



A Level Subjects



**WARWICK**  
SCHOOL

# The Sixth Form Course

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Commencing September 2023

# Staff Contacts

**Heads of Department are listed within this booklet. If you have a subject specific enquiry this should be directed to the relevant Head of Department in the first instance.**

General academic enquiries including questions regarding assessment, examinations, reporting and UCAS grades and changes in the choice of subjects post publication of results should be addressed to:

**Mr B Andrews | Deputy Head Academic | [b.andrews@warwickschool.org](mailto:b.andrews@warwickschool.org)**

Any concerns of a pastoral nature should be referred to:

**Mrs K Poole | Acting Head of Sixth Form | [k.poole@warwickschool.org](mailto:k.poole@warwickschool.org)**

For information regarding Enrichment and the application procedure for Oxbridge contact:

**Mr J Jefferies | [j.jefferies@warwickschool.org](mailto:j.jefferies@warwickschool.org)**

For information regarding the application procedure for university entrance contact:

**Mr M Cooley | [m.cooley@warwickschool.org](mailto:m.cooley@warwickschool.org)**

For information on careers and university courses, contact:

**Mr N Tapper-Gray | [n.tappergray@warwickschool.org](mailto:n.tappergray@warwickschool.org)**

Any enquiries for pupils looking to join the school should be referred to:  
**The Admissions Team | [admissions@warwickschool.org](mailto:admissions@warwickschool.org)**

**[www.warwickschool.org](http://www.warwickschool.org)**

*Please do refer to our website for detailed information on:*

- *Academic Results by Subject*
- *Destination of Leavers by subject and by university*





# The Sixth Form Experience

Warwick School has a large and thriving Sixth Form. The majority of our pupils progress into the Sixth Form on completion of their GCSE studies and are joined by pupils from other local senior schools.

We have a shared Sixth Form Centre for Warwick School and King's High, providing space both for private study and opportunities to socialise together (whilst teaching remains single sex within the schools).

There are many reasons why I hope you would consider Warwick School for your Sixth Form education, a few of which are highlighted below:

- We offer 26 A Level subjects, offering a wide choice for pupils whatever their interests.
- Academic standards are very high. In August 2022, 30.9% of pupils achieved an A\* at A Level. Results by subject are available to view on our website.
- Over 90% of pupils progress to a top university.
- As well as outstanding exam results we pride ourselves on providing academic enrichment to all our pupils. This includes talks, trips and a wide-ranging activities programme.
- The EPQ (Extended Project Qualification) programme at Warwick School is outstanding. Over 70 pupils submitted projects in 2022 and many other schools visit Warwick to learn about our successful programme, with 87% A\*/A.
- Outstanding Careers Service, beyond the advice that you would expect in terms of choosing universities and courses, our vibrant Careers Department run many events to help pupils with their future after Warwick School.
- Warwick School has an outstanding reputation for its co-curricular activities and pupils are encouraged to take part in their chosen activities whether music, drama, sport, our Friday Afternoon Activities Programme, or a balanced combination of them all.
- Excellent provision of well-being with access to counselling, mentoring and coaching.
- Dedicated Sixth Form academic clinics for all subjects.
- Small tutor groups with experienced tutors, who guide pupils through the transition to Sixth Form and help with University Admissions.
- Dedicated UCAS team, with expert help available to guide pupils through the University Admissions process.
- Established and successful Young Enterprise programme.

Whilst the list above is impressive, I do believe that it is our focus on every individual that makes the Sixth Form experience at Warwick so special. We take a great deal of pride in working very closely not only with the pupils but also with their parents in order to ensure that our pupils are happy and achieving as much as they possibly can. In order to facilitate this we have developed a highly effective system to ensure that pupils are monitored, enabling them to fulfil their full potential.

**Mrs K Poole**  
**ACTING HEAD OF SIXTH FORM**

# Entering the Sixth Form

## Academic Standards

With the introduction of a new numerical grading system at GCSE for the majority of (but not all) subjects, we have redefined the entry requirements for Sixth Form to avoid ambiguity.

Pupils wishing to follow a Sixth Form course at Warwick School must attain a minimum of 51 GCSE points from their best 8 GCSE grades.

(GCSE subjects still recording results in alphabetical grades are scored as A\*=8.5, A=7, B=6, C=5).

Pupils not reaching this minimum entry standard may, in some cases, be allowed to enter the Sixth Form, but this will be at the discretion of the Head Master.

To study a specific subject at A Level, we would normally expect pupils to attain a minimum of a grade 7(A) in the equivalent GCSE. In Mathematics and Sciences, a grade 8 or better is a prerequisite for being accepted onto these courses.

Progress from the Lower Sixth to Upper Sixth will be dependent on attainment throughout the year and performance in the internal end of year examinations. The equivalent of at least a grade D is expected from all pupils in order to progress, although we would hope all pupils will achieve more than this.

## Joining Warwick School in the Sixth Form

Each year we are delighted to welcome a number of pupils from other schools.

Candidates applying for entry to Warwick School Sixth Form will be invited to visit the school and have interviews with the Senior Deputy Head, Head of Sixth Form and Head Master. A report from the candidate's current school (with an indication of predicted grades at GCSE) will also be required.

Subsequent to the interview and a satisfactory report, an offer may be made for entry the following September.

An offer of a place is dependent upon meeting the school's academic requirements for entry to the Sixth Form as detailed above.

## Sixth Form Scholarships | External Applicants

There are a small number of scholarships available for entry to the Sixth Form at Warwick. Scholarships are designed to reward academic excellence and talent, and are awarded up to the value of 20% of fees. Candidates applying for a scholarship will be expected to gain at least six 8(A\*) grades at GCSE. Evidence of this will be required from a school report. Candidates do not need to apply for a scholarship but will be identified at interview stage.

Subject to the required predicted grades and performance in the interviews, a scholarship offer will be made at the time of offering a school place.

## Warwick Foundation Places

Warwick School, as part of the Warwick Independent Schools Foundation, benefits from a scheme offering the possibility of free or discounted places based on financial need. These awards are offered on a sliding scale dependent upon parental income\* and subject to results of interviews.

Parents wishing to apply for a Foundation award will be required to submit details of their financial circumstances, in full confidence.

All applicants are asked to indicate if they are applying for a Foundation award.

***\*Means Testing:** is established based on relevant 'net income', assessed on completion of the bursary application form. The amount of discount is offered on a sliding scale, and if your household income exceeds £40,000 after tax or you have substantial assets, you are unlikely to qualify. Further details can be obtained from the Foundation Office, Warwick School.*

## Sixth Form Scholarships | Current Warwick Pupils

Following the publication of GCSE results, the Head Master, together with senior staff, decide upon the awarding of Sixth Form Scholarships. There is no application process and only pupils not currently holding an academic scholarship will be considered.







# A Levels

## A Level Structure

All subjects are now linear in format. In other words, all the examinations for the A Level qualification have to be taken at the end of the course in the summer of 2025. At Warwick School, we do not enter candidates for the separate qualification and examinations at AS level, as these will not count towards the final A Level grade.

We believe that in adopting this approach to A Levels, pupils will be able to study in more depth their chosen subjects, develop the school's learning values at a higher intellectual level and ultimately be much better prepared for university and life beyond.

All pupils are required to choose three subjects to study at A Level and, for more academically able pupils, a fourth subject may also be chosen. In addition, we will continue to offer the Extended Project Qualification and Science in Action research, both of which are regarded by universities very highly, especially when applying for competitive courses.

Universities will now be placing even greater importance on GCSE results as an indicator of ability as well as using the personal statement and predicted grades from the UCAS application form. For certain subjects such as medical degrees, work experience will also be vital.

Our aim is to provide the highest quality teaching in preparing pupils for A Level examinations and university entrance.



# Choosing Subjects

Sixth Form work requires a pupil to follow his specialist subjects in depth. It is important, therefore, that a pupil should have not only the ability for, but also an interest in, the subject which he chooses.

Equally it is important that the Sixth Form course selected should be appropriate for any career that the pupil may be considering. It may also be that the study of one subject in depth will assist the study of another, for example in the case of Physics and Mathematics.

If you have a specific career or subject you have identified as wanting to study at university, then it is important to check now the entry requirements. Most medical courses, for example, will not count Mathematics and Further Mathematics as two distinct A Levels.

At any time in Year 11, pupils can have an interview with the Careers Department to include the discussion of subject options, and modification to choices can be made at any stage. Form Tutors, Heads of Departments and the Head of Sixth Form can also all be consulted if necessary.

## A Level Subjects 2023

Pupils will choose three options from the following subjects to study at A Level, or four options for those who can cope academically:

Art  
Biology  
Business  
Chemistry  
Classical Civilisation  
Computer Science  
Design Technology  
Drama and Theatre  
Economics  
English Language  
English Literature  
French  
Geography

German  
Greek  
History  
Latin  
Mathematics  
Further Mathematics  
Music  
Philosophy  
Physical Education  
Physics  
Politics  
Psychology  
Spanish

Notes on provisional selection:

- It is possible to take certain subjects in the Lower Sixth without having previously studied them to GCSE. The relevant subject description given in this document should be consulted.
- Those taking Further Mathematics must also take Mathematics.
- It is highly advised that any choice of A Level physics or Chemistry should also be accompanied by Mathematics, because of the high mathematical content of these courses.
- A choice of English Literature and English Language is possible, but should be discussed with the Head of English. Equally, combining Economics with Business is possible. However, certain admission tutors might prefer to see more distinct disciplines being studied, especially on more competitive courses.
- Some subjects may be taught in collaboration with King's High School.

## The Choice of Subjects for September 2023

The Sixth Form Open Evening takes place in the Michaelmas Term, and immediately afterwards pupils will be asked to make a preliminary, provisional selection of subjects for the Sixth Form. This gives the school an indication of the likely pattern of demand and aids the process of ensuring that sufficient resources are in place for both years in the Sixth Form. We will attempt to supply the choices made, subject to the conditions stated. This may involve some re-organisation of sets at the end of the Lower Sixth year.

