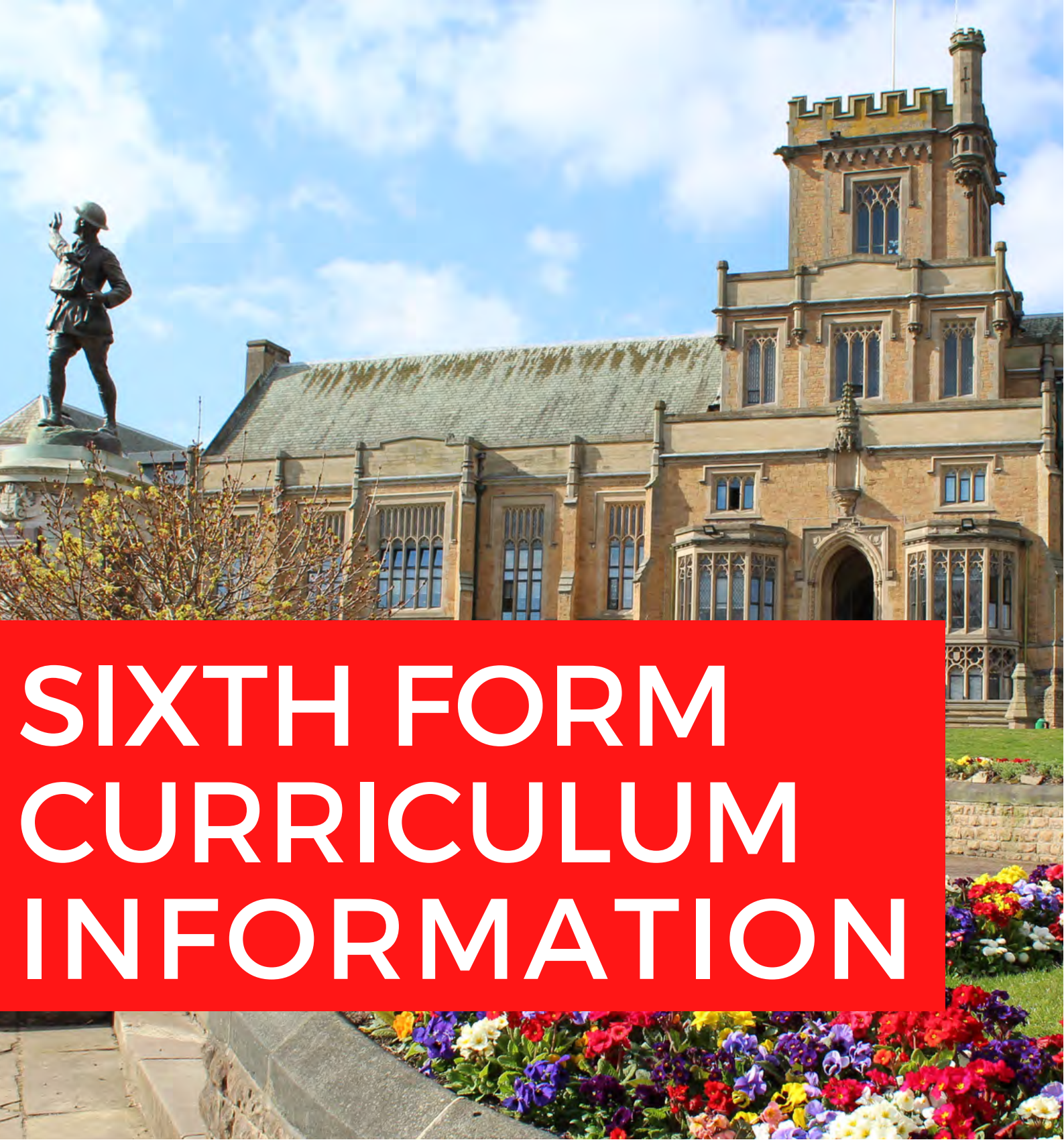

SIXTH FORM CURRICULUM INFORMATION

NOTTINGHAM HIGH SCHOOL

2023 EDITION

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INTRODUCTION

A LEVEL SUBJECTS

USEFUL INFORMATION

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WELCOME..

