

A LEVEL OPTIONS

SUTTON VALENCE SCHOOL



2023-2024

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Message from the Headmaster

For any student entering the Sixth Form, the academic programme should be stimulating and challenging. Although the Sixth Form at Sutton Valence is first and foremost a place of learning, the additional availability of our broad range of enrichment activities, including leadership opportunities and our excellent career service, considerably enhances the Sixth Form experience. All this gives our students the very best preparation for entry to higher education and the world of work which lies beyond. As you may be aware, there has been a huge upheaval and restructuring of A Levels, with modular courses no longer existing. Most A Levels are now linear and with AS exams and grades now defunct except for the International A Levels (Geography), university admissions departments are more reliant on students' GCSE grades. They are very keen on students taking an EPQ (Extended Project Qualification), which is mentioned later in this booklet.

This booklet will give you an overview of the courses we currently offer, but in order to find out what makes our Sixth Form so successful, there is no substitute for coming to visit us. We hold at least one Open Morning every term but I, or the Academic Deputy Head are happy to see you at any time for a personal discussion. You will also be able to tour the School with a Prefect, who will give you a student's perspective on the School.

To arrange a visit, or for information on the scholarships that may be available to you, please contact Mr Will Radford, Director of Admissions and Development, 01622 845206 or admissions@svs.org.uk.

I look forward to welcoming you to Sutton Valence School.



James Thomas
Headmaster

Life in the Sixth Form

It is our belief that students should take a different perspective on School life once they are in the Sixth Form. No longer school children, now young adults, it is important that Sixth Form students feel that they have greater freedom and powers of decision-making. As such, we believe the Sixth Form should take responsibility for shaping their community, arranging their own events and activities and making the most of the warm, collegiate atmosphere at Sutton Valence School.

Consequently, leadership opportunities abound in specific Academic departments, on the Sports field, in the Music School and Theatre or on a variety of committees. There are opportunities to influence the life of the Chapel, to shape the School's charitable initiatives or to serve on the School Council. Lower Sixth students can act as mentors or become Well-Being Ambassadors whilst the Upper Sixth fulfil a variety of roles as Prefects, Heads of House or by joining the organising committee for the Spring Ball.

Sixth Form boarders are given a greater degree of flexibility and freedom by the boarding houses, in recognition of the fact that it is important that students take time to unwind, relax and socialise after the intensity of the School day. To this end we organise a variety of social functions throughout the term. Boarders are also able to go out for meals on weekends where appropriate, as well as taking part in the pre-arranged visits and activities for boarders on Sundays.

Jeremy Farrell

Deputy Headmaster

Welcome to our Sixth Form

Both exciting and daunting, the Sixth Form represents a pivotal point in any student's educational career. Sixth Form students enjoy increased independence and responsibility but are met with a raised bar of expectation from their very first day in the Lower Sixth. As senior members of the pupil body, the Sixth Form must lead by example in all their academic, enrichment and social pursuits. This expectation reflects the belief that is at the heart of our Sixth Form provision: to equip our students with the competencies and experiences required to embrace the opportunities and challenges of life in the 21st Century. Our purposeful programmes of academic study and enrichment, careers provision, together with scheduled visits from inspirational speakers, aim to provoke a sense of intellectual curiosity that will inspire and challenge our students to achieve their academic potential.

Our Sixth Form students first encounter with responsibility comes during their selection of – and commitment to – their A Level courses. With greater competition for university places and an increasingly saturated graduate market, students must make sensible and informed A-Level choices that align with their future goals. Our expectation of mature A Level study, therefore, extends well beyond the classroom. During non-teaching periods, Sixth Form students are encouraged to take active responsibility for their learning in the Sixth Form Study Centre, the Library, the ICT facilities or in various departmental work areas.

Whether it be in the pursuit of an additional qualification in volunteering or CISI, or as a member of the CCF or the Sports Leaders programme, opportunities for self-direction abound in the Sixth Form. We expect the Sixth Form to take a leading role in all areas of School life and actively promote opportunities for mentoring their younger peers and assisting with the leadership of enrichment activities. In their Upper Sixth, students have the opportunity to apply for the coveted position of School Prefect – a role that embodies the core values of respect and responsibility that are cherished at Sutton Valence.

We grant our Sixth Form students the freedom to mature as independent students, but they are never without the guidance of a robust support network. Their Tutor, in conjunction with the Housemaster/mistress oversees each Sixth Form students' academic, pastoral, enrichment and personal development.

We are proud of the diverse destinations of our leavers. Students are encouraged to take advantage of the annual schedule of visits, talks and internal lectures that explore the myriad of options available to them after School. Our calendared Higher Education and UCAS days give all Sixth Form students the additional opportunity to receive individual support via their Tutor, Housemaster/mistress, the Careers and Futures Leader and myself to guide them through their higher education, apprenticeship or employment applications. Our School Subscription to Unifrog also provides careers and university guidance to our student. Our Oxbridge and Medicine applicants benefit from a supplementary programme of specialist support and meet regularly throughout their Lower and Upper Sixth years with the Head of Academic Enrichment.

In exchange for their contributions to the academic and enrichment programmes on offer, the Sixth Form enjoy certain social privileges. During break times, they have access to the TC's Café in addition to the House Common Rooms. In the Upper Sixth, students have the opportunity to serve on various committees that shape the Sixth Form social calendar – the highlight being the annual black-tie charity ball, which takes place every spring.

The successful Sutton Valence Sixth Form student is purposeful, self-directed, and ambitious in all avenues of their education. As the pathway to undergraduate study and future employment, our Sixth Form seeks to develop mature and independent individuals that are prepared for the next chapter in their lives.

Becci Ball
Deputy Head Academic

Options and Qualifications

Sutton Valence School offers a broad, flexible menu of A Level subjects. Most students choose three A Level subjects with the exception of those who wish to take Further Maths, who may take four. Each subject has six hours of timetabled teaching time. We also offer a very successful Extended Project Qualification, CISI and other courses which will add to a student's skill set and enhance a CV or university application.

At School we regularly monitor all our students so that they and their parents are kept fully informed of their individual progress. We expect our students to work hard and to show complete commitment to their studies. We believe that constant feedback is one of the most effective ways of ensuring that all the students give of their best. Students are graded three times in the Michaelmas Term, and twice in the Lent and Summer Terms for academic attainment and effort in lessons and for independent work in their own time. Parents and students are also kept informed by the use of termly reports and Parents' Evenings.

We are a small community that gets to know its students very well. Lessons are most often delivered in a seminar style which helps to foster the feeling that we work together in a partnership. We look forward to working with both existing and new students as they start or continue their academic journey here with us in the Sixth Form.

Becci Ball

Deputy Head Academic

Careers & Futures

The Sixth Form follow a comprehensive post-18 preparation programme, designed to support them in realising their individual ambitions for life after School. This begins early in the Lower Sixth with informal meetings with the Head of Sixth Form, one-to-one careers counselling with our Careers & Futures Lead, PSHE, access to the comprehensive Unifrog platform and talks from a variety of internal and external speakers. As a partner school with InvestIn Education, our students also benefit from discounted access to the prestigious work placement programmes offered by InvestIn, in addition to workshops on interview skills, time management and work experience. Students are encouraged to take part in the National Citizenship Scheme (NCS) and explore work experience during the Summer Holiday to enhance their application for their chosen pathway beyond School.

Careers and Futures Leader

Our Careers and Futures Leader, Mrs Ring, is a highly qualified and experienced specialist who is available Monday to Wednesday, based in the Lambe's Building. She works with pastoral and academic staff to help deliver specific careers guidance to the Sixth Form, as well as being available to meet with students on a one-to-one and group basis. All Sixth Formers will have at least one designated, individual meeting with Mrs Ring during their time here and can liaise with her as needed. Parents can also contact Mrs Ring for help when assisting their child in taking the next steps beyond School.

