



Art, Craft and Design AQA

Why study Art?

The Art and Design Department is a lively and friendly teaching and learning environment, where individual ideas, experimentation and risk-taking are encouraged. This course is designed to build on your existing skills and enthusiasm. We will help you acquire new skills, broaden your knowledge and gain the confidence you need to achieve your full potential in this rich and exciting subject area.

Art enhances fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis and critical thinking. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage. Art makes us look at things anew, appreciate beauty, embrace diversity, it broadens our cultural horizons and develops our personal resources. Communicating with colour and shape and form awakens the imagination, sharpens our senses and expresses our identity.

What does the course consist of?

In Art, Craft and Design, students will be expected to work within two or more areas:

Fine Art: drawing, painting, mixed media, sculpture, printmaking.

Textile Design: fashion design, fashion textiles, costume design, printed and dyed fabrics, wallpaper, interior design, constructed textiles, art textiles.

Three-Dimensional Design: sculpture, exhibition design, design for theatre, television and film, interior design, environmental design, architectural design, jewellery/body ornament.

Photography: portraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation, moving image (video, film, animation).

There is also the possibility of taking one of these subjects on its own as a dedicated A-level.

How is the course assessed?

The Advanced level award comprises of two compulsory assignments:

1. Personal Investigation **60%** of A-level marks
2. Externally Set Assignment **40%** of A-level marks

The personal Investigation must also include a piece of related continuous writing of 1000 to 3000 words.

All work is assessed in school and moderated externally.

Progression

Students can progress to study Art or another subject at university or they may instead choose to take a year's Art Foundation course to hone their skills and further develop their creativity (this is mandatory for some universities). Specific career opportunities include; fine art, graphic design, interior design, fashion industry, (designing, buying, marketing, promotion), product design, architecture, visual marketing, computer games design and photography, to name but a few.

Mrs E Machan
Head of Art & Design

Biology

AQA

Why study Biology?

Biology involves the study of a wide range of exciting topics, ranging from molecular biology to the study of ecosystems and microorganisms to mammoths. Biology is never far from the headlines, either. The human genome has been sequenced and we know the complete arrangement of the three thousand million bases that make up human DNA. In Kenya, 350 people die every day from AIDS and in Southeast Asia and the Amazon, the skies are dark with smoke as the rainforests are burned to grow oil palms or ranch cattle. Biologists are concerned with all of these issues. They work in the fields of cell biology, medicine, food production, genetic engineering and ecology, and the work they do is vital to us all.

Biology at Teesside High School aims to provide a sound, up-to-date understanding of these and other important areas of the subject. Students are taught in well equipped laboratories by specialist staff and all students are encouraged to read widely.

What does the course consist of?

Topics studied in the Year 12 are;

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms.

These provide a background of knowledge and understanding of biological principles allowing students to investigate topics in greater depth. All topics are assessed by external examinations. Successful completion of Year 12 can lead to qualification at AS-level, and continuation onto A-level.

In Year 13 students will study

- Energy transfers with organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression.

How is the course assessed?

Practical techniques and analysis of data are an integral part of the course and are examined in the terminal examinations. There are 12 compulsory practicals, during which students must show competency of a range of techniques in order to be awarded a pass in their practical skills. There are also formal end of year examinations; two at the end of AS and three at A2.

Progression

In recent years, students from this department have secured places at university to read many related subjects including Animal Sciences, Biochemistry, Biology, Biomedical Sciences, Dentistry, Food Science, Forensic Science, Medical Chemistry, Medicine (including Cambridge and Oxford), Microbiology, Midwifery, Natural Sciences (including Cambridge), Nursing, Pharmacology, Psychology, Physiotherapy, Radiography, Veterinary Science and Zoology. Beyond university we have former students working in medicine, dentistry, archeological anthropology, physiotherapy, environmental management and teaching.

Applied Science

Edexcel

Why study Applied Science?

The Applied Science course (BTEC) covers a wide range of interesting topics coupled with lots of opportunities to develop your practical skills. The course is designed for those that are interested in applying their scientific practical skills in industrial situations. As part of the course you will be given opportunities to visit different environments to see how Science is used within our local area. If you are interested in enhancing your current Science studies, this could be the course that truly excites your scientific mind.

What does this course consist of?

The BTEC in Applied Science has three compulsory topics and one optional topic. The compulsory topics include Principles and Applications of Science, Practical Scientific Procedures and Techniques and Science Investigation Skills. We will discuss the optional topic with students within the class as they have many options, including; Astronomy, Human Physiology, Circuits, Disease and Infection, Applications of Organic Chemistry and many more.

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education.

How is the course assessed?

Students will be assessed in a variety of different ways which is in keeping with BTEC Applied courses. One of the units will be an externally marked written assessment based on content learnt within the first unit. This will be followed up by two units which are more practical based, and these will be internally marked. The final unit will be an externally assessed practical write-up where students will need to plan, record, process, analyse and evaluate scientific findings, using primary and secondary information and data.

Progression

The requirements of the qualification will mean that students develop the transferable and higher order skills which are valued by higher education providers and employers. For example, when studying Unit 3: Science Investigation Skills, students will develop skills including how to plan investigations; collecting, analysing, and presenting data and communicating results which support some of the skills students need to progress to higher education, employment, self-employment or training.

The following skills will be developed throughout this course which will help students increase their employability chances while also providing them with the knowledge needed to take on an applied course at university.

- Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology.
- Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation.
- Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

Mr S Finn
Deputy Head, Curriculum and Assessment



Business

AQA

Why study Business?

Business life is full of risks and Business students experience those from the safety of the classroom. Whether it is marketing a new confectionery bar or saving an ailing shoe factory, the same problem-solving skills are applied. Developing these skills is central to the A-level course. There is also a substantial body of knowledge that underpins any worthwhile study; this is covered in ten units across two years at A-level and therefore provides a comprehensive introduction to business.

Business goes well with a variety of other subjects as it crosses the traditional divide between arts and sciences. Mathematics students find an application for their skills in the numerical sections of the course; students of English particularly appreciate the in-depth analysis associated with business case studies. Language students rightly see a possible application for their talents in a global business environment.

What does this course consist of?

AS-level Business begins with an introduction to the world of business before progressing to consider issues associated with management and leadership and each of the main functional areas, specifically Marketing, Operations, Finance and Human Resources. This is then assessed by two examinations. The A-level consolidates the AS programme of study and considers business strategy including its identification and implementation. At all stages students are encouraged to draw from current business problems and practice.

How is the course assessed?

At the end of Year 12, students take two AS exams, both 1 hour 30 minutes. The full A-level is assessed at the end of Year 13 by three papers, each two hours long. Questions on all exam papers can come from topics across the full specification.

Progression

There are a variety of possible career paths in business including banking, law, management specialisms, accountancy, civil service and journalism.

Mrs V Boothroyd
Head of Business and Economics



Chemistry

OCR - Specification A

Why study Chemistry?