Nottingham High School has a thriving Sixth Form community of over 230 students. Our aim is to provide you with a wealth of opportunities, the highest quality teaching, excellent pastoral support and an exciting range of co-curricular activities.

The culture of the Sixth Form is driven by high expectations and high aspirations. Our community is achieving, driven and confident, and the High School takes every opportunity to celebrate success and support you in meeting ambitious targets. Students and staff work in a spirit of mutual respect underpinned by intellectual curiosity.

Moving from Year 11 into our Sixth Form is very much a transition from traditional learning to an emphasis on independent thinking and self-motivated study. The Sixth Form curriculum is challenging, but it is also flexible and offers tremendous choice. Our teachers are all specialists in their chosen field and their passion for their subjects is infectious. With their support and guidance, you are encouraged to manage your work effectively, developing the skills you will require for a university education and in your careers. As well as the tremendous opportunities to achieve academic success, you are also encouraged to develop interests within a wide programme of intellectual, sporting, leisure and social pursuits.

New freedoms bring new responsibilities and you will act as role models for younger pupils and take on leadership roles, whether you are new to the High School or moving up from Year 11. Whether this is as a prefect, a language ambassador, a Cadet NCO in the CCF, directing music and verse-speaking choirs, or as a younger pupil's Maths buddy, we see this as an important part of your personal development. We are proud to see our students leaving the school as confident, interesting and intellectually inquisitive young adults, equipped not just with qualifications, but also with a rich diversity of experiences and skills, and an appetite for new challenges.

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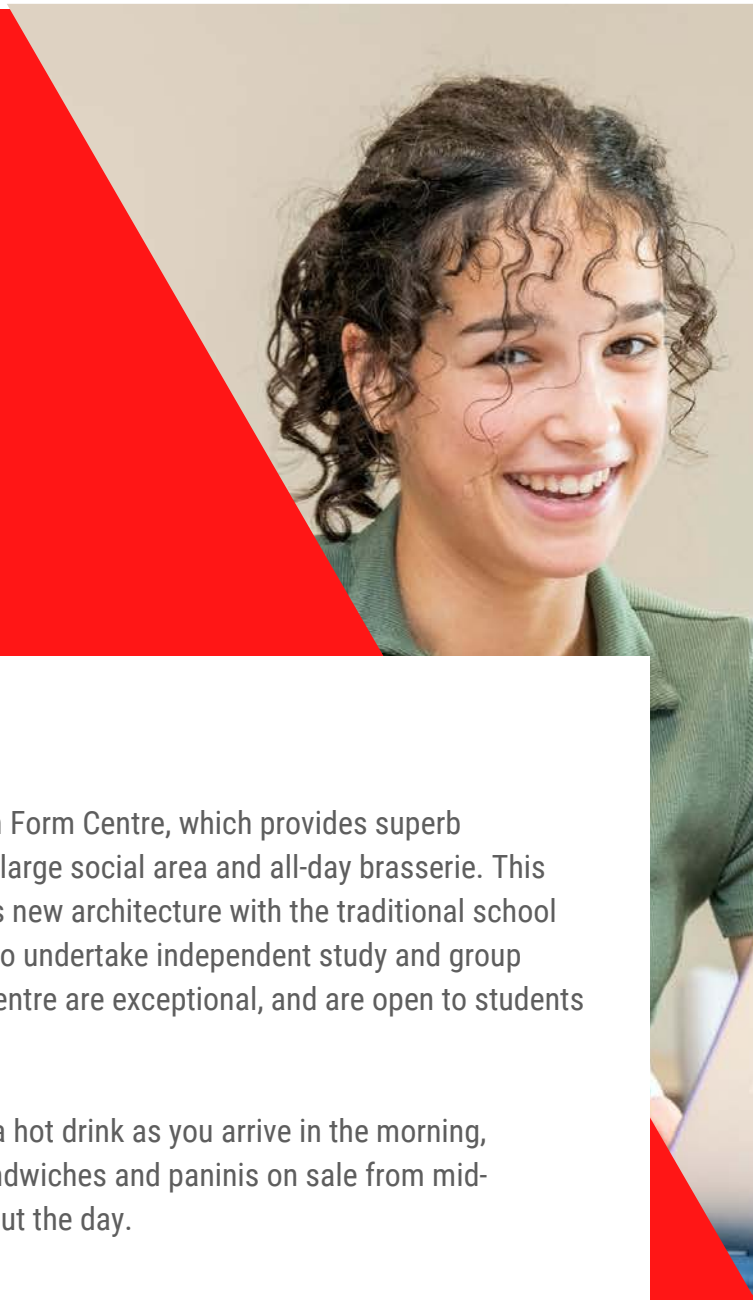