Unifrog

All students are enrolled on the Unifrog online platform, which bridges the gap between School and students' 'next step' in their careers. This is a self-paced and self-managed resource, with interactive content on university, apprenticeships, gap year and employment options available to them after School. These resources complement our one-to-one and group sessions on careers and futures advice, allowing us to push bespoke content to students after these sessions. Parents can also access the platform to view and support their child's research.

University

During the Lower Sixth, we prepare our students for the university application process in three stages: research, prepare and apply. During the preliminary stages, students attend internally delivered talks on the application process and lectures on course and university selection. During the last week of their Lower Sixth, students begin their UCAS application and attend personal statement workshops. During the Upper Sixth, students attend a weekly timetabled session for further application and personal statement support. To enable our students to achieve the best range of university offers, we set an internal submission deadline of mid-November. Our Oxbridge, Medical and Veterinary applicants receive additional, tailored support from the Head of Academic Enrichment, who provides a bespoke programme of application preparation and guidance. We invite all parents of the Lower Sixth to an annual Higher Education Morning and we hold regular UCAS Update Meetings throughout the course of the year in the lead-up to key deadlines.

Apprenticeships and direct employment

We promote a range of alternative options to university, including apprenticeships, gap years and direct employment. Our students enjoy a mix of guest speakers and internally delivered talks on the range of options available to them, including speakers from Old Suttonians who have successfully opted for alternative routes.

Preparing for life beyond SVS

Our Sixth Form enrichment programme aims to prepare students for life after School. Students are taught essential life skills such as cooking, budgeting, first aid and wellbeing. We welcome guest speakers to talk to our Sixth Form on areas such as identify theft and scams, personal safety, consent, personal finance, or road safety, equipping them with the knowledge and competencies to thrive as young adults.

David Sansom

Deputy Head Staff & Student Development

Cultural life at Sutton Valence School

Life at Sutton Valence School extends well beyond the academic curriculum. Anyone who is part of this community has the opportunity to involve themselves fully in a range of activities - from sport to the arts. Music, Drama and Art allow students to develop their talents and skills in workshops, performances and exhibitions which take place throughout the year both in School and at a variety of external venues. Visiting artists, actors and musicians are invited to Sutton Valence for specific events or, in the case of Music, as part of a professional series of concerts.

In addition to GCSE and A Level classes, the cultural life of the School relies particularly on students who wish to 'have a go' and develop skills through experience. Enthusiasm is the essential requirement for any practical work and all departments welcome the keen novice as much as the experienced performer.

Plays and reviews, concerts, and cultural trips as well as annual European Music and Art tours all form a substantial part of the cultural life here at Sutton Valence School. Regular clubs, societies and musical activities take place weekly, and the Chapel Choir sings almost daily, as well as taking on many external events.

Phil Horley

Director of Music

Wednesday Afternoon

Wednesday afternoon is used for a variety of activities that allow our students to contribute to the wider community or to extend their education in interesting and diverse ways.

Combined Cadet Force (CCF)

Sutton Valence School has a strong Combined Cadet Force (CCF) which comprises three sections; the Royal Navy, the Army and the Royal Air Force. Sixth Form students, with or without previous CCF experience, are welcome to join in order to gain valuable experience and leadership skills.

We have field weekends when each section goes away on training. There is also a voluntary non-uniformed Adventure Training week in the Easter holiday and Army and RAF camps in the summer. Cadets can also opt to participate in rifle shooting.

If a Lower Sixth student wishes to join the CCF, he or she makes a commitment for two years. If they have no previous CCF experience they will undergo leadership training in the first term and then put those skills to use leading and instructing junior cadets.

Lt Col Glen Millbery

Volunteering at Sutton Valence School

Volunteering takes place on a Wednesday afternoon and is available to those Lower Sixth students who are not members of the CCF.

Students are enrolled on the Short-Course in Volunteering offered through ASDAN. This involves the practical aspects of volunteering, as well as a number of paper-based activities which, together, make up a portfolio of work.

The practical aspect is student-led i.e. the students must seek out their own volunteering placement, organise their time there and the logistics of getting to and from the placement, independently.

Volunteering is encouraged at Sutton Valence School as it helps students learn the value of giving back to the community. In addition, it helps to develop autonomy, resourcefulness, organisation, self-leadership, and communication skills in our students.

Julie Manning
Head of EAL

Sports Leaders Programme

The Sports Leaders UK Level 3 Award in Higher Sports Leadership is a nationally-recognised qualification that gives our Sixth Form students the opportunity to learn the skills needed to plan and deliver sport sessions for younger students and to develop their knowledge on leading and coaching various sports. Our nominated sports leaders coach our junior students on a weekly basis, combining theory and practice on the pitches and courts under the supervision of our sports staff. Our sports leaders endeavour to be positive role models to their younger peers, whilst developing invaluable skills such as communication, teamwork, leadership and initiative.

Those who possess an aptitude to become positive leaders and role models within our community are identified and invited onto the course by the Sports Department. There are a limited number of places available each year, so this is a coveted opportunity for our aspiring leaders of the future.

Vince Wells

Director of Sport

Young Enterprise

Young Enterprise offers pupils the opportunity to experience running their own business, choosing a product to either create or buy and then sell, hopefully for a profit. Established for over 60 years, the Young Enterprise charity provides resources to support students to set up and run their business, to open up a real business bank account and also provides public liability insurance so the team can sell products to people both in school and to the general public. Young Enterprise teams then compete in competitions at a local level and then, if successful, both regionally and nationally. The scheme requires pupils to put in efforts outside of lesson time in marketing and selling their products but is also very well recognised by businesses and universities when recruiting. The Young Enterprise scheme brings to life the scenarios covered within the Business Studies curriculum, it will challenge pupils' ability to work together in teams, prioritise effectively and deal with business problems in real time as they occur.

Mike Metcalfe

Head of Business and Economics

Chartered Institute of Securities and Investment (CISI) Fundamentals of Financial Services

This is a professional qualification for Lower Sixth students interested in entering the financial services sector and takes place on a Wednesday afternoon. The Level Two course is an introduction to: ethics and integrity in financial services; saving and borrowing; banking; equities; bonds; markets; fund management; foreign exchange; insurance and retirement planning. There are seven levels altogether, which students can continue at any point during their career, whether or not they decide to work in the financial services sector.

Young Enterprise offers pupils the opportunity to experience running their own business, choosing a product to either create or buy and then sell, hopefully for a profit. Established for over 60 years, the Young Enterprise charity provides resources to support students to set up and run their business, to open up a real business bank account and also provides public liability insurance so the team can to sell products to people both in school and to the general public. Young Enterprise teams then compete in competitions at a local level and then, if successful, both regionally and nationally. The scheme requires pupils to put in efforts outside of lesson time in marketing and selling their products but is also very well recognised by businesses and universities when recruiting. The Young Enterprise scheme brings to life the scenarios covered within the Business Studies curriculum, it will challenge pupils ability to work together in teams, prioritise effectively and deal with business problems in real time as they occur.

Many universities are interested in this course because few schools offer their students the opportunity to study a professional qualification alongside their A Levels. It is anticipated that the course may give students an advantage when applying to university or in job applications. The course is designed to be studied independently. Students will complete the course workbook and sit the professional examination online near the end of the Lower Sixth.

Mike Metcalfe

Head of Business and Economics

Games and PE

Sutton Valence has a well-earned reputation for excellence in sport. Teams are offered a competitive fixture list in a wide variety of disciplines and we have achieved great success in regional, county and national competitions. The major sports of Cricket, Tennis, Rugby, Hockey and Netball take place on our excellent outdoor facilities.