Chemistry is the study of all chemical substances and how to change one chemical into another. The food you eat, the air you breathe, your own body and the plants and streets around you are all made of chemicals. As consumers demand less expensive products, Chemistry helps to decrease economic costs; and as communities demand a safer environment, Chemistry helps to decrease pollution. Gone are the days that poisonous red lead oxide is used to colour cheese, or to sweeten cider; and now we do not put toxic arsenic in cosmetics; nor do we use lead in white paint, or make CFCs that destroy the ozone layer. These chemicals were used mostly out of ignorance, so with the development of new understanding in Chemistry, a safer world is built.

If you like logical problems, Chemistry is for you. If you want to know what makes up the world around you, you are a natural chemist. It is like seeing with new eyes all that is before you; within your food, on product labels, in cosmetics, in fuels, in the atmosphere, in the chemistry of life, and in the chemistry of the newest products. Mobile phones are small because chemists developed more efficient batteries, and new pigments for the screens. Clothes are more light weight and colourful (or a darker black!) than those of our ancestors. Cars go more kilometres on a litre of fuel due to the study of chemical combustion.

Chemistry is a concise subject that makes you think. If you study A-level Chemistry then you should be able to ask yourself 'Why?' and use earlier learning to predict an answer. You will find AS Chemistry explains chemical ideas mostly using words, while A-level Chemistry increasingly explains chemical ideas using Mathematics, while broadening the topics studied at AS-level.

What does this course consist of?

AS Chemistry shows you in more detail how atoms bond, allowing you fully to comprehend group and carbon chemistry and you will learn to make calculations relating to reactions. AS builds on your GCSE Chemistry knowledge, placing a much greater emphasis on understanding.

A wide variety of topics are covered including

- Atoms and Equations
- Bonding and Structure
- Acids
- Redox
- The Periodic Table
- Chemical Calculations
- Alkanes and Alkenes
- Alcohols, Haloalkanes and Analysis
- Energy Calculations
- Rates of Reaction
- Equilibrium.

The second year builds on the AS content covered in the first year, enabling you to immerse yourself in carbon chemistry and to understand the reactions of organic molecules; the basis of biochemistry. Your mathematical skills will be widely used in the physical chemistry topics, making calculations relating to rates of reactions and the pH of acids, alkalis and buffers.

Topics covered include:

- Aromatic Hydrocarbons
- Carbonyl Compounds
- Carboxylic Acids and Esters
- Amines, Amides & Amino Acids
- Spectroscopy
- Rates of Reaction
- Enthalpy, Entropy and Free Energy

- Equilibrium and pH
- Electrochemical Series
- Transition Elements and their Compounds

How is the course assessed?

Practical skills will be developed throughout the course. A number of experiments will be formally assessed and used to give a practical skills grade which will be recorded separately to the grade given from written examinations.

There are two written examinations for the AS qualification and three written examinations for the A-level qualification:

AS-level		A-level	
Breadth in chemistry (50 % of AS-level)	70 marks 1 hr 30 mins	Periodic table, elements and physical chemistry (37% of A-level)	100 marks 2 hrs 15 mins
Depth in chemistry (50% of AS-level)	70 marks 1 hr 30 mins	Synthesis and analytical techniques (37% of A-level)	100 marks 2 hrs 15 mins
		Unified chemistry (26% of A-level)	70 marks 1 hr 30 mins

Progression

Each year more students are studying science subjects as they realise that science degrees generally lead on to higher incomes. More students are studying pure Chemistry, or Chemistry based subjects such as Medicinal Chemistry or Environmental Chemistry. If you want to join them then you must study Chemistry at A-level, preferably with Mathematics.

A-level Chemistry is particularly important if you want to study Medicine, Veterinary Science, Pharmacy or Biochemistry at university. It is also appreciated by admissions tutors in many other subjects, including Law, due to its logical discipline. Chemistry is also useful if you want to go on and study subjects such as Geology, Physical Geography, Engineering or Material Science. Many Chemistry graduates are also recruited by financial companies.

Mrs H Walton
Head of Chemistry



Classical Civilisation OCR

Why study Classical Civilisation?

In undertaking to study Classical Civilisation at Sixth Form or beyond, you will be giving yourself the same cultural background as every great playwright, artist, composer, novelist, lawyer, sculptor, poet or military historian in Western Europe in the last 2000 years, enabling you to have an insight into many other subjects that would be lost to many other students.

This course should appeal to anybody who enjoys reading and discussion in class. It goes well with other humanities, whilst also keeping options open for scientists.

Classical Civilisation can offer you a stimulating course of study and can make you stand out as an exceptional student.

What does the course consist of? How is this course assessed?

Greek and Roman literature is read in English. The AS examination consists of two papers, each 1 hour 30 minutes, containing context questions and an essay. At present in Year 12 we are studying the whole of Homer's epic *The Odyssey* and concepts of heroism, fantasy, magic and monsters.

The second AS paper we also study is Greek theatre, its archaeology and stagecraft, but with a clear focus on reading, acting and discussing the dramas: *Antigone*, about a young girl who faces up to an extremist and becomes one herself, *Oedipus*, the primal pattern of a man struggling against his destiny, *The Bacchae*, in which an uptight king ends up cross dressing to spy on women running wild in the woods, with tragic consequences. and a funny Greek play, *the Frogs*, about a voyage to the underworld.

At A-level we shift our focus to Hannibal's daring attack on Italy, that brought him and his army and elephants over the Alps to fight a battle at Cannae. This cost the Romans more lives in one day's hand to hand fighting, than were lost in the first three months of the battle of the Somme. The Persian wars are looked at in depth; including the battles of Marathon, Thermopylae and Salamis as well as the characters of Xerxes, Themistocles and Artemisia.

Again, there are two straightforward examination papers, based around context questions and essays, test powers of analysis and evaluation rather than simple factual recall.

Progression

Classical Civilisation is widely offered at good universities, where it can often be taken in conjunction with Archaeology, Drama, English or Ancient History. As well as being excellent training for future careers in these areas, it also offers a unique insight into the foundations of Western Civilisation, where for thousands of years our art, literature, law, medicine and fundamental thinking have been informed by the literature and culture of Ancient Greece and Rome.

It is possible to begin this subject without any previous study of the classical world, however, since it is a literary and historical course, a good pass in GCSE History or English is necessary.

Miss J Bird
Head of Classics

Computer Science

OCR H446

Why study Computer Science?

The course is not about learning to use tools or just training in a programming language. Instead, the emphasis is on computational thinking. Computational thinking is a kind of reasoning used by both humans and machines; it is an important life skill. This course has an emphasis on abstract thinking, general problem-solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking.

What does the course consist of?

COMPUTER SYSTEMS (01)

This component will introduce learners to the internal workings of the Central Processing Unit (CPU), the exchange of data and will also look at software development, data types and legal and ethical issues. It is expected that learners will draw on this underpinning content when studying computational thinking, developing programming techniques and devising their own programming approach in the Programming project component.

ALGORITHMS AND PROGRAMMING (02)

This component will incorporate and build on the knowledge and understanding gained in the Computer Systems component (01). In addition, learners should:

- Understand what is meant by computational thinking
- Understand the benefits of applying computational thinking to solving a wide variety of problems
- Understand the principles of solving problems by computational methods
- Be able to use algorithms to describe problems
- Be able to analyse a problem by identifying its component parts.