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Our Sixth Form Centre

You will benefit from a dedicated state-of-the-art Sixth Form Centre, which provides superb university-style facilities, from a quiet study zone to a large social area and all-day brasserie. This large and modern purpose-built space carefully blends new architecture with the traditional school building and provides you with the ideal environment to undertake independent study and group work. The facilities and resources in the Sixth Form Centre are exceptional, and are open to students from 7.30am through to 6.00pm.

The Brasserie offers such delights as croissants and a hot drink as you arrive in the morning, sausage and bacon rolls until 9.30am, hot snacks, sandwiches and paninis on sale from mid-morning, and snacks, yoghurts and fruit sold throughout the day.

Individual Support

Your Tutor will work closely with you throughout your time in the Sixth Form, helping you as you begin to prepare for life beyond school – considering careers choices, making university applications, writing a personal statement and attending interviews. They will provide support for university applications, under the guidance of our UCAS advisers.

The Sixth Form support team is also available to provide help, advice and support.
If you appear to be working at a level below the grades you seek to reach, your Tutor and the Sixth Form support team will suggest intervention and offer help and support. The Sixth Form often marks an exciting period of transition from school life to university life, when new freedoms and new responsibilities mean that you face new challenges. Pastoral care in the Sixth Form ensures that you feel supported and empowered to embrace new opportunities and take on leadership roles.

Mr D Gillett
Assistant Head Individuals Y11-13

How many subjects will you study?

Our Sixth Form programme is based around A-Levels, which we believe will provide the best foundation for higher education. We offer a programme of three subjects, or four if you study Further Maths. You will take these subjects as your A-Level qualifications alongside an option to complete an Extended Project (EPQ), which will be undertaken in Year 12.

The full A Level courses will be examined at the end of Year 13 when each subject will typically have two or three exam papers. You will have progress tests in November of Year 12 and internal examinations in the summer of Year 12 followed by further progress tests in Year 13 and mock examinations in the Spring of Year 13. You will then take A-Level examinations in the summer of Year 13.

Which subjects will be on offer to you from September 2023?
This booklet contains details of the courses we plan to offer. These are:

- Art
- Biology
- Chemistry
- Computer Science†
- Design Technology
- Drama and Theatre Studies
- Economics* †
- English Language
- English Literature
- French
- Further Mathematics
- Geography †
- German
- History †
- Latin
- Mathematics
- Music
- Physical Education* †
- Physics
- Politics* †
- Psychology* †
- Religious Studies†
- Spanish

* Subjects not offered at GCSE
† GCSE not required to study at A-level

Once we know the likely numbers opting for each subject, we will be able to advise which courses, if any, are unlikely to be available because of insufficient demand. For new subjects in the Sixth Form (not taught at GCSE level), a minimum of four students is required for the subject to run in Year 12. In addition to your academic studies, you will have Games, PSHE and study periods.

How will your lessons be delivered?

We aim for a teaching group size of at most sixteen students in both Year 12 and Year 13. Many subjects have teaching groups that are considerably smaller than this. The advantages to you as a student in these small groups cannot be overemphasised; individualised teaching can take place much more easily in a smaller group. We are also able to offer individual learning support where this is needed.

Where will this lead me?