Aside from team games, Sixth Form students can participate in many other activities such as Badminton, Basketball, strength and conditioning, cardiovascular conditioning, Swimming, Yoga and Football.

The fitness suite is used to the full by the Sixth Form, many of whom follow a planned health-related fitness programme. Strength and conditioning coaches are on hand to assist students in their training
athletic conditioning goals and aims.

I hope this gives you an understanding of how important sport is as a part of life at Sutton Valence, teaching students about teamwork, fair play and how to deal with both triumph and disaster. It is our wish to continue our tradition of sporting excellence and success.

Vince Wells

Director of Sport

Boarding at Sutton Valence School

Sutton Valence School has a large boarding community with students boarding for a minimum of three nights up to full time boarding. Accommodation for senior students is provided in three Houses: two senior boys' Houses - St Margaret's and Westminster - and a senior girls' House - Sutton.

The aim within all boarding houses is to ensure that every student receives the necessary care to develop and mature into well-adjusted individuals who have achieved their full potential both academically and socially. We therefore endeavour to promote an atmosphere within the Houses which makes the boarders feel secure and happy, whilst keeping parents and guardians well informed. In Sixth Form, many students benefit from boarding; some all week, others from three nights or more to fit in with their family and School life. Less travelling time enables a structured focus on academic work whilst managing and accommodating other School commitments. Additionally, learning to be a part of a diverse and vibrant community brings knowledge and experiences that are very useful for university or business life.

Each House is the responsibility of a Housemaster or Housemistress, supported by one or two resident tutors, one non-residential member of staff and a matron. Each House is led by its Head of House and supported by a team of Prefects.

St Margaret's and Westminster offer single shows (bedrooms) for all Sixth Form students. Sutton offers individual or twin accommodation.

All of the School's sporting and cultural facilities are available to boarders after prep at 8.15pm, so that during their free time, boarders can take part in a range of activities using everything that we have on-site. In addition, there are amenities to help them to relax in their House common rooms, where there are newspapers, TVs with Sky and games consoles. At weekends (from 12.30pm on Saturdays for those not involved in games matches), students are free to do as they wish, providing House staff are kept informed.

London is approximately one hour away by train and Maidstone, Canterbury and Bluewater are all within reach of the School.

Head of Boarding - **Mr Steven Head**

Housemaster of St Margaret's - **Mr Mark Howell**

Housemaster of Westminster - **Mr Gary Wellings**

Housemistress of Sutton - **Mrs Sophie de Castro**

Options

Because our pupils choose a very personal and bespoke curriculum, we do not place subjects into option blocks until pupils have made their choices. Please see below for the subjects we offer.

The following 22 subjects are available at A Level.

- **Art**
- **Biology**
- **Chemistry**
- **Design and Technology**
- **Drama and Theatre**
- **Economics or Business***
- **English Literature**
- **Further Mathematics**
- **Geography**
- **History**
- **ICT**
- **Mathematics**
- **Media Studies**
- **Modern Foreign Languages (French)**
- **Modern Foreign Languages (Spanish)**
- **Music**
- **OCR Level 3 Cambridge Technical Introductory Diploma in Sport**
- **Photography**
- **Physical Education**
- **Physics**
- **Psychology**
- **Religious Studies**

*Students must choose either Economics or Business as only one of these subjects may be taken.

We aim to offer all subjects, but where there are very small numbers of students opting to take a subject - three or fewer - we cannot always guarantee to run the course. Where this may occur, the Deputy Head Academic will contact relevant students and parents to discuss options as early as possible.

All queries concerning the subjects on offer should be addressed by email to ballr@svs.org.uk.

Art

Aims

Art at Sutton Valence aims to develop core skills in areas such as drawing, painting, printing, photography and sculpture whilst also engaging students to think about personal expression through developing a sophisticated visual language. Students are challenged and enriched by a positive and lively environment.

Entry requirement

Ideally, those wanting to study Art A Level should have attained at least a grade 6 in GCSE Art. However, exceptions may be made at the discretion of the Head of Department. Sound observational drawing and a good grasp of the formal elements are essential at this level.

Course structure

Coursework 60% , Examination Unit 40%

Currently we follow the OCR syllabus: A Level candidates will be required to produce one extended coursework unit set by the department and an examination unit set by OCR.

The coursework unit, worth 60% of the total marks, will follow a theme and candidates are required to show evidence of strong visual and verbal recording, research, development of ideas and use of a variety of media. To access top grades a candidate will be expected to produce a coursework portfolio of sophisticated developmental work which leads to a final piece, as well as a sketchbook which shows clear evidence of research and analysis both practical and written. There is a 1000 - 3000 word written component (related study) that students are required to complete as part of the coursework unit.

The examination unit requires candidates to respond to a topic from an examination paper and build a portfolio of work which culminates in a final piece. The work will be supported by a sketchbook showing research and development of themes and ideas.

Lower Sixth	Upper Sixth
<p>Component One: Personal investigation</p> <p>This will be a practical unit of coursework that requires candidates to record information, develop ideas and skills, manipulate appropriate media and research their work to ensure that it is informed by relevant artists.</p> <p>This unit is worth 60% of the final grade.</p>	<p>Component Two: Externally Set Assignment</p> <p>The ESA is worth 40 % of the grade and is set by the OCR exam board. One topic is chosen from a list of alternatives.</p> <p>This unit will culminate in a fifteen-hour controlled test, during which students can resolve their projects.</p>

Career opportunities

Studying Art opens up a vast number of creative career opportunities, including interior, fashion or theatre design, architecture, exhibition curator, art historian, graphic design, advertising and of course being an artist.



“ Art is a unique subject in providing tangible and impressive evidence of your development throughout the course, on top of your qualification, which I feel makes the whole process really rewarding and exciting. ”

Biology

Aims

The aims of the A Level specification are to encourage candidates to develop their interest in and enthusiasm for Biology, including developing an interest in further study and careers in Biology. They are encouraged to appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society; develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works; develop essential knowledge and understanding of different areas of Biology and how they relate to each other. Students develop abilities in experimental work as well as in other transferable skills.

Entry requirement

Ideally, those wanting to study A Level Biology should have attained at least a grade 7 in GCSE Biology or Double Science. Ultimately, what is required is a combination of academic ability in the subject along with a committed interest to its study.

Course structure

We follow the OCR A Level Biology specification.

Lower Sixth	Upper Sixth
<p>Content is split in to six teaching modules</p> <p>1 : Development of practical skills</p> <p>2 : Foundations in Biology</p> <p>3 : Exchange and transport</p> <p>4 : Biodiversity, evolution and disease</p>	<p>5 : Communication, homeostasis and energy</p> <p>6 : Genetics, evolution and ecosystems</p> <p>Thorough revision and consolidation of all A Level content (modules 1-6). Exam preparation.</p> <p>OCR have embedded practical skills into the A Level Biology A specification, so that practical activities may be easily integrated into the teaching of the course.</p>

Career opportunities

There are many careers that can follow on from the study of Biology. Some of these require other specific A Level subjects to be studied, such as Chemistry and Mathematics. Opportunities include medicine, dentistry, veterinary scientist, biologist, geneticist, microbiologist, pharmacist, sports scientist, physiotherapist, zoologist, ecologist, environmental officer; science journalist, teacher or lecturer, nutritionist, biochemist, biotechnologist, forensic scientist.

“Biology requires a lot of dedication and hard work, but opens up a huge range of exciting opportunities for the future. Biology is a subject that has intrigued me all the way from GCSE through to A Level. I would urge anyone with a curious mind to

explore Biology at A Level.”

Chemistry

Aims

Chemistry underpins our everyday existence. It is responsible for advances in the quality and comfort of our lives and is central to our understanding of the natural world. It is an exciting, challenging subject with the potential for developing many useful transferable skills.