We will then ask you to make a final choice of subjects in January 2023.

Please note the following important points:

- Some combinations of subjects may not be possible.
- The preliminary survey and January system are both provisional and some combinations may prove impossible to timetable. Once again, our aim will be to satisfy as many requests as possible.
- Subjects or sets which are not considered to be viable may be withdrawn from the scheme.
- Once the revised system has been drawn up in the Lent Term, it may still be possible for you to change your options, but only if such a change is possible within the system and is consistent with the school's policy on set sizes.

PLEASE THINK VERY CAREFULLY ABOUT YOUR CHOICES AND BE REALISTIC IF YOU ARE THINKING ABOUT CHOOSING MORE THAN THREE SUBJECTS IN THE LOWER SIXTH.

# Life in the Sixth Form

All pupils entering the Sixth Form will undertake a course designed to prepare them for A Levels and the challenge beyond. This takes place in the final week of the Summer Term.

Entrants to the Sixth Form will find life extremely busy, with most periods occupied by their specialist subjects. This places considerable pressure on time management skills and the need to keep pace with published schedules and deadlines.

However, pupils should not abandon those co-curricular interests that can provide such valuable relaxation. Our experience is that participation in these activities enhance rather than diminish academic performance. They can also provide some of the most vivid memories of life at school.

On entering the Sixth Form, pupils are expected to take greater responsibility for their learning. This not only means work set is completed punctually, but also they begin to develop a greater intellectual curiosity about the subjects they have chosen. In the Sixth Form, it is expected that pupils undertake approximately 16 hours each week of academically related study outside of lessons.

Whilst the majority of this time will be taken with homework (approximately two hours a night Monday to Friday and two hours on a weekend), some of this time should be devoted to reading around the subject, attending appropriate lectures and undertaking work in private study etc. Such additional academic pursuits not only help with the subjects chosen, but also provide additional information and material upon which a strong UCAS statement can be written.

We also try and provide as much support as possible while pupils are at school. The Sixth Form Centre is open before, during and after school and provides an ideal location for quiet, productive study. Furthermore, academic clinics are offered in all subjects at lunchtimes, before and after school.

The key word here is 'balance.' Effective use of private study and academic clinics, a routine for working at home, involvement in co-curricular activities and a good social life should make a happy and successful Sixth Former. It is pupils who do not achieve this balance who tend to underperform.

The Boarding House can offer, subject to availability, flexi-boarding to Sixth Formers for whom a period of focused time in school might be beneficial to their studies, especially if journeys to school are considerable. **Please contact Mr Bull for further information [d.bull@warwickschool.org](mailto:d.bull@warwickschool.org)**



Pupils mature into independent and self-motivated young adults over the course of their time at the school and are extremely well prepared not only for the next stage of their lives but also to contribute to society at large. **ISI Inspection 2018**



## Preparing for Life after Warwick School

On joining the Sixth Form and throughout the two years, guidance is given on choosing a university or career path. Help is provided throughout the UCAS process for those opting to go to university after school. This includes talks from universities as well as an in-house programme of events.

The vast majority of pupils go on to top universities after leaving Warwick School. See page 8 for our top 12 university destinations over the past 3 years. More detailed information about the destinations of our leavers can be found on our website by subject and by university.

## Oxbridge

At Warwick we appreciate that applying to Oxford and Cambridge universities requires particular preparation. Pupils enthusiastic about making an application are supported in a variety of ways. In Year 11 we clarify the importance of impressive GCSE results, and we recommend they use the summer term, before they begin A Levels, to read widely in areas that interest and excite them. During the Lower Sixth we ask pupils to register their interest in applying. Pupils then meet with the Senior Tutor, Mr Jefferies, and other members of the Sixth Form team to discuss academic preparation, college choice and the nature of the interview process and how they can maximize their potential. Heads of Department are also informed so that they too can support applications and give specific support, including mock entrance exams where required. From the Lent term of the Lower Sixth, until the application process is complete, Oxbridge applicants are assigned to a mentor from within the Foundation's teaching staff who will organise weekly support sessions, guidance of extension work, and practice interviews. The key to success at Oxbridge (as with all other universities) will though, in the final analysis, involve the pupil making a commitment to achieving a great depth of knowledge and understanding in their chosen field of study.

## Medicine and Law Pathways

Medicine, Health and Law are popular choices for university study. Whilst these subjects are highly competitive, our pupils are well supported in their preparation receiving targeted guidance, advice, interview guidance and training to support them through their application. During their time in Sixth Form, our programme focuses on helping pupils secure appropriate work experience, preparing them for the entrance examinations particular to these fields such as University Clinical Aptitude Test (UCAT)

and Biomedical Admissions Test (BMAT), The Law National Aptitude Test (LNAT), the Cambridge Law Test (CLT) and the Thinking Skills Assessment (TSA). The LNAT is required by several of the UK's leading universities to test a candidate's aptitude for the skills required to study Law. The Cambridge Law Test is an entrance assessment required by the University of Cambridge, which candidates must sit if they wish to read Law there. Finally, the TSA is a part multiple-choice and part-essay entrance assessment required by both the Universities of Oxford and Cambridge for a number of their courses.

Preparation for the above entrance assessments centres on an intense and rigorous programme which involves seminars, practice tests and recommended reading. The candidates will begin the programme at the start of Lent Term in Lower Sixth, thereby giving the candidates 10 to 11 months of preparation time. Apart from the programme's ultimate aim of having candidates fully prepared for these assessments for Michaelmas Term in Upper Sixth (when they sit the assessments in question), the programme is also intended to enhance the candidates' critical thinking and logic skillset, all of which are essential for candidates to be successful at leading universities and life beyond the classroom.

To support pupils wishing to follow careers in Law, Medicine or Health related professions, we have dedicated pathway programmes that will provide the experience necessary for a strong university application.

The Law Pathway will see pupils undertaking a programme designed to enhance pupils' critical thinking and problem-solving skills. The programme includes weekly sessions that involve the following:

- Exploring different areas of law, including public law, contract law, tort, equity, international law, property law and criminal law.
- Providing pupils with opportunities to read and analyse legal cases and texts.
- Enhancing pupils' presentation and communication skills.
- Challenging pupils with complex legal problems in order to enhance their reasoning and critical observations, as well as developing their ability to explain difficult concepts in a considered, and effective manner.
- Formulating cogent and sustained arguments.
- Preparing pupils for the LNAT and the Cambridge Law Test.
- Discussing current affairs.
- Preparing pupils for interview (if required).
- Engaging pupils with super-curricular activities, recommended reading lists and advice on their personal statements.



The Medicine and Health Professionals Pathway invites pupils to the Foundation's Medical Society, to discuss relevant literature, current healthcare-related issues and to practise the critical thinking skills required for the entrance examinations. Pupils will also be invited to take part in the following:

- UCAT and BMAT courses run by external companies such as The Medic Portal.
- Personal statement masterclasses.
- MMI interview practice sessions.
- Traditional panel interview practice sessions.
- Networking events with alumni from across the Foundation.
- Seminars, lectures and workshops run by alumni and individuals in the healthcare industry.

**For information on the Law Pathway, contact: Mr C Bennett**  
[c.bennett@warwickschool.org](mailto:c.bennett@warwickschool.org)

**For information on the Medicine and Health Professionals Pathway, contact**  
**Miss Z Yeldham** [z.yeldham@warwickschool.org](mailto:z.yeldham@warwickschool.org)

To support their wider understanding on their chosen subjects pupils also have many opportunities to hear from alumni from across the Foundation who are either studying, graduating or practicing in these fields through lectures, seminars and workshops.

## University Destinations

Every year our pupils attend a range of excellent universities across the UK and further afield, to study a wide variety of subjects. Listed alphabetically, the top 12 destinations for Warwick School pupils over the past three years are:

Ref	University
1	University of Birmingham
2	University of Bristol
3	University of Cambridge
4	University College London
5	Durham University
6	University of Edinburgh
7	University of Exeter
8	University of Leeds
9	University of Manchester
10	University of Newcastle
11	University of Nottingham
12	University of Oxford



## Enrichment | Broadening Horizons

Sixth Formers are also encouraged to take their academic enthusiasms beyond the confines of the classroom, developing skills to equip them beyond Warwick.

Friday afternoon is devoted to our Activities Programme enjoyed by every Warwick School and King's High School pupil from Year 10. Pupils participate in varied and valuable co-curricular activities to extend and enrich their education. From learning a new language, conducting scientific research or gaining a nationally recognised qualification, pupils can try something new or simply test their sense of responsibility, their self-discipline, leadership skills or creativity.

Activities available to Sixth Formers include:

<b>Arts Award</b>	<b>Mandarin</b>
<b>Combined Cadet Force (CCF)</b>	<b>Medical Society</b>
<b>Community Sports Leadership</b>	<b>Psychology Society</b>
<b>Engineering Society</b>	<b>Science in Action</b>
<b>European Computer Driving Licence</b>	<b>Voluntary and Community Service</b>
<b>Furniture Making</b>	<b>Young Enterprise</b>
<b>Language for Business</b>	

All pupils take part in the Sixth Form Academic Enrichment Programme which provides the opportunity to be introduced to higher level subject material in preparation for university, including courses in Medicine, Law and Thinking Skills. See pages 12/13 for further information on EPQ and Science in Action.

In addition to the activities programme, pupils can progress through our programme named after the former Education Secretary, Fred Mulley, who was an Old Warwickian. The Mulley Mastery suggests specific ways in which pupils can take their learning in exciting new directions related to their A Level studies. Once they achieve sufficient credits, they will receive the Mulley tie signalling their academic excellence to the school. Another way of achieving these credits is by attending after-school Encounters with a diverse range of exciting speakers; highlights from 2021-2022 include Sir Stephen Lovegrove, head of UK National Security, Terry Waite, author of "Taken on Trust" and Bridgett Kendall, former BBC journalist and now Master of Peterhouse College, Cambridge. Finally, the Floreat booklet, a biannual publication, provides advice on essay competitions which the pupils can enter as well as teacher recommendations for films, books and documentaries which have made a powerful impact on them.

