contact with, the contemporary society, cultural background and heritage of countries or communities where the foreign language is spoken. The course uses modern text books, magazines, CDs, films and online resources. Cultural topics and texts are studied. It is recommended that students spend at least two weeks of their holiday in a Spanish speaking country.

Examination and assessment

The Spanish A Level examination is linear so students sit all their examinations at the end of the Upper Sixth year. They will study Social issues and trends, Political and artistic culture, Grammar, Literary texts and films. The A Level consists of 3 examination papers – Paper 1: Listening, Reading and Writing; Paper 2: Writing; Paper 3: Speaking.

Topics include:

- Aspects of Hispanic Society
- Artistic Culture in the Hispanic World
- Multiculturalism in Hispanic Society
- Aspects of Political Life in Hispanic Society

Related subjects

Spanish teams well with everything. Universities and employers look favourably on applications offering a modern language.

Where can Spanish lead?

Students are increasingly adding a modern language component to their university course, eg Law and Spanish, Business Studies and Spanish, Economics and Spanish. The Civil Service, the European Parliament, business and commerce all welcome prospective employees who can offer Spanish.

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