Entry requirement

Ideally, those wanting to study Chemistry A Level should have attained at least a grade 7 in GCSE Double Science or preferably Chemistry. Exceptions may be made at the discretion of the Head of Department.

Course structure

The Chemistry department currently follows the new course from AQA. This specification involves the assessment of practical work which will now be done via a written paper. The following papers will be taken:

Upper Sixth

Paper One

- Physical chemistry topics including thermodynamics, equilibria constants, electrode potentials and acids and bases
- Inorganic chemistry topics including period 3 elements and their oxides, transition metals and reactions of ions
- Practical skills

Paper Two

- Physical chemistry topics including kinetics and rate equations
- Organic chemistry topics including aldehydes and ketones, aromatic chemistry, amines, amino acids, proteins and DNA
- Practical skills

Paper Three

- Any content
- Any practical skills

Career opportunities

With a qualification in Chemistry a student could go on to Further or Higher Education, studying Chemistry or one of the other sciences or related subjects, such as medicine, pharmacy, veterinary science or chemical engineering. They may work in science-based industry, the medical field or agriculture. However, these days a career in the sciences is not the only destination for those with Chemistry qualifications. A study of Chemistry develops the skills of inquiry, analysis and evaluation and students are welcomed into many professions where these abilities are valued.

“One great thing about Chemistry is the intrinsic feeling of achievement after a successful practical Chemistry lesson; it is a great reward for the work put in. Chemistry has taught me to think like a

proton - always positive. ”

Design and Technology

Aims

Design Technology (Product Design) is an exciting course which encourages candidates to take a broad view and interest in products; to develop their capacity to design and make innovative products, and to appreciate the relations between design, materials, manufacture, and marketing.

Entry requirement

Those wishing to study Design Technology A-Level should have studied GCSE Design and Technology or other associated Design and Technology specification.

Course structure

The course follows the AQA A-Level Design and Technology: Product Design. This A Level requires students to demonstrate their application of knowledge, understanding and skills of Mathematics and Science in both theoretical and practical ways, which support decisions made in the processes of designing and making. 15% of the examination will be mathematically assessed.

Lower Sixth	Upper Sixth
<p>Product manufacture: Screwdriver project The make focuses on industrial processes, selecting appropriate tools and equipment for manufacture, and CAD/CAM. Planning for accuracy and quality assurance is fundamental throughout the manufacture.</p> <p>Design investigation: Contextual challenge This unit will help students to understand: Material classifications and performance characteristics, linking with Science and Mathematics. Material enhancements, commercial production processes; including digital design and manufacture are also explored.</p> <p>Theoretical knowledge: Alongside the practical sessions throughout the first year, staff will deliver the associated theory, consisting of knowledge and understanding to coincide with the manufacture and investigation projects mentioned above, as well as a detailed understanding of a range of designers and their work, design styles and design movements.</p>	<p>Paper One: Technical principles 30% of A Level - 120 marks Written examination: 2 hours 30 minutes Assessment on: • Materials classifications, applications, testing and performance characteristics.</p> <p>Paper Two: Designing and making principles 20% of A Level - 80 marks Written examination: 1 hour 30 minutes Assessment on: Section A: Questions based on visual stimulus of product(s). Section B: Commercial manufacture.</p> <p>Non-exam assessment (NEA): 50% of A Level - 100 marks Substantial research, design and make project consisting of a digital portfolio and evidence of product manufacture. Candidates will investigate historical, social, cultural, environmental and economic influences, whilst producing prototypes derived from a self-produced design.</p>

Career opportunities

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Many of our students go on to study Product Design at University. With skills in designing and manufacturing, problem solving and time-management, the options for further study are very broad. In addition to Product Design, students have a worthy foundation to study engineering, architecture, graphic and user experience desi

Drama and Theatre

Aims

Drama and Theatre A Level is designed to develop a students' understanding of Theatre through History and into the 21st Century, as well as allowing them to explore what is required to effectively bring to life a variety of play texts.

Entry requirement

Students wanting to study Drama and Theatre A Level should have attained at least a grade 6 in GCSE Drama and have participated in co-curricular productions in either a performing or supporting role, in or out of School. However, exceptions may be made at the discretion of the Head of Department. Above all, students should have a passion for the theatre and be able to demonstrate high levels of self-discipline and co-operation.

Course structure

Component One: Students are asked to study a play text and then devise their own piece of theatre using this text as a stimulus. For example, students could take a theme, the narrative or a moral within the text and develop this into their own piece of work. The work that they produce must be in the style of a chosen practitioner. They will also submit a portfolio of written evidence detailing the process as it happens. Design options are also available in this unit.

Component Two: Students will study two texts and perform these for an external examiner. One of the performances is either a monologue or a duologue and the other performance asks students to perform an extract as part of a group. Design options are also available in this unit.

Component Three: At the end of the Upper Sixth, students will sit a written examination. This will consist of the study and exploration of two play texts in relation to their historical context and an evaluation of a live performance.

Career opportunities

Drama and Theatre A Level links well with any humanities subject and is not just for people wishing to enter the performance industries. It comes as a surprise to some that A Level Drama and Theatre is looked upon favourably by universities offering Law degrees. Theatre students work cooperatively, think critically, learn to organise their time to meet deadlines and communicate effectively.

“ A-Level Drama has helped me across all of my subjects. I am more self-aware and have gained really strong working relationships with my classmates. I also get to explore theatre and human behaviour in a variety of ways. The trips are great, too! ”

Economics or Business

Please note, that in consultation with the Academic Deputy, Tutors and students, the Head of Department will determine which course (Economics or Business) is undertaken by individual students. Considering GCSE results, A Level prediction, a student's preference, their career aspirations and their performance over the first three weeks of the Lower Sixth, the course that offers the student a chance of gaining a higher grade, will be recommended. Pupils cannot choose to do both.

Aims

By studying Economics or Business, students are given an awareness and understanding of the commercial world in which they will one day make their mark. The courses aim to inspire students to understand how an economy works and how they will negotiate the maze of policies, competitors and an ever-changing world to flourish into successful adults. Being able to understand the motivation and strategies of the government as it attempts to achieve its goals, is a skill that the course aims to develop. At the completion of the course, students should have the skills and knowledge to be alert to the machinations of business as it seeks to maximise profits. By studying Economics or Business theories, coupled with case studies and the real-world economy, students come to an understanding of the problems and solutions faced by governments, enterprises and consumers.

Entry requirement

Students do not need to have studied either subject at GCSE, but both courses require students to be numerate and to write well. Students should have achieved at least a grade 4 for both Mathematics and English to study Business, and a grade 6 in both Mathematics and English to study Economics. Due to the fact that both subjects relate to the real world, an interest in current affairs would be an advantage. The courses offer students a path to a new way of thinking and a window through which to view the world around them with wonder.

Course structure

The Economics and Business Studies department will be following the Edexcel GCE Business A Level Specification and the Edexcel GCE Economics B A Level specification. Each course is divided into four themes.

Business:

Theme One - Marketing and people
Theme Two - Managing business activities
Theme Three - Business decisions and strategy
Theme Four - Global business

Economics:

Theme One - Markets, consumers and firms
Theme Two - The wider economic environment
Theme Three - The global economy
Theme Four - Making markets work

Assessment for both courses is entirely by three, two-hour examinations.