PROGRAMMING PROJECT (03)

Learners will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Students are expected to apply appropriate principles from an agile development approach to the project development.

How is the course assessed?

- **COMPUTER SYSTEMS (01)** is worth 40% of the A-level course, assessed by a 2 hour 30 minute written examination.
- **ALGORITHMS & PROGRAMMING (02)** is worth 40% of the A-level course, assessed by a 2 hour 30 minute written examination.
- **PROGRAMMING PROJECT (03)** is worth 20% of the A-level course, assessed through coursework.

Progression

Many students who do well in this subject go on to study science and computing related subjects at university, including Engineering, Computer Science and Software Design.

Mr S Atkinson
Head of Computing

Criminology

WJEC Level 3 Diploma

Why study Criminology?

Criminology is the interdisciplinary study of crime as both an individual and social phenomenon, with research on the origins and forms of crime, its causes and consequences and social and governmental reactions to it.

Criminology is for students who have an active interest in a multitude of fields, and seek to develop a critical and focused mind. Criminology is also for students interested in acquiring an in-depth understanding of the complexities of criminal, delinquent and deviant behaviour, as well as society's reaction to crime.

What does the course consist of?

The WJEC Level 3 Diploma in Criminology is made up of four mandatory units:

Unit:	Description:
Changing Awareness of Crime (Internally Assessed Unit)	Students develop an understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. Knowing about the wide range of different crimes and the reasons people have for not reporting such crimes provides an understanding of the complexity of behaviours and the social implications of such crimes and criminality.
Criminological Theories (External Exam)	This unit enables students to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1. Students explore the difference between criminal behaviour and deviance and the theories behind why people commit crime.
Crime Scene to Courtroom (Internally Assessed Unit)	This provides students with an understanding of the criminal justice system from the moment a crime has been identified, to the verdict. They develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.
Crime and Punishment (External Exam)	Students then apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

How is the course assessed?

The WJEC Level 3 Diploma in Criminology is assessed through a combination of two written examinations, set and marked by the examination board WJEC, and two centre-marked assignments.

Progression

The WJEC Level 3 Diploma in Criminology has elements of psychology, law and sociology that complement further studies in these areas, as well as other less related disciplines. The main purpose of the qualification is to support access to higher education degree courses as it carries the same weighting of UCAS points as other Level 3 (A-level) qualifications. This qualification will be of particular interest to students who wish to progress into higher education but feel that exam-only courses may be less suited to their style of learning.

Mr A Hannah
Teacher of Criminology



Design & Technology

Product Design - AQA 7552

Why study Design & Technology?

Imagine: The future; what will you be using to call your friends in 20 years' time? What car will you be driving to work?

Innovate: How can you improve people's lives? Everyday we claim we "don't know what we did before we had X".

Create: A better world. Everything around you is designed, from the humble paperclip to the international space station.

Think: About the objects you love, your mobile phone with its sleek curves was designed on a computer screen. The car you travel in, started as a clay model.

Product Design gives you the opportunity to stretch the imagination, problem solve and test boundaries. It enables you to build skills and professional attributes which are transferable to a range of jobs. Working to a client's brief, collecting and analysing data/research, costings and testing, independent study, time management and business related processes.

The DT department provides a pleasant, inspiring, relaxed and friendly learning environment and is equipped with specialist workshop machinery along with CAD/CAM equipment such as 3D printer and laser cutter. Teaching and learning methods are varied and teaching groups tend to be small, allowing for excellent individual attention and meaningful discussion.

How is the course assessed?

A level

Non examined assessment (50% of A level)

Develop a written or digital portfolio of design work which is set by the exam board.

- Design and make products in a material of your choice, plastics, graphics, wood, metal or textiles.
- Develop innovative products which solve real life problems.

External examination

Paper 1 - 2.5 hours, 120 marks (30% of A-level)

Paper 2 - 90 minutes, 80 marks (20% of A-level)

Technical principles

- Materials and applications (timbers, metals, textiles, paper, boards and polymers)
- Inclusive design
- Product development
- Ergonomics/anthropometrics
- Manufacturing processes
- Finishes and coatings
- CAD/CAM
- Health and Safety.

Designing and making principles

- Design theory
- History of design
- How cultural and technological improvements develop design.

Progression

Any design/creative field, such as engineering, graphics design, interior design/architecture, product design, fashion design and illustration, costume and set design.



Drama and Theatre

WJEC/Eduqas

Why study Drama?

- Because you enjoyed it at GCSE
- Because you enjoy performing and exploring the experiences of other people
- Because it builds your confidence and gives you a voice
- Because you are considering a career that involves creativity
- Because you work well in a practical situation
- Because you wish to build a toolkit of transferable skills you can take into your future.

What does the course consist of?

AS Drama and Theatre	A-level Drama and Theatre
<p>Component 1: Performance Workshop, 60% of qualification</p> <p>Students will be assessed on acting.</p> <p>Students participate in the creation, development and performance of:</p> <ol style="list-style-type: none"> 1. an extract from a text of their choice 2. a piece of theatre based on a <i>reinterpretation</i> of a second extract from a text from a different social, historical or cultural context using the techniques and working methods of either a theatre practitioner or theatre company. <p>All students must produce:</p> <ul style="list-style-type: none"> • two performances • a creative log for each performance • an evaluation of the process of creating and realising the <i>reinterpreted</i> extract only. 	<p>Component 1: Theatre Workshop, 20% of qualification</p> <p>Students will be assessed on acting.</p> <p>Students participate in the creation, development and performance of a piece of theatre based on a <i>reinterpretation</i> of a second extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of either a theatre practitioner or theatre company.</p> <p>All students must produce:</p> <ul style="list-style-type: none"> • one performance • a creative log.
<p>Component 2: Text in Context, 40% of qualification</p> <p>Written examination, 1 hour and 30 minutes</p> <p>Open book: clean copies of set text must be taken into examination</p> <p>A series of questions on one performance text from a choice of five.</p>	<p>Component 2: Text in Action, 40% of qualification</p> <p>Students will be assessed on acting.</p> <ol style="list-style-type: none"> 1. Using a stimulus supplied by WJEC, you will create a devised performance which incorporates the working methods of either an influential theatre practitioner or a recognised theatre company (different to that chosen for Component 1) 2. An extract from a text in a different style (chosen by the student). <p>Students will perform their work, live, for a visiting examiner. They must also produce a process and evaluation report within one week of completion of the practical work.</p>

	<p>Component 3: Text in performance, 40% of qualification Written examination, 2 hours and 30 minutes</p> <p>SECTIONS A and B Open book: clean copies of the set texts must be taken into the examinations.</p> <p>A series of questions on two performance texts, each from a choice of five.</p> <p>SECTION C</p> <p>A question based on a specified extract from <i>The Curious Incident of the Dog in the Night-Time</i> by Mark Haddon, stage adaptation by Simon Stephens.</p>
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Progression

Drama and Theatre can lead to further study in Drama as well as in many other subjects. The course is good preparation if you would like to pursue a career in the arts but it will also help you to develop skills that are needed in a wide range of careers.