## Games

All pupils have one games afternoon in the Lower and Upper Sixth.





# Careers and Volunteering

**Head of Department: Mr N Tapper-Gray | email [n.tappergray@warwickschool.org](mailto:n.tappergray@warwickschool.org)**

Careers at Warwick offers a vibrant and personalised programme aiming to inspire and engage with all Sixth Formers through diverse and exciting events. The aim of Careers at Warwick is to prepare our pupils for both university and the world of work.

Information is provided to help pupils choose the right course and university, experience the world of work and set up networks. Whilst this advice is available through one to one appointments with pupils, Careers at Warwick also delivers innovative and focused events to prepare and inspire pupils for life after Warwick School and help develop the character, skills and confidence needed to build a successful career.

The advice covers many aspects including the following:

- Finding a taster course at university
- Help with personal statements and writing a CV
- Finding an apprenticeship
- Taking a gap year
- Securing work experience
- Providing contacts with Old Warwickians who can provide advice and networking opportunities.
- Developing employability skills
- Providing robust volunteering opportunities to develop competencies, enhance skills and serve the local community

All Lower Sixth pupils now attend sessions on interview skills, and the Upper Sixth pupils attend a Speed Interviewing Evening, providing both interview experience and networking opportunities. Pupils have the opportunity to attend our popular Business Lunches to understand more about careers and university courses.

We hold two large-scale events, each on a biennial basis, our Careers Fair and Employability Conference, both well promoted and attended by many local and national organisations. We also hold themed Networking Dinners with guest speakers.

There is a growing link with Old Warwickians, our former pupils, many of whom participate in school careers advice and mentoring.

Although the majority of our pupils choose to apply to top universities, they are all encouraged to think about what is really right for them and for some this might be looking at apprenticeships or studying abroad. We speak to every pupil on an individual basis, and encourage them to explore their career goals and carry out research on what is right for them.

Most pupils demonstrate excellent self-knowledge and are clear about what they would like to achieve in life as a result of the highly effective and wide-ranging careers programme, including employment events, university days and work experience opportunities. **ISI Inspection 2018**



# Best of Both Worlds

Warwick School Sixth Form offers the best of both worlds. Whilst we are committed to delivering a single sex education in the classroom, with Warwick pupils able to develop and enjoy a broad range of opportunities without constraint from gender stereotypes, we also recognise the social benefits of a co-educational environment.

The proximity of King's High School and our shared Sixth Form Centre provide further opportunities for collaboration.



There are opportunities to work together in music, sport, drama, art, and a host of co-curricular clubs and activities. This includes the joint Friday afternoon activities programme with a choice of over 50 activities.



## The Shared Sixth Form Centre

The Sixth Form Centre, shared with King's High School, has been designed to help our pupils make the most of their Sixth Form years, and support their transition to life beyond school.

The ground floor, a large social space, includes a café and self-service kitchen as well as offices for the Heads of Sixth Form.

Interview rooms and group study spaces can be found on the first floor, and a larger supervised private study space is located on the top floor. Computer workstations are available throughout the building, as well as fast wi-fi access to enable pupils to use personal devices.



# Science in Action

Science in Action offers pupils the opportunity to undertake some extended science practical work. Ideal for those who love to experiment, investigate and ponder... but without the pressure of any write-ups or exams.

Freed from the confines of the syllabus, Science in Action runs a carousel of biological, chemical and physical science activities, which give pupils the chance to see some of the synthesis, analysis and applied techniques more commonly used in undergraduate laboratories. Those choosing this course will have the opportunity to work alongside pupils and teachers from other schools and as such develop better communication skills as they form efficient working relationships. There is a degree of responsibility – some of the techniques require careful risk assessment, whilst the quality of products and results will depend upon each pupil's own experimental diligence, as well as their ability to work in a team.



Having undertaken the first year of Science in Action, pupils may apply to carry out an independent research project. With limited places, commitment and aptitude must be shown, but the potential payoffs are huge. Working independently in Warwick School's research-standard laboratories, pupils have the opportunity to genuinely contribute to the progress of the group's work and get a privileged insight into the world of scientific research.

Contact | Dr C Nuttall







EPQ | Public Presentation  
2019

# EPQ (Extended Project Qualification)

**The Extended Project Qualification focuses upon helping pupils acquire the skills needed for independent learning. It provides an excellent preparation for future studies and enhances learning in other A Level subjects. It also promotes the development of skills in critical and analytical thinking and in project management.**

Pupils study a topic of personal choice and investigate it in depth. They meet a supervisor each week to discuss their topic one-to-one. They also attend a weekly lesson on the skills needed for independent research.

The Extended Project can be based within the subjects that a pupil is taking at A Level, in which case the study must extend beyond the remit of the specification. Alternatively, the project can focus upon an area which is completely different and thus enables pupils to extend their learning into areas that would otherwise not be covered within the curriculum.

The Extended Project process begins with choosing a topic area which pupils then research independently. An individual title is crafted and an extended essay written. All the way, guidance is given on how to find academic resources and how to recognise which resources are most reliable. The research part of the process continues roughly from September to December. Then the essay is written, usually between January and Easter. During this time, instruction is offered on how to write in an analytical way. At the end of the Lent term pupils present their projects at a poster event where they create a display to demonstrate their findings and answer questions on what they have learned from undertaking an Extended Project.

Throughout the year all pupils maintain a Production Log to demonstrate the management of their projects. The Extended Project is a process-based qualification and the log is the means by which pupils evidence their progress.

Many pupils find that the freedom to choose their own subject enables them to discover a new joy in learning.

EPQ is highly valued by many universities. Some will reduce their grade offer to candidates with an A or above in EPQ. For candidates applying for highly competitive courses, the EPQ provides the opportunity to show off their commitment to their subject and thereby enhance their application. Pupils who wish to study for the EPQ should have at least a grade 5 in GCSE English Language or a 6.5 in IELTS with a 6.5 in the writing element, or a minimum B2 CEFR rating with a C1 CEFR rating being advisable for those aiming for a top grade.

Contact | Mrs R Morgan

# Art

## Entry Requirements

GCSE in Art and Design is recommended, but not essential. The most vital requirement is that you have a genuine interest in the subject and a passion for Art in every sense.

This A Level would suit candidates who...

- Enjoy working in an independent way
- Want to develop technical skills
- Enjoy studying a subject which is relevant to their own lives and experiences
- Would like to follow a creative career path
- Are engaged with their imagination and who think creatively about the world
- Like to see the physical outcome of their labours and who enjoy working with materials

## Course Content and Examinations

The course that you will follow at A Level is endorsed Art and Design (Fine Art) as specified by the examination board, AQA. Some pupils may be better suited toward a different endorsement based on their particular strengths. This could be Art and Design: photography, graphics or ceramics for example. You would be entered for a different endorsement only where you have a real drive and passion for that area.

The Fine Art endorsement allows you to encounter a wider range of materials and processes and is best suited to pupils who wish to experiment with techniques.

The A Level specification is comprised of one component of practical coursework which is a personal investigation where you negotiate the title, content and materials you use with your teacher. This is also supported by a written element of no less than 1000 and no more than 3000 words, followed by an externally set assignment.

A Level Art will allow you to develop your skills to a sub-degree level and will provide you with an advanced visual vocabulary with the ability to articulate about Art and visual culture with confidence. Alongside the development of technical skills you will study essential elements such as fine drawing skills, painting in oils, sculpting and compositional balance and all of this will be underpinned by critical and contextual studies.

## Where could this subject take you?

Art can support applications for further education in any number of subjects. Universities value the independence and creative thought that the subject demands and a pupil often chooses topics that can support their UCAS application.

Many pupils have used the independence that Art encourages to pursue topics that relate to their intended university courses. This can give pupils who do so an edge over their peers as they will have the freedom and time to steer through a wealth of materials relevant to their intentions. It is not uncommon for pupils to create topics around architecture, product-design, fashion, psychology, anatomy and physiology and literature to name but a few in recent years. Your ability to observe, create, design, imagine and conceptualise are valued highly by leading universities and Art pupils do often gain places on the strength of their work in the subject. Courses that value Art highly include: Architecture, Product-design, Set-design, Engineering and even Medicine and a number of Warwick pupils have followed these paths in recent years.

You could of course study Art at university and there are thousands of courses that relate directly to Art including: Fine Art, Illustration, Photography, Fashion, Textile-design and Sculpture to name but a few.







# Biology

## Entry Requirements

Grade 8 (or 88 in Double Science) Biology GCSE is the minimum requirement to study Biology A Level. Experience from the new GCSE specifications has shown that only at this level are pupils likely to have the sufficiently strong scientific skills and knowledge to cope with A Level Biology.

This A Level would suit candidates who are...

- Fascinated by the living world and wish to learn more about how living organisms interact with the environment and each other, building on what was learned at GCSE
- Enjoy working in an independent way as well as in a team
- Want to develop experimental and investigative skills
- Enjoy studying a subject which is fundamental to all we do and which is become even more relevant to their own lives
- Want to develop an informed view of the many important biological facets of today's world e.g. Global Warming, Biotechnology, Genetic Engineering, Medical Technology, Microbiology, Biomolecular Engineering, Fertility Treatments, Ageing and many other areas
- Either pupils who want to add breadth to their A Level studies, or for whom it will be an essential prerequisite e.g. Medicine, Dentistry, Veterinary Science, Pharmacy and Biological sciences amongst others
- You have the ambition to achieve top grades in a successful, popular and high achieving department

## Course Content and Examinations

The course has eight topics which make up the core content which will be examined terminally. We do not offer an AS qualification:

- 1) Biological molecules
- 2) Cells

- 3) Organisms exchange substances with the environment
- 4) Genetic information, variation and relationships between organisms
- 5) Energy transfers in and between organisms
- 6) Organisms respond to changes in their internal and external environment
- 7) Genetics, populations, evolution and ecosystems
- 8) The control of gene expression

Assessment is via three written papers:

Paper 1 will assess any content from topics 1-4 in a 91 mark written exam of 2 hours (35% of A Level).