Career opportunities

An A Level in Economics or Business could give students an enhanced career choice and progression opportunities. Both courses will help students gain a greater understanding of the business and economic environment, as well as acquiring essential skills for further study. Both courses could lead students to progress on to degrees in economics, business management, finance, accountancy, as well as marketing, international studies, or even politics or history

“ Business has taught me the key aspects of how businesses operate and utilise this knowledge to work on setting up marketing sites. It has allowed me to explore the edge between operating in the business field and working on key mathematical skills. ”



“ Studying Economics has widened my understanding and opened my eyes to local and global issues that affects our economy. It unlocks both debating and numerical skills and has made me realise the importance of resilience and change. ”

English Literature

Aims

The course broadens the experience of literature in English that pupils have had at GCSE and develops their critical sense and analytical response to the texts that they study during the course. The range of literature studied in the course broadens pupils' cultural experience, covering a time span from the Renaissance to the 21st century. While broadening their critical response to texts, pupils will also develop the ways in which they express themselves and articulate their ideas with an increasing degree of sophistication.

Entry requirement

A Grade 6 or above in both GCSE English Literature and GCSE English Language is strongly advised. The most successful candidates, and for those whom the course is most rewarding, are those who can approach a wide variety of different literary genres with an open mind and who can develop their own critical technique. A candidate with insight and perception and an ability to see beyond the surface of a text to identify wider meanings and implications will certainly enjoy the course. It is important that candidates already have an enjoyment of reading and a readiness to undertake significant independent reading and research, as these will have a significant influence on candidates' success at A-level.

Course structure

We follow the Edexcel specification, and the course comprises four components. The examined components represent 80% of the overall A Level, and coursework makes up the remaining 20%.

A Level (two year) linear course

Component One: Drama 30%

2 hours 15 minutes open book written examination
Two answers on Shakespeare and one other playwright

Component Two: Prose – 20%

1 hour 15 mins open book written examination
One comparative answer on two novels linked by a specified theme

Component Three: Poetry – 30%

2 hours 15 minutes open book written examination
Two answers on contemporary poetry and a chosen poet or poetic period

Component Four: Coursework – 20%

3,000 word essay comparing two texts

Career opportunities

English Literature combines well with a wide variety of subjects and naturally complements scientific disciplines. An A Level in English Literature shows potential universities and employers that the candidate has an ability to write fluently, structure an argument effectively and read critically. These are valuable skills for any degree course or profession.

“ I have enjoyed exploring new, interesting and challenging texts that I would otherwise not come across, and the immersive discussion that follows. It provides the opportunity to improve writing skills

as well as offering exciting theatre trips. „

Further Mathematics

Aims

To extend the range of mathematical skills and techniques and use them in more difficult, unstructured problems. To develop an understanding of coherence and progression in Mathematics and of how different areas of Mathematics are connected.

Entry requirement

Ideally, those wishing to study Further Mathematics A Level should have attained at least a grade 8 at GCSE. Students should also have a commitment to the subject and thirst for Mathematics.

Course structure

Mathematics is a linear course. Students will take the three Mathematics A Level units, in addition to four Further Mathematics units. Two of the units are compulsory and are based on the fixed pure content, which will focus on number and algebra. There is then some flexibility in the other two units with options of taking either: Further Mechanics, Further Statistics, Further Pure or Further Decision units. The decision between which of these two modules will be taken will take place in the Summer Term.

Lower Sixth	Upper Sixth
<p>Students will cover the fixed option of Core Pure Mathematics 1. They will look at topics such as complex numbers, matrices and proof.</p> <p>Further Statistics 1 (Further Mathematics AS Level)</p> <p>Students will cover the AS aspects of this module, which consists of hypothesis testing, binomial and poisson distributions and chi-squared tests.</p> <p>Further Mechanics 1 (Further Mathematics AS Level)</p> <p>Students will cover the AS aspects of this module, which consists of momentum, elasticity and power. Although there is no external examination at the end of the year, students do internal examinations that cover all the material covered in this year.</p>	<p>Students build upon the work done in the Lower Sixth and will cover the work in Core Pure Mathematics 2. Here, they are introduced to polar coordinates, hyperbolic functions and differential equations.</p> <p>Further Statistics 1 (Further Mathematics A Level)</p> <p>They complete this module by looking at the advanced topics of probability generating functions, the central limit theorem and type I and type II errors.</p> <p>Further Mechanics 1 (Further Mathematics A Level)</p> <p>They build upon the work done in Lower Sixth and look to develop their understanding on strings, springs and collisions.</p> <p>The external examination comprises of four papers. Each is worth 25% of the qualification and each paper is 1 hour 30 minutes.</p>

If you are interested in studying Further Mathematics, please ask Mr Wellings for the latest update on the course content.

Career opportunities

Students who study Mathematics and Further Mathematics at A Level will find the topics covered useful in fields such as engineering, the sciences, psychology, geography, and economics. However, they can always study the subject for its own sake, which in turn, can lead to careers in accountancy, business, and education.



“Further Mathematics has taught me how to effectively solve problems and think logically. I have always had a passion for Mathematics but taking this subject at A Level has really helped me to realise how useful it can be in everyday life.”

Geography

Aims

Geographers develop skills in analysis, interpretation, evaluation and decision-making whilst becoming ever-more informed about the world.

Entry requirement

Ideally, those wanting to study Geography A Level should have attained at least a grade 6 in GCSE Geography. Students need to develop essay-writing skills and cope with using advanced statistical techniques under timed conditions.

Course Structure

The Geography department follows the Cambridge International A Level Geography Specification 9696. Our students sit the core modules at the end of the Lower Sixth Form and the advanced modules at the end of the Upper Sixth Form. This is a broad, knowledge based A Level providing a perfect platform for continuing to study Geography at university.

There are four components:

Paper One - Core Physical Geography (1 hour 30 minutes) - 25%

Paper Two - Core Human Geography (1 hour 30 minutes) - 25%

Paper Three - Advanced Physical Geography (1 hour 30 minutes) - 25%

Paper Four - Advanced Human Geography (1 hour 30 minutes) - 25%

<p>Topics covered:</p> <p>Physical Geography:</p> <ul style="list-style-type: none">Hydrology and fluvial geomorphologyAtmosphere and weatherRocks and weathering <p>Human Geography:</p> <ul style="list-style-type: none">PopulationMigrationSettlement dynamics <p>Field Trip:</p> <ul style="list-style-type: none">Students will participate on a four-day field trip in the summer term of Lower Sixth. During this field trip they will consolidate their learning through topic specific expeditions.	<p>Topics covered:</p> <p>Physical Geography:</p> <ul style="list-style-type: none">Hazardous environmentsCoastal environments <p>Human Geography:</p> <ul style="list-style-type: none">Economic transitionGlobal interdependence
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Career opportunities

Geography offers a broad range of career paths, many of which will be critical in the 21st century. UCAS states that Geography has one of the highest employability rates of all undergraduate degrees and offers great flexibility. Careers in finance, business, marketing, sustainability, urban development and planning, environmental management, politics and social sciences are just some of the routes that Geography can lead to.

History

Aims

The past is worth studying for its own sake. We can have no true sense of our own identity without an awareness of where we came from. However, those who study History A Level also learn to develop valuable, transferable intellectual skills.

Entry requirement

Ideally, those wanting to study History A Level should have attained at least a grade 6 in GCSE History. However, exceptions may be made at the discretion of the Head of Department. Above all, students should have a love of the past, the ability to express themselves well in writing and the capability to think critically.

Course Structure

We follow the linear AQA A Level History specification. The course is comprised of two units, one depth and one breadth, that will be examined and one piece of coursework on Tudor Rebellions. The coursework will comprise 20% of the overall grade. Both of the examined units will be taken at the end of the second year of study. The units combine political, social and cultural history enabling students to take an overview of critical developments and foster a strong sense of historical change and continuity over time.

Sixth Form

Tsarist and Communist Russia 1855—1964 – 40%

2 hours 30 minutes written examination

The Making of Modern Britain 1953-2007 – 40%

2 hours 30 minutes written examination

Coursework – 20%

3500 word essay on an aspect of the Tudors.