The practical element of the course will help you to become more confident; it will promote team-building and collaboration skills, as well as being a lot of fun. Students enjoy the fact that Drama entails working creatively and in pairs or groups and you will discover that there is a lot of satisfaction to be had out of presenting your work to an audience, whether you are interpreting the work of a successful playwright or devising and presenting your own original ideas.

The critical and practical skills and experiences that you will acquire during your Drama and Theatre course are all good 'life skills' that you will be able to draw upon in the future. Many employers and higher education courses are keen to take on students with Drama qualifications as they identify that they have good communication skills and are able to present themselves and their ideas in imaginative and thoughtful ways.

Mr T Coates
Head of Drama



Teesside High School
Education as it should be

Economics

Edexcel A

Why study Economics?

Students often ask 'What is Economics?' The answer is perhaps best understood by posing a number of questions:

- How can there be a million people out of work and yet you cannot find a decent plumber?
- Why do all the goods in our shops appear to have been 'made in China'?
- Should we ban cheap imports to save UK jobs?
- Do rich nations gain anything by trading with poor countries?
- Why do Premier League footballers earn more than the Prime Minister?

Economics tackles these sorts of questions by analysing how best to allocate scarce resources among unlimited wants. We study both Macro and Microeconomics at AS and A-level. We frequently refer to current news stories to emphasise the importance of Economics and to illustrate that it is at the heart of all government policy and decision making. If you would like to understand what is going on in the world you live in – study Economics!

Economics is a challenging but fascinating subject with varied classroom activities. Lessons can be teacher-led or student-led and we encourage students to investigate and seek out information for themselves. Students will be expected to assess their own performance and on occasion their classmates and peers, as well as completing weekly teacher marked assessments.

What does this course consist of?

The course is divided into four themes:

- Theme 1: Introduction to markets and market failure (Microeconomics)
- Theme 2: The UK economy - performance and policies (Macroeconomics)
- Theme 3: Business behaviour and the labour market (Microeconomics)
- Theme 4: A global perspective (Macroeconomics)

How is the course assessed?

In Year 12 we study Theme 1 and Theme 2. The AS is assessed by two written papers, each 1 hours 30 minutes long. Paper 1 is on Microeconomics and Paper 2 Macroeconomics.

In Year 13 we study Theme 3 and Theme 4. The A-level is assessed by three written papers, each 2 hours long. Paper 1 assesses Microeconomics from both Themes 1 and 3, Paper 2 Macroeconomics from Themes 2 and 4, and Paper 3 is a synoptic paper with questions drawn from the whole specification.

Progression

Economics is a traditional and well respected course. Universities like applicants who have studied Economics because it demonstrates that candidates are numerate and are capable of writing extended responses. Possible career paths include Finance, Accountancy, Banking, Business, Law, Politics and Medicine.

Mr A Aberdeen
Teacher of Economics



English Language

AQA

Why study English Language?

The A-level English Language course encourages you to develop your interest in English, through learning about its structure, functions, developments and variations. You will be introduced to methods of understanding spoken and written language through a range of linguistic frameworks, learning new terminology for the analysis of texts. The course aims to improve your understanding of non-fiction and provides opportunities for expression through creative text production. It is particularly suitable for students who wish to study Linguistics or English Studies as part of their higher education, because it provides a strong grounding in the academic principles of working with data.

What does the course consist of?

The course consists of the following areas of study:

- Textual variation and representation
- Children's language development
- Language diversity and change
- Language discourses
- Writing skills
- Language Investigation
- Original Writing.

How is the course assessed?

The A-level English Language course takes place over two years at the end of which you will submit a coursework folder and sit two external examinations.

The aim of the coursework component is to develop your ability to explore and analyse language data. Your coursework folder will comprise three individual pieces of writing: a language investigation, a piece of original writing and an accompanying commentary. As part of the language investigation, you will be encouraged to pursue individual areas of interest, and collect your own data to evaluate. The original piece allows a valuable opportunity for you to write creatively for a specified audience and purpose. The coursework folder is worth 20% of your final grade and is internally assessed and externally moderated.

The examinations are comprised of:

Paper 1: Language, the Individual and Society - worth 40% of the A-level, assessed by a 2 hour 30 minute written examination.

Paper 2: Language Diversity and Change - worth 40% of the A-level, assessed by a 2 hour and 30 minute written examination.

Progression

Overall, English Language A-level offers students the chance to engage with English from a different perspective and acquire new knowledge in the subject. In order to succeed, students must be prepared to think critically and evaluate the concepts of language independently.

In the past, English students have progressed to study English and a wide range of other subjects such as Politics, History and Journalism at university, however, the transferable skills from the course lend themselves well to almost any degree subject and assist students enormously in academic writing at university level.



English Literature AQA Specification A

Why study English Literature?

Whatever your future plans might be for higher education and your career, an A-level in English Literature will always be advantageous. Every university course and profession will require you to possess competent skills of communication, both oral and written, and it is the development of these skills which lies at the heart of the English Literature AS and A-level course.

What does the course consist of?

The A-level English Literature course consists of the following areas of study:

- Love through the ages - in this unit you will study three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play. The examination will also include the comparison of two unseen poems.
- Texts in shared contexts - we currently follow Option B: Modern times: literature from 1945 onwards. In this unit you will study three texts: one prose, one poetry, and one drama, of which one must be written post-2000. The examination will also include an unseen prose extract.
- Non-exam assessment : Independent critical study: this unit is called Texts across time and is a comparative critical study of two texts, at least one of which has been written pre-1900. It is an extended essay of 2500 words plus an academic bibliography

How is the course assessed?

The A-level English Literature course takes place over two years at the end of which you will submit a coursework folder and sit two external examinations.:

Paper 1: Love through the ages -worth 40% of the A-level, assessed by a 3 hour written examination

Paper 2: Texts in shared contexts - worth 40% of the A-level, assessed by a 2 hour 30 minute written examination

Non-exam assessment: Independent critical study - worth 20% of your final grade and is internally assessed and externally moderated.

Progression

Lessons are conducted in a style much like a university seminar, with students actively being encouraged to voice their personal responses to the texts we study. Essentially, success at A-level requires students to engage with Literature independently; reading for pleasure is an important and necessary component of the course.

In the past, English students have progressed to study English and a wide range of other subjects such as Politics, History and Journalism at university, however, the transferable skills from the course lend themselves well to almost any degree subject and assist students enormously in academic writing at university level.

Miss J Duffy
Head of English



Teesside High School
Education as it should be

Extended Project Qualification

AQA

The Extended Project Qualification (EPQ) is a piece of independent work: either a 5000 word essay with a presentation, or an event or artefact with an accompanying report. At Teesside High School, we encourage students to consider undertaking this qualification in Year 12 or Year 13.

The EPQ has the same weighting as an AS-level, and is highly valued by universities. Russell Group universities say that the EPQ helps young adults develop exactly the skills in research, organisation, self-motivation and academic presentation that will stand them in good stead as undergraduates.

This qualification also offers students the chance to study in depth a subject that is outside the curriculum; to pursue their own interests - in anything from equestrianism to games design, from apartheid to celebrity culture. If you are intending to read a subject at university which is not offered at school, such as Law or Veterinary Medicine, an EPQ on Habeas Corpus, profiling serial killers or Bovine Tuberculosis can demonstrate your interest in and dedication to your chosen field, making you stand out from the crowd in a highly competitive environment.