Paper 2 will assess any content from topics 5-8 in a 91 mark written exam of 2 hours (35% of A Level).

Paper 3 will assess any content from topics 1-8 in a 78 mark written exam of 2 hours (30% of A Level).

Each paper will vary in the style of questions they contain, including short, structured, critical experimental analysis and essay responses. There is no coursework, but rather a practical endorsement which is a compulsory teacher assessed component that is based on the pupil carrying out a minimum of 12 practical activities from the prescribed subject content. There is also currently a residential Field Course at Slapton Ley Field Centre, which takes place towards the end of the Summer Term where pupils learn to work as a team and discover many fascinating aspects of Biology along the way. Attendance is compulsory for progression to A2.

## Where could this subject take you?

Obviously the medical and biological sciences, but also agriculture, forestry, bioengineering, cybernetics, law, product design, finance, market research, pharmaceutical research and a great deal of other careers. In other words, a great "facilitating" subject.

# Business

## Entry Requirements

Success in studying Business at A Level requires a good level of numerical competency, so a grade 7 in Mathematics is desirable. However, more important is a willingness to think critically and creatively when presented with specific problems. The ability to communicate concepts and arguments, both on paper and verbally is also a key skill for progression.

This A Level would suit candidates who are...

- Keen to study a real-world subject
- Driven to develop a career in the world of business and finance
- Confident in developing arguments
- Keen to thrive in competitive scenarios

## Course Content and Examinations

Business has changed. Not just in the real world where the traditional business models are being ripped up as brand after brand goes into bankruptcy, but also in the subject itself. The subject now incorporates far more business-relevant topics that pupils will end up using in their high-powered future careers in the business world. By using the department's own real-world experience, it is in this area that the department excels and pupils can really see where their new technical abilities, such as investment appraisal, strategy development and viral marketing can take them in the future. But technical skills only get you so far. Arguably more important in the new business world of today and the future, will be the ability to change, react and inspire. These are business skills that studying Business at Warwick will develop. By interacting with local, national and international businesses, our pupils of today are developing into the leaders of tomorrow. This has been proven by the hugely impressive career paths of the department alumnae.

The formal assessment consists of three equally weighted examinations of two hours each. They combine a mixture of multiple-choice questions, short content questions, calculation questions and a mixture of case-study-led essay questions.



## Where could this subject take you?

Business is a popular A Level subject, relevant if you wish to follow a wide range of careers in the private and public sector across all industries, not least in the business field itself. It therefore works well with the sciences, arts, languages and humanities, and each year pupils successfully combine Business with subjects from all these areas. Many pupils have continued with Business-based degrees at university in the UK and beyond, either as a single or joint course, with many exciting options available both in studies and career opportunities. This course is invaluable as it prepares you to interact with the business world in some way, either professionally or personally. A number of pupils have completed outstanding high-level apprenticeships at organisations such as Jaguar Landrover, Aston Martin, Listers, Mondelez, Accenture and the BBC, while others are now employed at such companies as JP Morgan Chase, Wells Fargo Investments, Ernst and Young, KPMG, Deloitte, PWC, Grant Thornton and others.





# Chemistry

## Entry Requirements

Grade 8 Chemistry GCSE is the minimum requirement to study Chemistry A Level. Experience from the new GCSE specifications has shown that only at this level are pupils likely to have the sufficiently strong scientific skills and knowledge to cope with A Level Chemistry.

This A Level would suit candidates who are...

- Deeply interested in the details behind how the world around them works; the forces, particles and interactions that lead to the structure of life and materials
- Enjoy working very hard, learning detail, as well as mastering abstract concepts
- Motivated to study in-depth, beyond the classroom
- Excited by combining multiple strands of knowledge and understanding to create new hypotheses and predict outcomes
- Would like to follow a career path underpinned by analytical thinking, problem solving and numeracy

## Course Content and Examinations

Chemistry fosters problem solving, data-supported decision-making skills and the ability to wrestle with abstract concepts. We follow the Edexcel syllabus and sit three papers at the end of the Upper Sixth year, covering the complimentary streams of physical, inorganic and organic chemistry. Practical investigative work is frequent and pupils cover the core practicals required by the exam board as a matter of course.

## Where could this subject take you?

Chemistry is one of the eight 'facilitating subjects' listed by the Russell Group of Universities; these are the subjects that offer the widest range of options into their courses.

Chemistry is essential for biochemistry, biomedical sciences, chemical engineering, dentistry, forensic sciences, materials sciences, medicine, pharmacy, pharmacology and veterinary science degrees and would be highly valued on any other engineering or science degree or apprenticeship. Chemistry A-level will also bring numerate and analytical weight to your CV in an application for virtually any other degree.

Beyond university, most employers are looking for individuals with great interpersonal and leadership skills, but also the ability to make decisions and take action based on data or financially-driven factors. The analytical thinking skills and numeracy developed in chemistry develop candidates' ability to work with complex mental models and to reach conclusions based on logical and structured thinking.



# Classical Civilisation

## Entry Requirements

None – You do NOT have to have taken this subject at GCSE.

This A Level would suit candidates who...

- Are interested in any aspects of the Roman and Greek world
- Would like to learn more about the relevance of the Romans and Greeks to our own lives
- Enjoy literature – the poetry of Homer and Vergil is some of the finest you will ever read!
- Have an interest in History or would like to learn more about the origins of drama and the theatre
- Want a seriously respected A Level subject on their UCAS forms and CVs

## Course Content and Examinations

The department's choices for the first two components are confirmed. Component 3 is subject to final confirmation.

Component 1 (40%) – The World of the Hero: you will study Homer's Iliad or Odyssey, as well as Vergil's Aeneid. You will develop a sophisticated level of knowledge of the epics, the way in which they were composed, and the religious, cultural and social values and beliefs of their societies. Homer was considered by the Greeks themselves to be a foundation of Greek culture, standing at the beginning of the Western literary canon. This component provides the opportunity to appreciate the lasting legacy of the Homeric world and to explore its values. The epics of Homer, with their heroes, gods and exciting narratives, have been in continuous study since their conception, and remain popular with learners and teachers today. Vergil's Aeneid is a landmark in Western literature. Drawing inspiration from Homer, as well as his own cultural and political context, Vergil explored what it was to be a Roman hero and created a work which has proven enduringly popular.

Component 2 (30%) – Imperial Image: the idea of a politician ‘spinning’ their public image is one which is very familiar from contemporary media; and so, this exploration of a Roman politician and his successful propaganda campaign is both relevant and engaging. Augustus Caesar was, through careful management of public opinion, able to convince a society that was fundamentally anti-monarchical to turn away from its old values and accept one-man rule. Through an examination of the sources of the period, this component allows learners to examine the ways in which Augustus conveyed his personal brand to all social classes. Topics are broken-down by aspects of his public image; this will allow learners to assess the effectiveness of each strand of his self-presentation, as well as the effectiveness of his public image as a whole.

Component 3 (30%) – Greek Religion: religion was an essential part of Greek identity, permeating all strata of society and all aspects of an individual’s life. Religion could be connected to the household, life in the city or life in the countryside; moreover, politics and religion were intertwined to the extent that political decisions were sometimes made on the basis of divine intervention. Religion was also an important tool for the creation of identities, as well as of competition between Greek states. Studying the practicalities of religious ritual, and the role it played, alongside the functions and layout of famous temple complexes, will make this component tangible and help develop a sense of the central role religion played in the life of everyday people.

Learners will also explore the nature of the gods and their relationship with mortals. Also included are the very different role of Mystery Cults, and the tensions caused by the rise of philosophical thinking.

## Where could this subject take you?

Classical Civilisation goes especially well as an A Level alongside English, Theatre Studies, History or Philosophy, but provides a worthy challenge to broaden one’s horizons, whatever one’s other choices. There are some excellent Classics courses available at all the top universities and an A Level in any classical subject is respected as an academic discipline when applying for any degree subject at all.

Good Classics graduates can end up working in pretty much anything other than Science based jobs – accountancy, marketing, teaching, law, banking and advertising to name just a few.

Here are just a few examples of how jobs and careers are directly benefited by a good Classics degree.

**Art of Persuasion:** Classics hones intellectual rigour, sharp memory and the ability to assimilate large volumes of material, due to the enormous breadth of subject matter – does this sound like something which might help a lawyer?

**Insight into People:** look no further than the tragedies of ancient Greece and the scandals of imperial Rome if you’re interested in the nature of people and what motivates their actions – any use for journalism?

**Perceptive Thinking:** excellent powers of perception and analysis are developed by studying Ancient History – something a businessman of any kind might surely find helpful?

**Making Arguments:** the art of rhetoric begins in the ancient world, and one studies the way in which they designed arguments and structured speeches to persuade and convince – something a politician might have to do?

**Love of the Subject:** Classics is the foundation of so much of western civilisation and classicists tend to be very passionate about the value of our subject – rather important quality in a teacher?

**Language and Words:** classicists develop clear training in articulate thought and clarity of expression – surely at the top of the list of what writers need for success?



# Computer Science

## Entry Requirements

GCSE in Computing is recommended, but not essential.

Some experience of and an interest in programming.

This A Level would suit candidates who are...

- Interested in computing and the role technology takes in our society
- Enjoy working in an independent way
- Want to develop their problem-solving and programming skills
- Enjoy studying a subject which is relevant to their own lives and experiences
- Would like to follow a creative or scientific career path

## Course Content and Examinations

A Level Computer Science will allow you to develop your understanding of computing and also develop your programming skills.