Career opportunities

Studying History builds a number of vital intellectual and personal qualities. Historians can write and argue effectively, assimilate, and organise information and think critically. History is therefore an excellent subject to study at university level. It also combines well with such subjects as Politics, Psychology, Geography, Economics, English, Art and Music. Individuals with History degrees work in several different career areas, including the media, education, business and legal sectors.

“History A-Level covers many years of history, and each is as interesting as the last. History has the ability to teach us about the present and future, whilst learning about the past. There is a lot of content, but it is broken down into manageable

chunks, making it a great A-Level choice.”

ICT

Aims

In today's world, where Information and Communications Technology (ICT) is constantly changing, individuals will increasingly need technological and information literacy skills that include the ability to gather, process and manipulate data. Such skills are now as essential as the traditional skills of numeracy and literacy. The course will encourage students to become discerning users of IT. It will allow them to develop a broad range of IT skills, knowledge and understanding.

Entry requirement

There is NO requirement to have completed GCSE ICT or Computing. If you have an interest in developing your knowledge and understanding of how ICT can be applied to the workplace and developing tools and techniques that will assist you both at university and beyond then this is the course for you.

Course structure

We follow the OCR Cambridge Technicals Extended Certificate in ICT. The course is broken down into five modules - three examined and two coursework. There are exams in January and June with one retake opportunity allowed for each module.

Lower Sixth	Upper Sixth
<p>Paper One Fundamentals of IT A 1 hour 30-minute written examination covering the basics of IT. This is a combination of multiple choice and short answer questions. This unit underpins all successive units.</p> <p>Paper Two Cyber Security A 1 hour written examination covering the basic computer threats and how to prevent them.</p> <p>Coursework Unit One - Product Development Use structured techniques to develop a website following project management principles.</p>	<p>Paper Three Global Information A 1 hour 30-minute written examination covering the use of IT across the cloud and internet by individuals and organisations.</p> <p>Coursework Unit Two - Internet of Everything Develop an idea on the theme of the internet of everything and pitch it in the style of Dragons' Den.</p>

Career opportunities

ICT has now become an accepted and important facet of society and permeates much of the culture of both university and the workplace.

There are a wide range of opportunity prospects within ICT - programmers, ICT support, web page designers, graphic designers are but a few of the exciting career prospects on offer. As well as being a good supportive subject for other A Level courses, the course in ICT will give you the opportunity to learn how to use computers within a controlled environment and hopefully whet your appetite for exploring this discipline further at University.



“ In an ever-changing world, we are becoming more and more reliant on technology. Studying ICT offers the chance to know more about computers and their systems, learning about the technology you use in everyday life. ”

Mathematics

Aims

To develop an understanding of mathematical processes, the ability to reason logically and to generalise and construct mathematical proofs. You will discover how to use Mathematics as an effective means of communication and to understand the relationship between real-world problems and mathematical models and how these can be refined and improved.

Entry requirement

Ideally, those wishing to study Mathematics A Level should have attained at least a grade 7 in GCSE Mathematics and gone onto to study the GCSE Further Mathematics course. However, exceptions may be made at the discretion of the Head of Department. More importantly, students need a commitment to work hard and with determination, as this is not a course for the faint-hearted.

Course structure

Mathematics A Level is a fully linear qualification. This is a two-year course, with all three units being examined at the end of the Upper Sixth. There are three compulsory units, two of which are Pure Mathematics (focusing on number and algebra) and the third unit is a mixture of Statistics and Mechanics. There is no longer the choice between the application modules as in previous years.

Students will need a graphical calculator (Casio FX-CG 50) for this course.

Lower Sixth	Upper Sixth
Pure Mathematics Year One (to be examined in the Upper Sixth) – 33.3% Algebra, calculus, geometry, trigonometry	Pure Mathematics Year Two – 33.3% Algebra, calculus, geometry, trigonometry 1 hour 30 minutes written examination in each module.
Statistics and Mechanics Year One Probability, regression and distributions, moments, kinematics, and dynamics of a particle	Statistics and Mechanics Year Two Further work on probability, regression, dynamics of a particle, vectors, and mathematical modelling

Career opportunities

Mathematics is required in all walks of life; however, it is widely used in the fields of engineering, the sciences, psychology, geography, and economics. Students may choose to study it for the love of the subject itself. Students who graduate from university in Mathematics are greatly sought after in all areas of employment including accountancy, business, and education.

“Mathematics teaches us so much more than just calculating. It teaches us to keep going and to try until we get the correct answer. The feeling of achievement after solving a difficult calculation is why I would never change Mathematics for another subject.”

Media Studies

Aims

The WJEC EDUQAS Media Studies specification develops analytical and creative skills and provides students with a grounding in the theoretical approaches that support the study of media products. The course will improve creative and technical skills, critical thinking and analytical skills and the ability to develop and sustain arguments in writing.

Entry requirement

It is not necessary for students to have previously studied GCSE Media Studies.

Course structure

The Media A Level course comprises of three units. Two of these are exam based (70%), while the third unit focuses on practical coursework (30%).

Unit One (35%) explores the key media concepts of representation and audience. Students will develop their ability to examine media products using media language and an analytical framework, including the exploration of genre and narrative. Texts studied will include music video, video games, advertising, film trailers and posters, newspapers and radio programmes.

Unit Two (35%) particularly focuses upon the media concepts of audience, genre and narrative representation and the media industry itself. Texts studied will include Peaky Blinders, The Bridge, magazines and online media for example vloggers and news websites.

Unit Three (30%) is the coursework production unit. Students will complete two individual media productions that are linked. For example, they might choose to create a marketing campaign for a film including a DVD cover, three posters and a short documentary about the making of the film or, four pages of a new magazine and a short documentary about the launch of the new magazine.

Unit	Examined by
One: Meanings and representations in media Two: Media forms and products Three: Cross media practical productions	Written essay format examination comprising three questions: 2 hours 15 minutes (35%) Written essay format examination comprising three questions: 2 hours 30 minutes (35%) Coursework which is internally assessed and externally moderated (30%)

Higher Education and Career opportunities

Media Studies A Level provides an excellent platform from which to take the study of the subject further at university. Many past students have gone on to study media-related courses at university, such as media or film production, journalism, and marketing. These courses naturally lead on to careers within the burgeoning media sector. However, Media Studies A Level also builds skills of value to many university courses and employers such as the ability to work creatively, read critically, summarise arguments and use initiative to problem solve.

“ I have thoroughly enjoyed taking Media Studies at GCSE. I have especially loved making podcasts and learning about the media industries. It covers really interesting and relevant issues like sexism and homophobia and

the way the media represent them. ”

Modern Foreign Languages (MFL): French and Spanish

Aims

Learning a language is a fantastic way to gain insight into other cultures and ways of life. Being able to communicate in another language opens up a whole new world of opportunities, not only for work and travel, but also for film, literature, history, music, art and sport.

Entry requirement

Ideally, those wanting to study Modern Foreign Languages at A Level should have attained at least a grade 7 at GCSE. However, exceptions may be made at the discretion of the Head of Department. Above all, students should have a love of language learning and a desire to learn about other cultures. The ability to learn independently and the highest degree of self-motivation are also essential to succeed in the A Level course.

Course structure

We follow the AQA A Level Specification for French and Spanish. The course is linear with all examinations taking place at the end of the second year. Students cover a wide range of topics related to contemporary issues in the relevant country. They also study film and literature as well as undertaking an independent research project as part of the speaking examination.

French	Spanish	Examination format
Aspects of French-speaking society: current trends Artistic Culture in the French-speaking world Aspects of political life in the French-speaking world	Aspects of Hispanic society: current trends Artistic Culture in the Hispanic world Aspects of political life in the Hispanic world	Paper One: Listening and Reading (50% of A Level) Paper Two: Writing (20% of A Level) Paper Three: Speaking (30% of A Level)

Career opportunities

In addition to mixing well with most other degree courses, the study of Modern Foreign Languages at university furthers students’ cultural awareness and develops their communication skills. The ability to communicate accurately in a modern language is a skill for life. In an increasingly globalised world, having a second language will prove to be a real asset to all students and will open up a whole world of opportunities in the future.