Students are appointed a specialist EPQ supervisor, a teacher who oversees the whole process, from working out a title together, meeting regularly to determine progress and teaching study skills such as the conventions of annotation and bibliography. Both the skills acquired and the qualification in itself will be of great value to students in their future lives, as undergraduates and professionals in the world of work.

Miss J Bird
Head of Sixth Form



Food Science and Nutrition (F&N)

WJEC Level 3

Why study F&N?

- Did you enjoy the challenge of GCSE Food Preparation and Nutrition?
- Did you not study Food Preparation and Nutrition, but wish you had?
- Do you have a passion for all things food?
- Do you like experimenting and trying out new dishes and new products?
- Are you interested in issues such as health, nutrition, sustainability and the environment?

What does the course consist of? How is the course assessed?

The Level 3 course (two years) is equivalent to one A-level and is an exciting opportunity for budding food enthusiasts.

The Food classroom provides a pleasant, relaxed and friendly learning environment for students wishing to study the subject at Level 3. The department is equipped with specialist food preparation equipment and technology to enable you to achieve your full potential.

Teaching and learning methods are varied and teaching groups tend to be small, allowing for excellent individual attention and meaningful discussion, allowing time to stretch and challenge students in both practical planning and in the execution of dishes in the kitchen.

Level 3 Certificate - Year 12

The first unit will enable you to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and gain practical skills to produce quality food items meeting the needs of individuals. This will include both a;

Non-examined assessment (50%) - Research plan and prepare a meal suitable for a specific dietary requirement in 9.5 hours.

External examination (50%) - 90 minutes.

Level 3 Diploma - Year 13

Studying one of the two optional units below will allow you to study topics of particular interest to you, building on previous learning and experiences.

Unit 3 - Experimenting to solve food production problems

Unit 4 - Current issues in food science and nutrition.

Progression

This qualification has already been recognised by many universities. It combines well with most AS and A-level courses and can lead to a variety of interesting and rewarding careers such as Retail, Environmental Health, Trading Standards, Food Development, Teaching, Dietetics, Food Journalism, Sports Science and Consumer Protection.

Miss H Storey
Head of Design Technology



Geography OCR

Why study Geography?

Geography is a thriving subject which helps students to understand the world in which they live. It is a very flexible and complementary subject option as it links well with other subjects such as Science, Languages and other Humanities. Geography provokes and answers questions about natural and human environments. The subject provides an excellent means for investigating contemporary issues at both global and local scales, ranging from coastal management strategies to inner city urban rebranding. Geography is also concerned with synoptic links with a key focus being on combining topic knowledge to address some of the key issues of today, such as global climate change and population management. Through studying Geography you will also gain key skills such as communication skills, team work, problem solving as well as analytical and evaluative skills.

What does the course consist of?

AS-level - Two modules

Module 1 - 55% of the total AS-level: **Landscape and Place** which includes *Landscape Systems* contextualised through either coastal glaciated or dryland landscapes and *Changing Spaces; Making Spaces* which involves investigating how shifting flows of people, money and resources are shaping places.

Module 2 - 45% of the total AS-level: **Geographical Debates** - five of the most challenging dynamic and fascinating issues of the 21st century include *Climate Change, Disease Dilemmas, Exploring Oceans, Future of Food* and *Hazardous Earth* and students must choose **one** of these topics to study in depth.

A-level - Four modules

Module 1 - 22% of the total A-level: **Physical Systems** which includes *Landscape Systems* contextualised through either coastal glaciated or dryland landscapes and *Earth's Life Support Systems* which encompasses the water and carbon cycles vital to our planet.

Module 2 - 22% of the total A-level: **Human Interactions** which includes *Changing Spaces; Making spaces* and gives an insight into how shifting flows of people, money and resources are shaping places and *Global Connections* with a choice between focusing on the systems of trade or migration and the governance of human rights or sovereignty on a global scale.

Module 3 - 36% of the total A-level: **Geographical Debates** - five of the most challenging dynamic and fascinating issues of the 21st century include *Climate Change, Disease Dilemmas, Exploring Oceans, Future of Food* and *Hazardous Earth* and students must choose **two** of these topics to study in depth.

Module 4 - 20% of the total A-level: **Investigative Geography** - students undertake an independent investigation linked to any aspect of the specification and then submit a written report between 3000-4000 words in length.

Fieldwork

Students will have opportunities for a variety of fieldwork visits. As part of the full A-level assessment they must have undertaken at least four days of fieldwork which includes both physical and human geography subject matter.

Progression

Geography has a high academic status at university level, both as a stand-alone course or as part of a joint honours course with subjects such as Archaeology, Economics, Land Management, Earth Sciences, Sociology and Public Health. Geographers have high success rates of employment in areas such as national and local government, the civil service, planning, banking, conservation and environmental work, industry and commerce. Geographers are particularly valued for their communicational and ICT skills, together with their analytical abilities, literacy, numeracy and teamwork.



Health and Social Care

Cambridge Health and Social Care Level 3 Extended Certificate

Why study Health and Social Care?

This qualification is an alternative to A-level which provides students with an opportunity to focus upon areas which are essential to Health and Social Care and would be suitable for students considering a career in areas such as; Childcare, Nursing, Paediatrics, Midwifery, Social Work, Teaching, Police or Probation.

What does the course consist of?

Unit 1

Title: Building Positive Relationships in Health and Social Care

Assessment: Internally assessed portfolio

Unit 2

Title: Equality, Diversity and Rights in Health and Social Care

Assessment: Externally assessed

Unit 3

Title: Health, Safety and Security in Health and Social Care

Assessment: Externally assessed

Unit 4

Title: Anatomy and Physiology for Health and Social Care

Assessment: Externally assessed

In Year 13, students select two from the following optional units:

Infection Control, Nutrition for Health, The Impact of Long-Term Physiological Conditions, Supporting People with Dementia, Supporting People with Mental Health Conditions, Psychology for Health and Social Care or Public Health.

How is the course assessed?

This course will be particularly appealing for many students due to the combination of assessment styles which contribute towards the qualification. The combination of both internally assessed, portfolio work and examined content is becoming increasingly rare across qualifications but is often more popular with students than exclusively examined content. The qualification is graded on a Pass/Merit/Distinction basis.

Progression

The Level 3 Extended Certificate is a recognised qualification that will help you develop the skills, understanding and knowledge that many employers across lots of industries are looking for, especially in the social sectors. As well as this, it attracts UCAS points at an equivalent level to other A-levels meaning that it is suitable for those seeking a pathway into higher education. Recent success stories within the department include a student who secured a Distinction*, this is equivalent to an A* grade at A-level. This particular student went on to read Primary Education at degree level taking with her a wealth of relevant knowledge from her Health and Social Care course.

Mr A Hannah
Teacher of Health and Social Care



History OCR

Why study History?

Students taking History will be informed, provoked and entertained as our aim is not merely to narrate 'what happened', but to encourage students to see the subject as a creative analysis of the past. Class discussions are a central part of lessons, and in the more relaxed atmosphere of small groups, students learn to express their opinions with force. They discover that judgements and opinions are never accepted at face value - everything is challenged, and tested against the evidence.