The theoretical aspects will cover networking, databases, how computers work, how we represent data inside a computer and issues around computing in the world today. Most of these theoretical aspects will be covered using practical examples and involve getting hands-on with the relevant technology.

We will be programming in Python and look to cover the main constructs alongside developing problem solving skills. As part of the A-level you will be taught object-oriented programming (OOP) along with exposure to a wide variety of algorithms and techniques. As programming is a skill you will be expected to expose yourself to it outside of lesson time and there are many useful sites that can build up programming knowledge.

The course is assessed by two papers at the end of the Upper Sixth alongside a piece of non-examined assessment (NEA). Paper 1 is completed in the computer lab and based around programming. Having worked with some 'skeleton code' during lesson time pupils will be expected to modify and extend it during the examination.

Paper 2 is a traditional written paper and covers the theoretical aspects of the subject. The NEA is started in the Lower Sixth and is an opportunity to design and implement a computing solution to an identified need or problem. Previous projects have included iOS games, parents' evening booking systems, neural networks to play noughts and crosses and 3D texture generators.

## Where could this subject take you?

A Computer Science A Level is a good qualification for many computing related degrees at university. Whilst it might not be a required subject it is recognised as a challenging and rigorous A Level. To follow a computing related subject at certain universities will require a mathematics A Level and this is worth researching beforehand if necessary.

Over the last few years we have had computing pupils go to Oxbridge to read computing and a group of pupils going to study for computer gaming degrees alongside pupils opting to study engineering, mathematics and other science based degrees. We have also welcomed both music and art A Level pupils who have enjoyed studying computing and linked this into projects produced for their coursework.

# Design Technology

## Entry Requirements

GCSE in Design Technology is required. As part of the course, pupils should expect to be tested on mathematical skills at a level equivalent to a grade 6 in GCSE mathematics, through their coursework.

This A Level would suit candidates who are...

- Able to set and work to deadlines
- Have a flair for design and drawing
- Regularly read articles and books on design technology
- Keep up to date with developing trends in design

## Course Content and Examinations

Pupils will study the Pearson Edexcel Product Design course at A Level. It is a linear course over two years. The course consists of one externally-examined paper and one non-examined assessment component.

**Component One:** Principles of Design and Technology (Paper code: 9DT0/01), a written examination: 2 hours 30 minutes, 50% of the qualification with a maximum of 120 marks. Component one covers 12 topics in total, including; materials, processes and techniques, digital technologies, product development, manufacturing and current legislation.

The paper includes calculations, short-open and open-response questions, as well as extended-writing questions focused on:

- analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others.
- analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts.

**Component Two:** Independent Design and Make Project (Paper code: 9DT0/02), a non-examined assessment, 50% of the qualification with a maximum of 120 marks. The coursework project requires the pupils to identify a client and project need where they will then plan out how to work towards a solution.

Pupils are expected to analyse and evaluate the wider issues in Design Technology including: social, moral, ethical and environmental impacts. As well as making three dimensional development models, pupils will have to manufacture a final physical product. Component two is assessed in four parts:

- Part 1: Identifying and outlining possibilities for design: Identification and investigation of a design possibility, investigation of client/end user needs, wants and values, research and production of a specification.
- Part 2: Designing a prototype: Design ideas, development of design idea, final design solution, review of development and final design and communication of design ideas.
- Part 3: Making a final prototype: Design, manufacture and realisation of a final prototype, including tools and equipment and quality and accuracy.
- Part 4: Evaluating own design and prototype: Testing and evaluation.

## Where could this subject take you?

By the end of the two years, pupils will be well placed to apply for university courses in such disciplines as: industrial/product design, architecture, interior design, furniture design, graphic design and many more career paths that this subject can lead to.

# Drama & Theatre

## Entry Requirements

GCSE in Drama is recommended, but not essential.

This A Level would suit candidates who...

- Wish to develop skills in making, performing, interpreting and understanding drama and theatre
- Enjoy performing or taking production roles and who wish to deepen and extend their knowledge and experience
- Enjoy working in collaborative groups, whilst researching and developing their individual skills
- Would like to follow a creative or a communication-based career path
- Are keen to understand and experience the collaborative relationship between various roles within theatre
- Wish to develop the creativity and independence to become effective theatre makers

## Course Content and Examinations

Within Component 1 (40%) candidates undertake exploration of one key extract from a performance text where they interpret, create and develop ideas with the aim of devising an original piece for performance in the style of their chosen theatre practitioner. For this component the assessment is through performance and written portfolio.

For Component 2 (20%) the emphasis is on the development of a group performance of a performance text and monologue or duologue chosen by the school. Candidates are assessed by an external examiner who attends the performances.

Component 3 (40%) is a written exam requiring pupils to consider, analyse and evaluate how different theatre makers create impact. Pupils critically analyse and evaluate their experience of live performance. They will also consider the methodologies of practitioners and interpret texts in order to justify their own ideas for a production.

## Where could this subject take you?

Many of our pupils go on to pursue careers in the creative industries, but the course is equally applicable to many other areas such as law, communications and education. The skills are genuinely transferable and enable a young person to be a creative, supportive and disciplined team member in a wide-range of contexts.





# Economics

## Entry Requirements

Due to the mathematical understanding required to succeed in Economics at both A Level and beyond, a grade 7 in GCSE Mathematics is an absolute minimum with a grade 8 being preferable. However, more important is a willingness to critically apply complex Economic concepts to real world situations. The ability to communicate concepts and arguments, both on paper and verbally, is also a key skill for progression.

This A Level would suit candidates who are...

- Keen to study a dynamic, real-world subject that links heavily to modern life and the world around them
- Driven to develop a career in the world of business, banking and finance
- Confident in developing arguments but also taking on board different points of view
- Able to learn independently and think for themselves

## Course Content and Examinations

Economics is concerned with the key issues facing us today, including the cost of living crisis, global warming and poverty. It is essentially about the choices that different sorts of people, businesses and governments have to make, the reasons they make them and the consequences their choices have. Pupils are taught how to understand issues such as inflation and unemployment as well as a particular focus on the financial markets.

The formal assessment consists of three equally weighted examinations of two hours each. One is focused on microeconomics, one on macroeconomics and one is a hybrid paper designed to test critical thinking across the two spheres. The questions are a mixture of multiple choice, shorter data response questions and decision-based essays.

## Where could this subject take you?

Economics is a highly regarded academic subject relevant if you wish to follow a wide range of careers such as investment banking, marketing, senior management, law and even medicine. It therefore works well with the sciences, arts, languages and humanities and each year pupils successfully combine Economics with subjects from all these areas. Previous pupils have gone on to study a wide range of Economics-based courses at top universities in the UK and USA, completed outstanding high-level apprenticeships and are now employed at such companies as JP Morgan Chase, Accenture, Wells Fargo Investments, Ernst and Young, KPMG, Mondelez, Deloitte, PWC, Grant Thornton and others.

In order to make this happen, the department focuses on the development of important 'soft' skills such as leadership, independent problem solving and presentation skills, as well as developing a keen commercial awareness in the pupils that is so important for their future careers. Economics and Business remains the school's number one destination for university courses with a remarkably high number of pupils taking advantage of the additional support in this area to go on to related undergraduate courses.



# English Language

## Entry Requirements

Experience has shown that pupils who attain grade 7(A) or above in GCSE English do better at A Level.

This A Level would suit candidates who...

- Like the idea of taking language apart, and who are keen to develop a new metalanguage (a language to describe language)
- Are interested in the origins of English, and the way in which they learnt to speak, read and write
- Want to undertake some creative writing which might take them from broadsheet journalism to travel writing or crafting the opening of a YA novel!
- Love debating challenging and controversial topics and sharing their viewpoints
- Want an A level that has a direct bearing on the world they see around them everyday
- Enjoy studying a subject which is relevant to their own lives and experiences through the language which is used and is evolving all around them
- Would like to consider studying English, a language or linguistics or who would like to complement their other subject choices with a course which has the skills of communication at its heart

## Course Content and Examinations

Studying AQA A Level English Language enables pupils to understand how language is used in both writing and speech. They explore how English has evolved, how children learn to speak and write, the relationship between words and who holds power, how the language is used around the UK and across the globe and how texts are produced for different purposes, including those we encounter everyday.

Pupils are taught the skills needed to analyse a variety of discourses in depth and are encouraged to engage with a range of media to help them comprehend how English is still continuing to change.

The specification requires pupils to produce a coursework portfolio of two written tasks, including creative writing inspired by texts they have encountered during the course, which is worth 20% of the total mark, and two external examinations, worth 80%.

## Where could this subject take you?

English Language arguably has more in common with Psychology and Sociology, being a social science, than it does the English Language GCSE you will already have encountered. It should really be treated as a completely new subject – Linguistics (the study of how language works). As such it offers a really diverse range of skills and is the perfect subject if you are looking to keep your options open at this stage. It combines well with Psychology, History, Politics, Classical Civilisation, Business, Geography, Economics, Philosophy and Languages.

Those who take English Language A level can find themselves gaining skills to prepare them for a huge range of career paths, most prominently but not restricted to: law, journalism, advertising, marketing, digital content creation and management, civil service, politics, public relations, business, accounting, finance, translation, social media, publishing and education.

# English Literature

## Entry Requirements

Experience has shown that pupils who attain grade 7(A) or above in GCSE English do better at A Level.

This A Level would suit candidates who are...