“A-Level French allows you to further progress in the language, exploring topics in greater depth and developing a wider vocabulary. It greatly expands your horizons for future employment, career options and opens up international opportunities.”

Music

“Without music, life would be a mistake.”

Friedrich Wilhelm Nietzsche

Aims

The aim of the Music department is to encourage students to discover for themselves the excitement and fulfilment gleaned from music. Students will develop performance skills, compose music and learn about traditional harmony. They will build up their aural and analytical skills by studying a wide range of music. Studying Music offers students the unique opportunity to combine creativity with a strong academic focus, which is why music is considered a strong academic A Level at most universities. Students leaving the Music department have gained places at various top universities and conservatoires, including in recent years, the Royal Welsh College of Music and the Guildhall School of Music.

Entry requirement

Ideally those wishing to study Music A Level should have attained at least a grade 6 in GCSE Music. Students should also be at approximately grade 6 in at least one instrument. However, exceptions may be made at the discretion of the Head of Department. Above all, students should have a love of music and be enthusiastic in joining in the various ensembles which we offer.

Course structure

The Music Department follows the AQA A Level Music specification. The course is comprised of three units spread over two years.

A Level two-year course	
Performing 35%	Eight to 12 minutes of performing, recorded between March and mid-May of the examination year. Must be of the standard Grade 7 level and above
Composing and Compositional technique 25%	One composition given as a brief by the board in September – at least four minutes long Two compositional exercise on Bach Chorales done as set by the Board
Appraising 40%	2 hour exam in June based on set works and general listening

Ensembles and Concerts

Students in the Sixth Form are expected to take a lead in ensembles. There are opportunities to form their own groups and every term there are informal concerts organised and run by the students. Ensembles that they are expected to contribute to are the Concert Orchestra (all instrumental players), String Orchestra (Strings plus others at the invitation of the Head of Strings), Chapel Choir, Chamber Orchestra, Girls’ Choir, Chamber Choir and Jazz Band.



“ I can confidently say that Music is one of the most diverse and interesting A Level subjects. It has deepened my understanding of music and tightened my bond with the music school, leading to a number of incredible

opportunities. ”

OCR Level 3 Cambridge Technical Introductory Diploma in Sport (2012 suite)

Aims

This qualification aims to develop students’ knowledge, understanding and skills of the principles of Sport and Physical Activity. Students will gain an insight into the sector as they investigate opportunities for delivering sport and physical activity to a wide range of participants, whilst at the same time learning about how exercise impacts on the different body systems. Students will also learn about how sport is organised and developed throughout the UK in a bid to ensure sport and physical activity is promoted from grassroots to elite level. Students will also gain core skills required for employment or further study in the sector such as communication, analysis, organisation and adaptation.

Entry requirement

The Cambridge Technical is open to all students in the Sixth Form and is recommended to those with a strong background in sport and physical activity.

Course structure

A wide range of centre-assessed units with practical and wider project-based assessment opportunities. This course is examination-free and coursework-based. Units of study include anatomy and physiology, body systems, the long and short-term impacts of sport and physical activity and how sport is organised. The purpose of sports development, sports coaching and leadership also makes up a key part of this course.

This is an A Level equivalent and allows you to achieve the equivalent UCAS points for the grades A* (56), A (48), C (32) or E (16). The course covers both practical and theoretical skills and requires the pupil to reflect on their own abilities and improve them. There are a number of tasks, all graded at Pass, Merit or Distinction.

Assessment is coursework based and independent study and research makes up a large part of each unit.

Units of work	
Principles of Anatomy and Physiology Physiology of fitness Sports organisation and development Current Issues in Sport	Sports coaching Sports nutrition Psychology for sports performance

“ As someone who wishes to pursue a career in sports coaching and physical education outside of Sutton Valence School, this subject has not only been enjoyable to do at school, but will also be extremely helpful in me achieve my future career goals.”

Photography

Aims

Many students are attracted to the combination of technical instruction and creative freedom that Photography offers. Students who choose to study Photography will have considerable scope in selecting and pursuing their own projects. As a result, the work of our students – and the department’s expertise – is diverse.

Entry requirement

The willingness to get fully involved and work consistently hard throughout the course, combined with a desire to be creative.

Course structure

During the course, students will begin by focusing on the development of photography from simple beginnings to the pervasive activity that it is today. The workings of the camera will be explained, together with the processes that allow photographers to realise the images that they have in their mind’s eye. Students will work in a traditional darkroom before moving on to work with digital cameras and computers. We will work in a studio environment where you’ll learn to work with controlled lighting, as well as carrying out some experimental assignments. We will also work extensively out of doors and will make good use of Field Days and gallery visits. Students will build up a portfolio of work that combines their own art together with investigations into the work of established photographers. As the course progresses, there will be an increasing emphasis on the quality of your final prints in anticipation of an exhibition at the end of the Summer Term.

Lower Sixth	Upper Sixth
<p>Component One: Personal investigation – 60%</p> <p>This will be a practical unit of coursework that requires candidates to record information, develop ideas and skills, manipulate appropriate media and research their work to ensure that it is informed by relevant artists.</p> <p>A related study between 1,000 to 3,000 words will also be submitted and assessed as part of this unit.</p>	<p>Component Two: Externally Set Assignment – 40%</p> <p>One topic is chosen from a range of alternatives.</p> <p>This unit culminates in a 15-hour controlled test, during which students resolve their projects.</p>

Career opportunities

Studying Photography opens up a wide range of creative career opportunities including freelance or agency photographer, in-house communications, media production, electronic imaging, journalism and teaching.

“I really enjoyed taking photography as a GCSE subject. So much so, that I decided to take it on at A Level. I like being able to express my creativity and present my book artistically, to show off and be proud of something I have done.”



Physical Education

Aims

To enhance students' knowledge and increase their understanding of the factors that affect performance and participation in physical education. To address current contemporary topics in sport such as the impact in the use of ergogenic aids, technology and increasing commercialisation of sport. To equip students with the skills and knowledge required for higher education or the world of work.

Entry requirement

Do you have a real interest in sport and can apply biological facts in a sporting context? Do you tend to watch sports programmes, read about sports medicine research, follow athletes' achievements and take part in sport? Do you have good GCSE passes in the Sciences and preferably GCSE PE? Do you have a very good understanding of a least one sport, as a performer or coach? Are you interested in the history, psychology and social aspects of sport in addition to the physiological aspect (how organs function)? Can you learn a lot of factual material in detail, apply the knowledge and interpret data? Can you communicate information graphically and by written prose? Can you think independently and scientifically, but also utilise numerical skills and analyse source material? If you can answer yes to most of these questions, then A Level Physical Education is for you!

Course structure

A Level two-year course

Paper One: Factors affecting participation in physical activity and sport – 35%

Section A: Applied Anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

Written exam: 2 hours; 105 marks

Paper Two: Factors affecting optimal performance in physical activity and sport – 35%

Section A: Exercise and physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

Written exam: 2 hours; 105 marks

Non-exam assessment: Practical performance in physical activity and sport – 30%

Students assessed as a performer or coach in the full-sided version of one activity (15%) plus, written analysis of performance (15%).

Career opportunities

Science subjects, including human biology, psychology and most other A Level subjects go well with A Level Physical Education. It will help you prepare for studying a variety of courses at university like sports science, sport studies, leisure management, teacher training, sports therapy, physiotherapy, and many other combinations.

“A Level Physical Education has developed my understanding and knowledge of the different muscle groups used, as well as certain skills and strategies to benefit and improve performance. This knowledge has helped me to improve my own performance when I play sport.”