What does the course consist of?

The OCR Specification presents exciting opportunities which allow students to combine a study of topics from British, European and World History. These topics will include an extension of the study of the USA begun at GCSE, and will also include an exploration into aspects of the history of Tudor England during the reigns of Henry VII, Henry VIII, Queen Mary and Elizabeth I alongside a module on the Weimar Republic through to Nazi Germany and the divisions of Germany after WW2. The second part of their A2 studies is based on Civil Rights in the USA 1865-1992, exploring African Americans, Native Americans, Trade Unions and Women.

How is the course assessed?

Four modules will be studied; two at AS and two at A-level. Coursework is a key part of the course and forms 20% of the full A-level. Students will have the opportunity to undertake an investigation into a topic of their own choice. By doing so they will acquire very important research skills combined with the ability to write a full bibliographical essay.

Recent coursework studies by students have explored themes ranging from an evaluation of President Kennedy's reputation or Hitler as a 'Weak Dictator' to an investigation on whether the Holocaust was predetermined and whether the bombing of Hiroshima was necessary.

By studying original sources, students will learn to interpret the motives, attitudes and intentions of those involved, exploring issues such as class, gender, politics and religion. Special attention will be paid to the evaluation of the contrasting interpretations made by historians.

Students are encouraged to read widely and an excellent selection of textbooks is available, offering contrasting views on controversial topics. A Sixth Form visit to lectures in London or Sunderland enhances learning and gives students an early insight into university life. We have also visited New York with a fabulous look at Ellis Island and a Civil Rights walking tour of Harlem, linking closely to the Civil Rights module at A-level. In recent years we have also visited the Tutankhamun Exhibition and toured Greenwich, the Globe Theatre, the Tower of London and the Victoria and Albert Museum.

Progression

History develops skills of analysis, argument and interpretation, which are highly valued for a wide range of careers, e.g. law, business, journalism, media, management and banking. The subject combines well with other A-level subjects and provides entry to many higher education courses. Some of our best medics have studied History alongside their sciences as it has provided them with the ability to develop their personal research and referencing skills.

Mr A Meyerhoff
Head of History



Latin OCR

Why study Latin?

A-level Latin consists of the study of the literature, mythology and history of the Ancient Romans, in the language in which it was first written. Latin has obvious appeal to linguists, and makes up a good combination with their subject for historians, or those taking English Literature. It is, however, not a spoken language and so does not have the kind of requirements of modern foreign language courses. Logical thinking and powers of analysis are called on, and musicians, mathematicians and other scientists often find elements in the study of Latin that strongly appeal to their skills. Students considering Latin in the Sixth Form will usually need to have Latin GCSE.

How is the course assessed?

The AS examination consists of two papers, one literature and one focused on language. The verse text set for study is Ovid's poem of flirtation and passion, the *Amores*. The prose set text is a passionate law-court speech by the greatest Roman lawyer, orator and prose stylist, Cicero. These texts are studied in class, translated and discussed together, giving an informal but intellectually stimulating, university-style atmosphere for teaching and learning. The literature examination questions are about style, effective use of language, imagery etc.

The second paper at AS contains a comprehension and a paragraph of Latin to translate into English. Lessons prepare students to tackle this paper with rigorous revision of grammar, going right back to basics to reassure those with wobbly foundations! Students make speedy and confident progress, with a lot of individual attention. Games and interactive online learning tools are used to learn vocabulary and keep lessons engaging.

At A-level, the course follows a similar pattern. Allowing students to consolidate their linguistic knowledge, it allows a more in-depth study of authors world-shaping writers like Virgil, as well as building an excellent working knowledge of the myths and history of this fascinating period.

Progression

Latin is widely offered at university, where Classics departments are growing. It can often be taken jointly with other languages or with History, Archaeology or English Literature. In undertaking to study Latin in the Sixth Form or beyond, you will be giving yourself the same cultural background as every great playwright, artist, composer, novelist, lawyer, sculptor, poet or military historian in Western Europe in the last 2000 years, enabling you to have an insight into many other subjects that would be lost to many other students at university.

In the increasingly competitive world of university entry, a rare subject like Latin at A-level can indicate to admissions officers that you have serious academic potential, as well as standing out to future recruiters as the mark of a high-flyer.

Miss J Bird
Head of Classics



Mathematics

Edexcel

Why study Mathematics?

1 – Career Opportunities. Mathematics and Further Mathematics are versatile qualifications, well-respected by employers and are both facilitating subjects for entry to higher education. Careers for people with good mathematics skills and qualifications are not only well paid, but they are also often interesting and rewarding. People who have studied mathematics are in the fortunate position of having an excellent choice of career. Whilst the number of young people studying A-level Mathematics and Further Mathematics is increasing, there is still a huge demand for these qualifications from science, engineering and manufacturing employers.

2 – Employability Skills. The reason why so many employers highly value mathematics qualifications is that mathematics students become better at thinking logically and analytically. Through solving problems you develop resilience and are able to think creatively and strategically. The writing of structured solutions, proof and justification of results help you to formulate reasoned arguments. Importantly, you will have excellent numeracy skills and the ability to process and interpret data.

3 – Preparation for Higher Education. For progression to many courses at university it is important to have strong mathematics skills. For most science, technology, engineering and mathematics (STEM) degree courses, A-level Mathematics is a requirement and AS or A-level Further Mathematics is often a preferred subject. Anyone applying to study a degree in a STEM subject should consider taking Further Mathematics to at least AS-level as the additional content helps ensure a successful progression to university. AS Further Mathematics is accessible to most A-level Mathematics students. Having A-level Further Mathematics on your university application is a way to make it stand out.

4 – Supporting Other Subjects. The mathematical skills you learn in A-level Mathematics are of great benefit in other A-level subjects such as Physics, Chemistry, Biology, Computing, Geography, Psychology, Economics and Business Studies. Studying A-level Further Mathematics is likely to improve your grade in A-level Mathematics. The extra time, additional practice, further consolidation and development of techniques contribute to improved results in A-level Mathematics.

5 – An Interesting Course. A-level Mathematics is an interesting and challenging course which extends the methods you learned at GCSE and includes optional applications of mathematics, such as Statistics, Mechanics and Decision Mathematics. Many subjects make use of statistical information and techniques. An understanding of probability and risk is important in careers like insurance, medicine, engineering and the sciences. Mechanics is particularly useful to students studying physics and engineering. Using algorithms and other methods can help you find efficient solutions to real life problems. A-level Mathematics is fun and rewarding. It broadens your mathematical skills and promotes deeper mathematical thinking. You will be introduced to interesting new areas of pure mathematics such as complex numbers and apply mathematics in a wider range of contexts.

What does the course consist of?

For AS and A-level Mathematics you will study a range of Pure, Statistics and Mechanics topics such as advanced algebra, functions, geometry, trigonometry, vectors (2D), calculus, series, exponentials, logarithms, numerical methods, statistical sampling, data representation and interpretation, probability, regression, correlation, statistical distributions, hypothesis testing, quantities and units, kinematics, forces and Newton's laws.