- Interested in reading and creative writing
- Engaged by informal, seminar-style lessons
- Enthused by debate
- Relish the opportunity to discuss challenging and thought-provoking topics
- Willing to learn about history, philosophy, politics and the cultural arts to enable them to engage more fully with texts
- Keen to demonstrate to future employers and universities that they have impressive written and communication skills
- Open minded enough to attend unusual theatre trips and lectures

## Course Content and Examinations

OCR A Level English Literature allows you to study works from the Middle Ages all the way up to the present day. In recent years, pupils have enjoyed exploring a diverse range of texts such as Shakespeare's 'Hamlet'; 'The History Boys' by Alan Bennett; 'Amadeus' by Peter Shaffer; 'Look Back in Anger' by John Osborne; Alan Silitoe's 'Saturday Night and Sunday Morning'; F Scott Fitzgerald's 'The Great Gatsby'; Ernest Hemingway's 'A Farewell to Arms'; 'She Stoops to Conquer' by Oliver Goldsmith; 'Mother's Milk' by Edward St Aubyn; 'The Duchess of Malfi' by John Webster; 'Regeneration' by Pat Barker as well as the poetry of Geoffrey Chaucer, John Milton, T S Eliot, Simon Armitage and Wilfred Owen. A strong emphasis is placed on comparative and contextual work.

The A Level specification comprises two essays of coursework (a total of 3000 words for 20% of the mark), as well as two externally set examinations (worth 80% of marks).



## Where could this subject take you?

English Literature is a highly-regarded 'Gold standard' A Level that is welcomed by employers and universities as a sign of intellectual rigour, strong essay-writing skills and empathy. All universities see this subject as a facilitator for any humanities or arts course. It supports courses like History, Psychology, Politics, Classical Civilisation, Drama, Business, Economics, Philosophy and Languages very effectively but also demonstrates a wider set of skills when placed alongside Mathematics or Sciences.

Those who take English Literature A level can find themselves gaining skills to prepare them for a huge range of career paths, most prominently but not restricted to: law, journalism, advertising, marketing, digital content creation and management, civil service, diplomacy, politics, public relations, business, accounting, finance, social media, theatre, publishing, the charity sector and education.

# French

## Entry Requirements

GCSE in French, grade 7 minimum, grade 8 preferred.

This A Level would suit candidates who are...

- Interested in furthering their understanding of French
- Enjoy discovering new cultures and customs
- Have a desire to develop linguistic competence, critical thinking, research and creative skills
- Enjoy studying a subject which will broaden their horizons whilst still being relevant to their own lives and experiences
- Would like to follow a career path in business, law, teaching, international politics

## Course Content and Examinations

The course will be examined at the end of the two years.

### Year 1

Aspects of target language-speaking society, current trends:

- The changing nature of family
- The 'cyber-society'
- The place of voluntary work

Artistic culture in the target language-speaking world:

- A culture proud of its heritage
- Contemporary music
- Cinema: the 7th art form

### Year 2

Aspects of the target language society, current issues:

- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated

Aspects of political life in the target language speaking world:

- Teenagers, the right to vote and political commitment
- Demonstrations, strikes – who holds the power?
- Politics and immigration

### Literary texts and films

Pupils must study either one text and one film or two texts which will be chosen from the AQA list.

### How is the A Level tested?

Paper 1: Listening, reading and translation tasks (50%) of final A Level

Paper 2: Writing: 2 essays on film and literature studied (20%)

Paper 3: Speaking (30%), in this test the candidate will discuss a topical stimulus card and also their individual research project taken from one of four sub-themes.

## Where could this subject take you?

A modern language at A Level is hugely valued by all leading Universities and is one of the 8 'facilitating' or 'preferred' subjects published in the Russell Group's Informed Choices guide. French is the world's sixth most widely-spoken language, and is spoken in an official capacity in 77 countries worldwide. The ability to speak French is a huge advantage when dealing within and with the EU, and is especially useful for a career dealing with luxury goods, banking, energy, or transport, with Paris being the headquarters of many international companies.

Fluency in a second language is an increasingly sought-after skill by most international employers, and many universities now allow you to combine French with almost any subject. Fluency in and knowledge of French shows an appreciation of a foreign culture, an understanding of an international perspective, an ability to think quickly and accurately.





# Geography

## Entry Requirements

GCSE in Geography is required.

This A Level would suit candidates who...

- Are interested in the world around us, both physical and human aspects, and what is happening in the world right now, relevant to your own lives and your future
- Enjoy a wide variety of class work from discussion to practical map and data interpretation to individual and group work
- Enjoy the chance to work in an independent way on a geographical study of your own choice
- Would like to study a subject which is highly regarded as developing a range of skills such as data interpretation, evaluative skills, and both analytical essay and report writing, making it beneficial to apply for many university courses and careers

## Course Content and Examinations

Topics covered are 'Changing spaces, making places', 'Landscape systems', 'Earth's life support systems', 'Global connections' e.g. migration and powers and borders, 'Geographical debates' e.g. hazardous earth and disease dilemmas.

Fieldwork is essential and the course includes a residential trip to the Cranedale Centre in North Yorkshire to collect data, learn techniques of sampling, analysis, interpretation and evaluation. Both Human and Physical fieldwork is undertaken.

The course is examined by three written papers each worth between 24% and 32% and an individual personal investigation on a topic of your choice related to any part of the specification worth 20% examined by a 3000-4000 word report completed in both class time and at home.

The individual investigation is an exciting opportunity to investigate something of specific interest to you and is an excellent way of developing and demonstrating your independence as a learner.

The department runs a Geographical Society to complement the taught course and this aims to explore aspects of the subject both in greater depth and outside any of the course content. Pupils are actively encouraged to take part through both attending the presentations and to consider researching and presenting a topic of their own choice if they wish. As with the individual investigation this is a tremendous opportunity to showcase your ability as an independent learner and assured presenter.

## Where could this subject take you?

Anywhere! Geography equips you with such a wide range of skills that it is suitable for application to a huge range of university courses and careers. Past and recent applications using Geography have included: Geography, Geology, Environmental Science, Medicine, Engineering, Design, Business, Languages, Architecture, Law, Finance, Property Management, International Politics, History, and English.

# German

## Entry Requirements

GCSE in German, grade 7 minimum, grade 8 preferred.

This A Level would suit candidates who...

- Are interested in furthering their understanding of German
- Enjoy discovering new cultures and customs
- Have a desire to develop linguistic competence, critical thinking, research and creative skills
- Enjoy studying a subject which will broaden their horizons whilst still being relevant to their own lives and experiences
- Would like to follow a career path in business, law, teaching, international politics

## Course Content and Examinations

The course will be examined at the end of the two years.

### Year 1

Aspects of target language-speaking society, current trends:

- The changing nature of family
- The digital world
- Youth culture

Artistic culture in the target language-speaking world:

- Celebrations and traditions
- Art and Architecture
- Cultural life of Berlin past and present

### Year 2

Aspects of the target language society, current issues:

- Immigration
- Integration
- Racism

Aspects of political life in the target language speaking world:

- Germany and the EU
- Politics and young people
- Reunification and its consequences

### Literary texts and films

Pupils must study either one text and one film or two texts, these will be chosen from the AQA list.

### How is the A Level tested?

Paper 1: Listening, reading and translation tasks (50%) of final A Level

Paper 2: Writing: two essays on film and literature studied (20%)

Paper 3: Speaking (30%), in this test the candidate will discuss a topical stimulus card and also their individual research project taken from one of four sub-themes.

## Where could this subject take you?

A modern language at A Level is hugely valued by all leading Universities and is one of the 8 'facilitating' or 'preferred' subjects published in the Russell Group's Informed Choices guide. German is the second most spoken language in Europe and the most spoken first language in the EU. Additionally, German is one of the three official working languages of the European Union and studying German at university can be combined with a variety of other subjects and can lead to a number of careers, including in business, law, diplomacy, teaching, medicine, engineering, journalism and politics.

German ranks second as the most commonly used scientific language; Germany is the biggest economy within the EU, the fourth largest worldwide and home to a number of economic global companies. Beyond this, learning German allows you to experience and explore another culture; to appreciate its global significance and to demonstrate the ability to think quickly and accurately.



# Greek

## Entry Requirements

GCSE in Greek is required.

This A Level would suit candidates who...

- Are enjoying their GCSE in Greek
- Love the mental challenges of translating a language with inflections and grammatical rules which are often very different to our own
- Are interested in any aspects of the Greek world but especially their literature – the great works which have come down to us make for some of the finest literature you will ever read!
- Would like to learn more about the relevance of the Greeks to our own lives
- Want a seriously respected A Level subject on their UCAS forms and CVs

## Course Content and Examinations

Greek is a heavily inflected language. The mental somersaults needed for success make for a disciplined mind and enhanced powers of analysis. But the point of all this is not just mental stimulation. Only by reading it in the original can one truly appreciate the simple beauty of Greek literature.

You will be prepared over the two years for:

- Unit 1 – unseen translation: of a prose and verse author – we will know the authors in advance so you will read a lot of their work over the course to acquire familiarity with their style, common themes and common vocabulary.
- Unit 2 – prose composition: translation of an English passage (of roughly 100 words) into Greek. Again, you will spend two years practising this skill, building up a strong base of key vocabulary and mastering the essential grammar and syntax needed for this discipline.
- Unit 3 – prose literature: study of the work of one great author (or possibly two, each of half the length) with a view to being able to translate, comment on the style and write essays. Options change every couple of years but usual choices include Greek historians like Thucydides Xenophon and Herodotus, or the great philosopher Plato.
- Unit 4 – verse literature: as for prose literature. Usual choices include the great epic poet Homer, tragedians such as Sophocles and Euripides and the comic playwright Aristophanes.

## Where could this subject take you?

Greek provides a marvellous insight into how other languages work and the foundations of European culture. Not only does it benefit linguists with keen analytical minds but it can be enjoyed by anyone with an interest in the classical world. So if you're considering law, languages, history, literature or philosophy then the skills you will pick up in Greek are infinitely transferable. Greek is recognised and respected by top universities as a rigorous academic subject and will stand out on an application for any degree subject.

Good Classics graduates can end up working in pretty much anything other than Science based jobs – accountancy, marketing, teaching, law, banking and advertising to name just a few. These are just a few examples of how jobs and careers are directly benefited by a good Classics degree.

# History

## Entry Requirements

GCSE History is usually expected, but may, on occasion, be bypassed.