Physics

Aims

We aim to deliver the Physics specification in a stimulating way using specialist teachers who will always endeavour to relate knowledge to the world around us.

Entry requirement

Ideally, those wanting to study Physics A Level should have attained at least a grade 7 in GCSE Physics or Combined Science and also a B grade in GCSE Mathematics. However, exceptions may be made at the discretion of the Head of Department. Studying Mathematics at A Level is an advantage, but not essential. Above all, students should have an inquiring mind and a desire to discover more about the world around them.

Course structure

The Physics Department offer the OCR A Level Physics A Specification.

Lower Sixth	Upper Sixth
Module One: Development of practical skills Module Two: Foundations of physics Module Three: Forces and motion Module Four: Electrons, waves, and photons	Module One: Development of practical skills Module Two: Foundations of physics Module Five: Newtonian world and astrophysics Module Six: Particles and medical physics
Paper One - Modelling Physics – 37% Modules One, Three and Five - 2 hours 15 minutes Paper Two - Exploring Physics – 37% Modules Two, Four and Six - 2 hours 15 minutes	Paper Three - Unified Physics – 26% Modules One to Six - 1 hour 30 minutes A Level practical endorsement - Pass or Fail Internally assessed

Career opportunities

Studying Physics builds a number of intellectual and practical skills, which will be vital in studying at university and in many future careers. Physics is an essential subject to study at A Level if wishing to study engineering, architecture, communications, and many science-based degree courses. It also combines well with such subjects as Mathematics, Design Technology, Chemistry and Geography.

“A-Level Physics has been really interesting and the range of topics covered throughout the course has meant you are always learning new things. It is such a great experience and the subject has taught me many new skills that I have been able to transfer into all of my other subjects.”

Psychology

Aims

Psychology is a fascinating science concerned with the study of the mind and behaviour. Psychologists study thought and behaviour at many levels - from the detailed structure and function of the brain, through to social and cultural processes in an attempt to gain a clearer vision of who we are and why we do what we do. In pursuing this science of the mind, Psychology, we discover how to decipher the world around us and, of course, our world within. In doing so, we gain a completely different idea of the things we know best. The skills you learn at A Level will readily transfer to many other careers.

Entry requirement

Above all, students should have an interest in learning about ‘what makes humans tick’, the ability to express themselves well in writing, be analytical and have an interest in scientific enquiry, be able to cope with a high level of subject content and have the capability to think critically.

Course structure

The Psychology department follows the AQA A Level Psychology specification. The A Level comprises of three examinations at the end of the two-year course.

Lower Sixth	Upper Sixth
<p>Paper One: Social influence, memory and attachment</p> <p>Paper Two: Psychopathology, approaches in psychology, including biopsychology, and research methods</p>	<p>Paper One: Social influence, memory, attachment and psychopathology</p> <p>Paper Two: Approaches in psychology, biopsychology and research methods</p> <p>Paper Three: Issues and debates plus three optional topics</p> <p>The A Level is assessed by three two-hour examinations.</p> <p>The content of Paper One, Two and section A of Paper Three are compulsory</p> <p>Each paper consists of multiple choice, short answer and extended answer questions</p>

Career opportunities

Studying Psychology enables students to develop their abilities to analyse and evaluate information, think critically and apply theories to everyday situations. It combines well with such subjects as History, Geography, Business, the Sciences, Philosophy and Ethics, Mathematics and English. Psychology offers good career prospects as it bridges the natural and social sciences, applying scientific methods to human behaviour, and interfaces with fields such as education, health, information technologies, philosophy, and social policy.

“A Level Psychology is a fascinating subject which constantly addresses your everyday questions. Psychology explains humanity in so many respects and the course I taught with in a way that makes it really engaging.”

Religious Studies

"The unexamined life is not worth living."

Socrates

Aims

Religious Studies A Level is intended to allow students to think about and debate some of the most fundamental questions of human existence; questions which have occupied the minds of philosophers and theologians for centuries and which continue to do so today. The course is also designed to enable learners to develop their interest in, and enthusiasm for, a study of Christianity and its place in the wider world.

Entry requirement

Ideally, those wanting to study Religious Studies A Level should have attained at least a grade 6 in GCSE Religious Studies. Above all, students should have an interest in religious and philosophical and religious issues, the ability to express themselves well in writing and an aptitude for critical thinking.

Course structure

The course is divided into three units. Each unit is a written examination worth 33.3 % of the overall mark.

Course Content

Component One: A Study of Religion – 33.3%

There will be four themes within each option: religious figures and sacred texts; religious concepts and religious life; significant social and historical developments in religious thought; religious practices and religious identity.

Component Two: Philosophy of Religion – 33.3%

There will be four themes within this component: arguments for the existence of God; challenges to religious belief; religious experience; religious language.

Component Three: Religion and Ethics – 33.3%

There will be four themes within this component: ethical language and thought; deontological ethics; teleological ethics; freewill and determinism.

Career opportunities

A Level Religious Studies would be a good preparation for any Arts degree and is a recognised subject for university entry. There are many degree courses in theology, religious studies and philosophy throughout the country, with a range of entry requirements. Most importantly, however, Religious Studies is a stimulating area of academia in its own right and teaches the sort of critical thinking skills which are immediately transferable into any discipline.

“ Through a mix of logic, reason and debate you can gain a deeper understanding and a clearer picture, of the big questions that dictate your reality. Whether you are religious or not, this form of thinking is so beneficial as you gain knowledge that you will have for the rest of your life.”



Extended Project Qualification (EPQ)

The Extended Project Qualification (EPQ) is a research qualification for which students undertake research into a topic of their choice and then develop a product with their findings. This product can be a 5,000-word written report or an 'artefact', such as a film, play script, lecture, exhibition or piece of art. Throughout the project, students set their own deadlines under the guidance of a supervising teacher, with whom they meet on a weekly basis. The project concludes with a verbal presentation, to a small audience, during which students honestly review their EPQ journey. At the end of the project, students should have learned how to manage their time, complete research effectively, reference sources accurately and present to an audience with confidence.

Due to the independent nature of the EPQ, this qualification acts as a useful bridge between A Level and university-style study. It is looked upon very favourably by most universities, including Russell Group establishments. The qualification carries up to 70 UCAS points. Students at Sutton Valence tend to begin their EPQ in the Lent Term of their Lower Sixth year, aiming to complete by the Lent Term of the Upper Sixth. To ensure that a student is suited to the independent-study aspect of an EPQ, they are asked to achieve a high average class-effort and prep-effort grade in their first full School report; the exact details of this requirement will be explained to students when they begin their Sixth Form study.

Matt Gossage

Head of EPQ

Sixth Form Activities programme

The extensive co-curricular programme at Sutton Valence presents students with challenge and opportunity. The emphasis is on breadth of participation in a range of activities, electives and sports, major and minor. This is the chance to develop new skills and interests, to risk the unknown in areas never previously considered and to take responsibility by building capacity in leading younger students.

A detailed list of all that is on offer is published each term including music groups, drama, many sports, linguistic, mathematical, science and literary clubs. Sixth Form students can enjoy diverse sessions such as philosophical discussion, learning another language or Oxbridge preparation. A strong cohort follow the Duke of Edinburgh's Award Scheme, with its emphasis on skills, service, physical recreation and expedition training. Many students have been richly rewarded by their time in the Combined Cadet Force, which is tri-service. This is the perfect conduit to develop team and leadership skills.

Foreign travel and adventure are on offer with organised trips, either for language or history learning and general cultural study, or music groups performing within Europe. Exploration and adventure trekking of a more physically demanding nature is offered on a biennial basis with recreational skiing also appearing on the menu.

David Sansom

Deputy Head, Staff and Student Development