For AS and A-level Further Mathematics you will study topics from Core Pure, Further Pure and an option from Decision, Statistics and Mechanics.

How is the course assessed?

AS-level Mathematics	A-level Mathematics	AS-level Further Mathematics	A-level Further Mathematics
Paper 1: Pure 2 hour written paper 100 marks Paper 2: Statistics and Mechanics 1 hour 15 mins written paper 60 marks	Paper 1: Pure 2 hour written paper 100 marks Paper 2: Pure 2 hour written paper 100 marks Paper 3: Statistics and Mechanics 2 hour written paper 100 marks	Paper 1: Core Pure 1 1 hour 40 mins written paper 80 marks Paper 2: Further Pure plus an option 1 hour 40 mins 80 marks	Paper 1: Core Pure 1 Paper 2: Core Pure 2 Paper 3: Further Pure 1 Paper 4: Option All papers are 1 hour 30 mins written paper and worth 25 marks

Progression

An AS-level in Mathematics is very valuable as a supporting subject to many courses at Advanced and degree level, especially in the sciences, geography, psychology, sociology and alongside medical courses.

An A-level in Mathematics is a much sought-after qualification for entry to a wide variety of full-time courses in higher education as well as employment. Higher Education courses or careers that require A-level Mathematics or are strongly related include: Economics, Medicine, Architecture, Engineering, Accountancy, Teaching, Psychology, Physics, Computing and Business Studies.

Mrs K-L Mardon
Head of Mathematics



Modern Languages

AQA (French 7651/7652) | (German 7661/7662)

Why study Modern Languages?

When you study Modern Languages for GCSE, you concentrate mainly on the vocabulary and language skills which will enable you to get around successfully as a tourist in Europe or as a visitor in a French or German-speaking family. At A-level you move out into a wider world, as it were, and study broader issues which concern young adults. Apart from being beneficial at a personal level, your A-level in Modern Foreign Languages can help with many career paths. For those who want to specialise in language, there is translation or teaching. Or maybe you want to work in the travel and tourism industry. But even as, say, an engineer or designer, being proficient in a language will give you broad career options.

What does the course consist of?

The course has been designed to give you a profound understanding of your chosen language. Not only will you know more about the mechanics of the language – like grammar and vocabulary – but also about how people live and use language on a day-to-day basis. You will study social and technological change alongside highlights of French- or German-speaking artistic culture, including music and cinema, and you will learn about political engagement and explore the influence of the past on present-day French/German-speaking communities. You will study texts and/or films and, at A-level, you will have the opportunity to carry out independent research on an area of your choice. Assessment tasks will be varied and cover listening, speaking, reading and writing skills.

How is the course assessed?

AS-level:

Paper 1: Listening, Reading and Writing
What's assessed: <ul style="list-style-type: none">• Aspects of French- or German-speaking society• Artistic culture in the French/German-speaking world• Grammar
How it's assessed: <ul style="list-style-type: none">• Written exam: one hour 45 minutes• 80 marks• 45% of AS
Paper 2: Writing
What's assessed: <ul style="list-style-type: none">• One text or one film from the list in the specification• Grammar
How it's assessed: <ul style="list-style-type: none">• Written exam: one hour 15 minutes• 60 marks• 25% of AS
Paper 3: Speaking
What's assessed: <ul style="list-style-type: none">• One sub-theme from Aspects of French- or German-speaking society and one sub-theme from Artistic culture in the French- or German- speaking world.
How it's assessed: <ul style="list-style-type: none">• Oral exam: 12-14 minutes.• 60 marks• 30% of AS

A-level:

Paper 1: Listening, Reading and Writing	
Assessments: German: <ul style="list-style-type: none">● Aspects of German-speaking society● Artistic culture in the German-speaking world● Multiculturalism in the German-speaking society● Aspects of political life in German-speaking society● Grammar	Assessments: French: <ul style="list-style-type: none">● Aspects of French-speaking society: current trends● Aspects of French-speaking society: current issues● Artistic culture in the French-speaking world● Aspects of political life in the French-speaking world● Grammar
How it's assessed: <ul style="list-style-type: none">● Written exam: 2 hours 30 minutes● 160 marks● 50% of A-level	
Paper 2: Writing	
What's assessed: <ul style="list-style-type: none">● One text and one film or two texts from the list in the specification● Grammar	
How it's assessed: <ul style="list-style-type: none">● Written exam: 2 hours● 90 marks● 20% of AS	
Paper 3: Speaking	
What's assessed: <ul style="list-style-type: none">● Individual research project● One of four sub-themes; the sub-themes can be found in the above table for Paper 1.	
How it's assessed: <ul style="list-style-type: none">● Oral exam: 21-23 minutes (including 5 minutes of preparation time)● 60 marks● 30% of A-level	

Progression

Studying a language to AS and A Level is seen by universities and employers as very academic. It is always an advantage, although not essential, to study two foreign languages if you are considering a language-orientated career. If you are not a dedicated linguist, most arts and science subjects can be combined with an A-level language.

An increasing number of our students choose to combine a language with mathematics or one or more sciences or business studies, a trend which mirrors the popularity of university courses which combine almost any subject with a foreign language. A-levels in a Modern Foreign Language are facilitating subjects, which can help you to progress to a range of careers from Medicine and Law through to international business and marketing, translating and interpreting.

Recent statistics prove that language graduates have little difficulty in finding employment, within a range of careers, both in the UK and abroad.

Mrs H Butterfield
Head of Modern Languages



Music

Depending on the cohort, there are two possible options for Music in the Sixth Form; BTEC or A-level.

1 - BTEC Level 3 National Extended Certificate in Music Performance

This exciting course is hugely practical as it focuses on Music Performance but it also includes Practical Music Theory and Harmony, and Professional Practice in the Music Industry. Designed to support progression to higher education as part of a balanced programme of study, the course gives a broad overview of the music industry, with a focus on performance, including musical skills development, research and professional practice

What does the course consist of? How is it assessed?

Students taking this qualification will study three mandatory units; Practical Music Theory and Harmony, Professional Practice in the Music Industry and Ensemble Music Performance.

Students also then choose one option unit from Composing music or Solo performance. 58% of the course is externally assessed, with the remaining 42% being internally assessed.

2 - A-level Music

The Eduqas A Level Music course has three components: Performing, Composing and Appraising (Listening.) Performing and Composing are much like the GCSE course but are required to be executed at a higher level of difficulty and development. The following chart shows you a summary of what you set work study will complete. Optional units will be chosen to suit the interests of the cohort.