This A Level would suit candidates who are...

- Lovers of reading and who are interested in investigating aspects of a course independently
- Inquisitive about how history has evolved both in the recent and more distant past
- Interested in throwing themselves into debate and discussion
- Concerned to develop their analytical skills
- Curious as to how a whole range of factors including politics, ideology, social ideas, cultural norms and practices, and religious beliefs have influenced the development of the world that we live in

## Course Content and Examinations

The A Level History course consists of two examined modules, each representing 40% of the total marks for the course, which are taken at the end of the Upper Sixth; together with one coursework element representing 20% of the total marks, which is conducted during the two year course, partly in lessons and partly in the pupils' own time. The coursework is internally assessed and externally moderated.

Our first examined module follows the story of the British Empire from its peak in the Victorian era through the challenges of the world wars and the empire's subsequent decline. This is a fascinating period to study in its own right, but one which has much relevance to the Britain in which we live. The first half of the course covers the empire during its zenith as the British expand into Africa. You will discover how individuals shaped the empire, meeting imperialists such as Cecil Rhodes and Joseph Chamberlain. You will also study challenges to British rule in India, South Africa and the Sudan. The second half of the course will chart the British Empire's expansion through the First World War, the challenges of the Palestine mandate, the empire's experience in the Second World War followed by the empire's decline. Through the period you will also consider the relations with indigenous peoples such as the Boers, the Jihadist warriors of the Sudan and the people of India, including those who resisted the empire such as Gandhi or the Mau Mau of Kenya.

Our second examined module sees us study the United States of America in the middle on the Nineteenth Century. This is the depth course, where we follow just thirty years of American History, but gain an intimate insight into the 'tumultuous adolescence' of the modern world's superpower. In studying this you will examine the United States' attempts to exist 'half slave and half free' as the country faces political crises, compromises and violence before the emergence of the Republican party and the election of Abraham Lincoln precipitate the coming of the war. Your second year of the course will commence with tracing the military campaigns of the war; the Battles of Bull Run, Antietam, Vicksburg, and Gettysburg before Sherman's 'March to the Sea'. After the war ends, we study the attempts at Reconstruction in America, where you will learn about the missed opportunities that still cause problems in America today.

The final module is the coursework, where you as the pupil get a chance to spread your wings and follow your intellectual interests. You can investigate almost any topic that you wish, devising your own question and directing your research. This is the closest you will get to university-style work whilst at school and is fantastic preparation for future studies.

## Where could this subject take you?

History is regarded very highly by universities as an academically stretching subject that requires pupils to work independently, read demanding texts and respond to them analytically both in discussion and on the page.

History develops a range of skills that are very broadly applicable in further study and pupils who have taken History A Level can be found in almost any university course, from the more obvious such as History itself, Archaeology and Anthropology, Classics, or PPE to others such as Medicine and Science courses where the academic rigour of the course remains respected by academics even in different fields as a means by which pupils develop their ability to think independently and cogently.

The transferable skills of a History A Level are also of use in careers from law to literature, or politics to publishing, whilst many an adult's life-long love of History and interest in the past has been sparked by conversations had in pupil discussions.

# Latin

## Entry Requirements

GCSE in Latin is required.

This A Level would suit candidates who...

- Are enjoying their GCSE in Latin
- Love the mental challenges of translating a language with inflections and grammatical rules which are often very different to our own
- Are interested in any aspects of the Roman world but especially their literature – the great works which have come down to us make for some of the finest literature you will ever read!
- Would like to learn more about the relevance of the Romans to our own lives
- Want a seriously respected A Level subject on their UCAS forms and CVs

## Course Content and Examinations

Latin is a heavily inflected language. The mental somersaults needed for success make for a disciplined mind and enhanced powers of analysis. But the point of all this is not just mental stimulation. Only by reading it in the original can one truly appreciate the simple beauty of Roman literature.

You will be prepared over the two years for:

- Unit 1 – unseen translation: of a prose and verse author – we will know the authors in advance so you will read a lot of their work over the course to acquire familiarity with their style, common themes and common vocabulary.
- Unit 2 – prose composition: translation of an English passage (of roughly 100 words) into Latin. Again, you will spend two years practising this skill, building up a strong base of key vocabulary and mastering the essential grammar and syntax needed for this discipline.
- Unit 3 – prose literature: study of the work of one great author (or possibly two, each of half the length) with a view to being able to translate, comment on the style and write essays. Options change every couple of years but usual choices include Roman historians like Tacitus and Livy, the great orator Cicero and the philosopher Seneca.
- Unit 4 – verse literature: as for prose literature. Usual choices include the great epic poet Vergil and various Roman love poets.

## Where could this subject take you?

Latin provides a marvellous insight into how other languages work and the foundations of European culture. Not only does it benefit linguists with keen analytical minds but it can be enjoyed by anyone with an interest in the classical world. So if you're considering law, languages, history, literature or philosophy then the skills you will pick up in Latin are infinitely transferable. Latin is recognised and respected by top universities as a rigorous academic subject and will stand out on an application for any degree subject.

Good Classics graduates can end up working in pretty much anything other than Science based jobs – accountancy, marketing, teaching, law, banking and advertising to name just a few. These are just a few examples of how jobs and careers are directly benefited by a good Classics degree.



# Mathematics & Further Mathematics

## Entry Requirements

A minimum of a grade 8 in GCSE/IGCSE Mathematics is required to study Mathematics at A Level. However, this is not a guarantee of having sufficiently strong algebraic skills to cope with the demands of Mathematics A Level.

**Further Mathematics** – As a prerequisite to studying Further Mathematics, it would normally be expected that pupils have sat the Additional Mathematics qualification (or an equivalent qualification) in addition to GCSE/IGCSE Mathematics. Pupils not having had this opportunity will need to contact the Head of Mathematics to discuss their suitability for the course. Further Mathematics is taken alongside Mathematics and must be one of four A Levels.

This A Level would suit candidates who are...

- Wishing to develop their interest in Mathematics either in support of other subjects or as part of a broad spectrum of subjects
- In possession of strong algebraic skills
- Motivated to overcome the challenges and to succeed
- (for Further Mathematics) Wishing to explore mathematics in considerable range and depth

## Course Content and Examinations

The courses contain topics from Pure Mathematics, Statistics and Mechanics.

The assessments cover three broad themes across the entire content in both Mathematics and Further Mathematics:

1. Mathematical argument, language and proof
2. Mathematical problem solving
3. Mathematical modelling

## Mathematics

A linear course with three 2 hour calculator papers, Pure Mathematics, Pure Mathematics and Mechanics, and Pure Mathematics and Statistics, all at the end of the Upper Sixth year.

## Further Mathematics

A linear course with four 1½ hour calculator papers at the end of the Upper Sixth. These are Pure Core 1, Pure Core 2, Mechanics and Statistics.

## Where could this subject take you?

The study of Mathematics is valuable preparation for many aspects of the modern world. Many degree courses demand mathematical skills or qualifications, and employers (notably in finance and accounting) also value A-level in Mathematics. Pupils considering university courses in Mathematics, Engineering, Economics, Physics, or Chemistry should give serious consideration to studying Further Mathematics as this provides the very best preparation for the mathematical content of such degrees.

# Music

## Entry Requirements

GCSE in Music is required.

This A Level would suit candidates who...

- Enjoy performing (solo or as part of a small ensemble)
- Enjoy composing
- Want to develop their analytical and presentational skills
- Want to broaden their understanding of music

## Course Content and Examinations

A Level music will develop your skills and knowledge as a musician. You will learn to analyse music, and form critical arguments about form, structure, and harmony. You will study a wide variety of musical genres and their respective contexts through the set works, and you will be encouraged to further your understanding through private study into areas of the course which particularly interest you.

The A Level specification comprises three units:

1. **Performing** 30% – a recorded recital (solo or ensemble)
2. **Composing** 30% – one composition and two technical exercises completed in Upper Sixth
3. **Appraising** 40% – 2 hour examination

## Where could this subject take you?

A Level music is considered a full A Level, and is thus accepted by universities as a rigorous, academic qualification. Pupils who take A Level music can clearly pursue careers in music (either at university or conservatoire), but others use the skills they acquire in fields as diverse as law, business, and management. Music is also a joy for life, and the study of it only feeds that joy.



# Philosophy

## Entry Requirements

A grade 7 in English or another humanities subject is required.

This A Level would suit candidates who...

- Enjoy discussion and debate
- Want their views and ideas about the world to be seriously challenged
- Are open-minded and are willing to engage with a number of different points of view
- Would like to develop key skills such as creativity, logical/lateral thinking, communication, analysis and evaluation
- Are interested in a degree in Law, Politics, International Relations Economics, Finance, Management, Computer Science or English

## Course Content and Examinations

The A Level Philosophy course explores four major areas in philosophical study:

Epistemology (Theory of Knowledge) – this unit explores questions about how we can know what we know; and how confident we can be in that knowledge. Questions include: *what is perception and how does it shape our conclusions about the world around us? What is real?*

Moral Philosophy – within this unit we explore what is ‘good’, ‘bad’, ‘right’ and ‘wrong’ in human behaviour. Examining ethical theories and then applying them to practical issues such as lying, stealing, simulated killing and eating animals involves significant debate in class! Questions include: *Are computer games involving killing intrinsically bad? Should emotions such as happiness form the basis for what is morally right?*

Metaphysics of God – Many philosophers and scientists of the past have understood God as one dynamic substance that causes and creates the world; however what we are talking about when we say ‘God’ or discuss him is varied and debateable yet vital for meaning and purpose. The validity or ‘proof’ for or against God’s existence from a variety of academic subjects are examined in this unit. Questions include: *Can God be both in and out of time? Do God’s attributes conflict? Can we ever talk meaningfully about God?*

Metaphysics of Mind – Philosophy of mind addresses fundamental questions about mental or psychological phenomena. This unit ties in well with the study of Psychology. Questions include: *How does something as physical as the brain create something as immaterial as your sense of self? Could you be living inside a simulation created by a more advanced intelligence? Is the mind a substance?*

There are two exams of 3 hours taken at the end of the Upper Sixth.

## Where could this subject take you?

Anywhere, to do anything! Philosophy is one of the most challenging and inspiring subjects to study and is an extremely well respected discipline. Its study develops a range of analytical, creative, communicative and evaluative skills which readily transfer to a wide range of careers or academic degrees at university. It keeps options as open or closed as you want!

Being able to think logically and laterally naturally lends itself to many business-related roles such as Finance, Consulting or Management. Similarly the ability to analyse data, argue with clarity and understand sociological movements ensures many pupils go on to study or have a career in Politics, International Relations, Law, Economics and Journalism/English Literature. Finally the precise logical and creative thinking models developed in Philosophy will also develop the appropriate skills for some Computer Science fields including Artificial intelligence (AI), robotics and virtual reality.



# Physical Education

## Entry Requirements

Ideally you will have a good scientific background, having studied the subject at GCSE. However studying PE at GCSE is an advantage but not essential. It is vital that you are participating regularly at a high level in one sporting activity at school, club, county or regional level; this can be as a performer, coach or official.

This A Level would suit candidates who are...

- Interested in Physical Education and Sport and enjoy working in an independent way
- Want to develop their own sporting performance
- Enjoy studying a subject which is relevant to their own lives and experiences
- Would like to follow a career path in Sport

## Course Content and Examinations

There are four units in the whole course:

- 1 Physiological factors affecting performance – 1 x 2 hour examination 30%**  
Anatomy and Physiology, Exercise Physiology and Biomechanics.
- 2 Psychological factors affecting performance – 1 x 1 hour examination 20%**  
Skill acquisition, Sports Psychology.
- 3 Socio-cultural issues in physical activity and sport – 1 x 1 hour examination 20%**  
Sport and society, Contemporary issues in physical activity and sport.
- 4 Performance in physical education – Non exam assessment 30%**  
Performance in one activity chosen from the approved list (worth 15%). The remaining coursework requires you to evaluate and analyse performance with suggestions to improve.

## Where could this subject take you?



# Physics

## Entry Requirements

Grade 8 (or 88 in Double Science) Physics GCSE is the minimum requirement to study Physics A Level. Experience from the new GCSE specifications has shown that only at this level are pupils likely to have the sufficiently strong scientific skills and knowledge to cope with A Level Physics.

Physics has traditionally linked to Mathematics and a minimum of a grade 7 at GCSE in Mathematics would be advisable to access the Physics course. While taking Mathematics A Level is not necessary to be able to study Physics, pupils embarking upon the course who are not studying Mathematics will be expected to attend off-timetable support lessons to cover certain Mathematical concepts required for A Level Physics.

This A Level would suit candidates who...

- Are interested in solving problems and thinking creatively
- Want to learn more about how the world around them works
- Enjoy hands-on experimental work
- Get satisfaction from solving mathematical puzzles

## Course Content and Examinations

At the most fundamental level, A Level Physics is all about learning to solve problems through a combination of critical, creative and logical thinking. By developing your understanding of how the world around you works (and indeed the entire Universe!) you will develop a skill set that allows you to approach unfamiliar and challenging problems beyond the scope of just this subject.

The A Level specification covers a number of areas familiar from the GCSE course, such as electricity, waves and radioactivity, while also addressing more contemporary topics like quantum mechanics and special relativity. A Level Physics is now completely linear in nature, meaning you will only be externally assessed at the end of the two-year course; this is done through three examinations that carry approximately equal weighting towards your final grade. New examination guidelines stipulate that 40% of the final examinations must now directly assess mathematical skills.

## Where could this subject take you?

As one of what were until recently known as the eight 'facilitating subjects', Physics is highly valued as part of an application to almost any university course, with the creative problem-solving skills you will develop welcomed in the worlds of both sciences and humanities alike. It is a requirement at many universities to have studied Physics should you wish to go on to study any kind of Engineering or Architecture and it also considered to be 'highly recommended' should you want to study medicine.

Beyond higher education, Physics can lead to a wide variety of careers. In addition to vocational courses such as Engineering, Physics graduates are highly sought after in the industries such as law and finance, where strong logical and mathematical skill sets are considered very desirable.





# Politics

## Entry Requirements

A grade 7 in a humanities subject is required.

This A Level would suit candidates who are...

- Interested in both domestic and global current affairs
- Enjoy essay writing subjects such as History and English
- Interested in issues connected with Economics and Geography
- Enjoy studying a subject which is relevant to their own lives and experiences
- Enthusiastic about understanding more about both domestic and international law

## Course Content and Examinations

A Level Politics will provide you with a sharp and highly developed understanding of developments in both domestic and global politics, together with an appreciation of the political theory that underpins both. Since the course is very reliant on essay writing, pupils will develop the skill to write well in both timed and extended pieces of work, as well as learning the importance of higher order research skills.

The A Level specification comprises three written examinations. Unit One will focus on UK Politics and include core ideas such as Liberalism, Conservatism and Socialism. Unit Two will then focus on UK Government and involve an investigation of one idea derived from a choice including Anarchism, Ecologism, Feminism, Multiculturalism or Nationalism. At Warwick we study either Feminism or Nationalism. The third unit will involve a detailed study of Global Politics including the United Nations, the changing balance of global power, globalisation and the environment.



## Where could this subject take you?

Politics combines well with both the humanities and the social sciences and, therefore, is often studied together with History, Geography and Economics. It can also provide a useful addition to a more scientific combination of subjects since it enables pupils to continue to develop their essay writing skills.

Former pupils have often gone on to study Global Relations at university, while many have found the appreciation of both domestic and global law that the course requires a very useful foundation for studying law at university.

# Psychology

## Entry Requirements

It is desirable that pupils achieve at least a grade 7 in Biology GCSE to study Psychology at A Level. Pupils will need skills in Biology as well as humanities subjects, such as English Language, as an aptitude in essay writing as well as in science and maths are essential. However, there is no assumed psychological knowledge required at the start of the course.

This A Level would suit candidates who are...

- Intuitive
- Independent
- Enthusiastic and are driven to understanding human behaviour and society
- Analytical
- Thoughtful about understanding and explaining everyday life on a deeper level
- Interested in a career path that utilises the skills learnt from studying Psychology

## Course Content and Examinations

A Level Psychology covers the main approaches within the discipline; social, developmental, psychopathology, cognitive and biopsychology. There is a considerable emphasis on the Research Methods science aspect, which is embedded throughout each topic. The skills and techniques learnt in Psychology are readily transferable to many other subjects, such as Mathematics, Biology, English Language, Politics etc. You will learn how to apply your Psychological knowledge to everyday life events, and gain insight into what influences human behaviour.

The A Level specification comprises of three external examinations of equal weighting (33.33%). Each exam is two hours long and 96 marks in total. They include multiple choice, short answer and extended writing.

The compulsory topics are Social Influence, Memory, Research Methods, Attachment, Psychopathology, Biopsychology and Issues and Debates.

The optional units are Schizophrenia, Forensic and Gender.

## Where could this subject take you?

Many universities and career paths value the skills learnt from Psychology. They provide you with an insight into understanding human behaviour which is beneficial for the working environment. The practical skills learnt are highly desirable and valuable for future study, including essay writing, data analysis, teamwork and research.

Studying Psychology provides you with applicable transferable skills that can lead onto careers or study, in medicine, counselling, education, industry, law, sport psychology, business and management, research, therapy and many more.



# Spanish

## Entry Requirements

GCSE in Spanish, grade 7 minimum, grade 8 preferred.

This A Level would suit candidates who...

- Are interested in furthering their understanding of Spanish
- Enjoy discovering new cultures and customs
- Have a desire to develop linguistic competence, critical thinking, research and creative skills
- Enjoy studying a subject which will broaden their horizons whilst still being relevant to their own lives and experiences
- Would like to follow a career path in business, law, teaching, international politics

## Course Content and Examinations

The course will be examined at the end of the two years.

### Year 1

Aspects of target language-speaking society, current trends:

- Modern and traditional values
- Cyberspace
- Equal rights

Artistic culture in the target language-speaking world:

- The influence of idols
- Regional identity in Spain
- Cultural heritage in Spain and South America

### Year 2

Aspects of the target language society, current issues:

- Immigration
- Integration
- Racism

Aspects of political life in the target language-speaking world:

- Teenagers today, politics, unemployment and the social idea
- Monarchies and dictatorships
- Trade unions, protest and strikes

### Literary texts and films

Pupils must study either one text and one film or two texts, these will be chosen from the AQA list.

### How is the A Level tested?

Paper 1: Listening, reading and translation tasks (50%) of final A Level

Paper 2: Writing: two essays on film and literature studied (20%)

Paper 3: Speaking (30%) In this test the candidate will discuss a topical stimulus card and also their Individual research project taken from one of four sub-themes.

## Where could this subject take you?

A modern language at A Level is hugely valued by all leading Universities and is one of the 8 'facilitating' or 'preferred' subjects published in the Russell Group's Informed Choices guide. By studying A Level Spanish, you thus give yourself a wider range of university courses to choose from.

It is commonly believed that studying languages at university involves reading lots of literature. Myth. Whilst this may be true of some university courses, many universities these days give pupils the freedom to create their own course by selecting a variety of options and modules. Spanish combines very well with International Business, Business Management, International Relations, Law, Linguistics, Translation Studies, Media Studies and Latin American Studies. At many universities your year abroad can be industry based rather than purely academic.

Employment – The second most commonly spoken language in the world by 577 million native speakers, Spanish will be needed to bolster the UK's international trade performance and outside Europe, Latin America and China are both key traders. The UK's current lack of language skills means that anyone with Spanish at A Level and degree level is in a very strong position. Areas of employment also include: investment banking, translating, politics, journalism, law and teaching.





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