Compulsory areas of study	
The Western Classical Tradition (The Development of the Symphony 1750-1900) Detailed study of one symphony and general study of another, within the social, historical and cultural context.	Set Works Choose one for detailed study, the other for general study: Haydn, Symphony 104 in D major, <i>London</i> . or Mendelssohn, Symphony 4 in A major, <i>Italian</i> .
Optional areas – choose 1	
Rock and Pop 1960-2000 Pop Rock (including progressive rock, heavy metal, folk-rock, punk rock) Soul Funk (including disco) Folk and country	Musical Theatre Richard Rodgers Leonard Bernstein Stephen Sondheim Claude-Michel Schonberg Andrew Lloyd Webber Stephen Schwartz
	Jazz 1920-1950 Ragtime Dixieland Early jazz Big band (including swing) Be-bop Cool jazz
No set works for these areas of study	
Optional areas – choose 1	
Into the Twentieth Century 1895 – 1935 Detailed study of 2 set works. Impressionism Expressionism including serialism Neo-classicism	Into the Twenty-first century 1980 - present Detailed study of 2 set works. Representative European composers: Hans Werner-Henze, Witold Lutoslawski, Kaija Saariaho, Sofia Gubaidulina, Sally Beamish, Judith Weir, Mark-Anthony Turnage, Thomas Ades.
Poulenc, <i>Trio for Oboe, Bassoon and Piano, movement II</i> and Debussy, <i>Three Nocturnes, Number 1, Nuages</i> .	Thomas Ades, <i>Asyla</i> , movement 3, <i>Ecstasio</i> and Sally Beamish, <i>String Quartet No 2 (Opus California) Movements 1 (Boardwalk) and 4 (Natural Beamish)</i>

Progression

Choosing Music at KS5 is a great pivotal subject option as it complements the Arts, Mathematics, English and Science and many more as part of a balanced programme of study. The course is recognised by many industry and educational establishments providing an excellent foundation for further study.



Physics Edexcel (9PH0)

Why study Physics?

Modern physicists have been responsible for some of the greatest achievements of our era. Just think – without our understanding of atomic theory there would be no computers, no internet and no smartphones. The digital age as we know it would not exist. Without quantum mechanics there would be no lasers or satellite navigation. Who knows where future scientific discoveries and inventions will take us?

If you are up for shaping tomorrow’s world, an A-Level in Physics could take you to the frontline of the latest emerging technology. Whether you are working in a field directly related to Physics like Nuclear Physics or Astronomy, or one that simply uses the skills you’ve gained, your Physics A-Level can really help you to make a difference.

What does this course consist of?

Year 1 Content	Year 2 Content
<ul style="list-style-type: none"> - Mechanics - Materials - Waves and Particle Nature of Light - Electric Circuits - Experimental Techniques 	<ul style="list-style-type: none"> - Further Mechanics - Gravitational, Electric and Magnetic Fields - Nuclear and Particle Physics - Thermodynamics - Space - Oscillations - Experimental Techniques.

How is this course assessed?

The infographic details the assessment structure for AS and A level Physics. It is organized into two rows: AS and A level. Each row contains a summary box on the left and three paper-specific boxes on the right. The AS row includes Paper 1 and Paper 2, while the A level row includes Paper 1, Paper 2, and Paper 3. Each paper box lists its weighting, marks, duration, and content coverage. A note specifies that AS is a stand-alone qualification and that marks from AS papers do not count towards the final A level grade.

Level	Paper	Weighting	Marks	Duration	Content
AS	Paper 1	50%	80	1 hour and 30 minutes	Covers half the AS content*
	Paper 2	50%	80	1 hour and 30 minutes	Covers half the AS content*
A level	Paper 1	30%	90	1 hour and 45 minutes	Covers half the A level topics and some AS content
	Paper 2	30%	90	1 hour and 45 minutes	Covers half the A level topics and some AS content
	Paper 3	40%	120	2 hours and 30 minutes	Covers all AS and A level topics

AS
Both papers include assessment of maths and practical skills.

A level
All papers include assessment of maths.
Paper 3 includes assessment of practical skills.

Note:
AS is a stand-alone qualification.
Marks achieved on AS papers do not form part of the final A level grade.
*AS papers have a synoptic Section B.

Throughout the two year course students are required to complete a minimum of 12 set practicals. If completed satisfactorily then students are ‘endorsed’ at the end of their second year of study. They will be assessed on the quality of their practical skills such as following and writing methods, collecting accurate and sufficient data, treatment of error and uncertainty, using equipment safely and referencing skills. This is mostly assessed by observing students and looking at their lab books, however, these experiments appear in the final exam papers and students must be familiar with the methodology. It is worth remembering that a high level of mathematical ability is essential for A-Level Physics and, therefore, the study of AS or A-level Mathematics is particularly beneficial.



Psychology AQA

Why study Psychology?

Do you often watch other people and try to work out the reason behind their behaviour? Have you experienced times in your own life when you have acted or said something in a way which you would not normally do and wondered why? Psychology is the scientific study of human and animal behaviour and mental processes. Studying Psychology gives students an excellent grounding in the skills of analysis and evaluation. Students are also encouraged to become independent learners. These are essential skills for a student wishing to take an undergraduate degree at university.

What does the course consist of? How is it assessed?

The department has made the decision to offer the course as a linear pathway. This means that students do not sit external examinations at AS-level. The rationale behind this is that it allows students an increased amount of time to develop their knowledge and examination skills in a subject which is new to most who choose it.

Paper 1: Introductory Topics in Psychology	Paper 2: Psychology in Context	Paper 3: Issues and Options in Psychology
33.3% of A-level 2 hour examination 96 marks	33.3% of A-level 2 hour examination 96 marks	33.3% of A-level 2 hour examination 96 marks
Content <ul style="list-style-type: none"> • Social Influence - The influence of others on our behaviour including the role of conformity, obedience and minority influence. • Memory - Theories of how memory works and how we forget. The key issue in this area is eyewitness testimony. • Attachment - This area focuses on the influence that early childhood attachment has on later development. • Psychopathology - The study of mental health conditions including the causes and treatments of Phobias, Depression and OCD. 	Content <ul style="list-style-type: none"> • Approaches in Psychology - The underlying assumptions of different schools of Psychology. • Biopsychology - The influence of biology on behaviour including genetics, the brain and body systems including the endocrine and nervous systems. • Research Methods - The techniques and methods that are used by Psychologists when conducting and analysing research. 	Content: <ul style="list-style-type: none"> • Issues and Debates in Psychology <p>One optional topic from: Relationships, Gender or Cognition and Development</p> <p>One optional topic from: Schizophrenia, Eating Behaviour or Stress</p> <p>One optional topic from: Aggression, Forensic Psychology or Addiction.</p>

Progression

Psychology A-level is recognised by all universities and combines well with Science subjects. Previous Psychology Students have gone on to read English, Sociology, Marine and Environmental Biology, Applied Psychology, Law, Forensic Science and several other subjects at a degree level.

Mr A Hannah
Head of Psychology



Physical Education

AQA

Why study PE?

For any pupil with a genuine interest in sport and a good practical background, A-level PE would be an ideal subject choice. There is a natural progression from GCSE PE although it is not a prerequisite.

What does the course consist of? How is it assessed?

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

This is an academic course with the vast majority of lessons based in the classroom. Practical assessment is on one activity and could be a school-based sport or an activity pursued in the pupil's own time which would be assessed internally, **students would be responsible for collecting and uploading the video evidence required**. It is highly recommended that students are playing regular club level sports outside of school, to achieve the highest possible grade.

Progression

A-level Physical Education is an excellent base for a university degree in sports science, sports management, healthcare, or exercise and health. Physical Education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology and many more.

Miss V Turnbull
Director of Sport