We have a strong record of helping students gain places to study at top universities. Our record for success in applications for Oxbridge and in competitive courses, such as medicine, is very strong. For all courses our Sixth Form Team will be able to offer advice on universities alongside your Tutor, who will ultimately write your reference.

We believe that it is essential to start thinking about university and other options early in the Sixth Form, so, during Year 12, we arrange introductory discussions, an evening event with speakers from Oxford and Cambridge Universities, and sessions on applying for highly competitive courses such as Law, Medicine and Dentistry. Your tutor will be keen to ensure that you build a worthwhile CV for university entry and will encourage you as soon as you enter the Sixth Form to undertake relevant reading, research and work experience. After you have completed Year 12, you will be encouraged to think very carefully about the university to which you would like to apply and all other aspects of your application. This will include your personal statement; your tutor will again take a close interest in this. With all the help and assistance freely available, you will have a great opportunity to have your application ready to launch at the very start of the Autumn Term of Year 13. We take a great deal of care to write supportive, positive references. If you stick to our deadlines your reward is a fine head start in the admissions process; this will optimise your chances of receiving attractive offers early on.

MAKING CHOICES FOR YOUR SIXTH FORM PROGRAMME

We will ask you to choose which three subjects (potentially with Further Maths as a fourth subject if you have chosen to take Maths) you wish to study. We hope that nearly all of you will be able to give accurate information at this stage, however, we know that choosing the right course can be challenging and we do our very best to accommodate any changes of heart.

Many colleagues comment on the 'mix' of A-level subjects that our students study. Do pursue your interests, but if you have a specific university course or career in view, you should seek advice before choosing your subjects.

Some subjects go well together in an A-Level programme and will positively complement each other. For example, Physics will be much easier at A-Level if you are also studying Mathematics. For some higher education courses, it may be necessary to choose a specific range of subjects at A-Level. For example, to study medicine at university you will need to be studying Chemistry and would be well advised to study Biology as well. If in doubt please seek some advice. Although subject coherence is important at all levels, you may wish to select one subject, which acts as a contrast to your other choices. Universities may see some variety of subjects as a positive strength, and some require variety for entrance.

Don't forget, too, that you will do better in the subjects you enjoy as you will be happier to give them the time they deserve and, in many cases, it is the grade which matters more than the subject. You may find the Russell Group booklet, "Informed Choices" (www.russellgroup.ac.uk/policy/publications/informed-choices/) helpful as it sets out the A2 subjects commonly needed for a range of university courses.

Some A-Level subjects require a substantial amount of essay work and research. It is important to bear in mind the overall potential workload when making your subject choices. At GCSE and IGCSE level you will have had no timetabled free time during the School day for personal study or for using the library, but in the Sixth Form you will have periods of private study time. This is designed to give you time in school to augment the work carried out in class. You should consult widely: with your subject teachers and Tutor, your parents, and the Sixth Form Team. You can research the reference literature and prospectuses held by the Careers Department and, of course, use the Internet. You can even contact the relevant university departments to ask for specific written advice on essential and/or desirable sixth form courses if you are in need of further clarification. In general, universities make offers on the basis of attainment in three A-Levels. The Careers Department will give you unbiased advice, as will an admissions tutor for any university you may have in mind. Please do read the advice of our Careers Advice Coordinator.

Although staff and parents will always be happy to give you advice at any stage of the decision process, the final decision of subjects will inevitably rest with you. That is clearly right, as you will be doing the work and it is you who will have to live with the consequences of such decisions. We know that you will find a broad, stimulating and varied programme for your post-16 education here at the High School, and one that will provide a sound foundation on which you can build a successful future.

A-LEVEL RESULTS 2023

58.4% *of Passes*

at A* or A grades

57 *Students*

Gained 3 grade As or better

	A*	A	B	C	D	E	U	Pass	Entry	%pass	% A*	% A*/A	%A*/B	%A*/C
Art	1	1	3	1	0	0	0	6	6	100	17	33	83	100
Biology	13	8	11	4	1	1	0	38	38	100	34	55	84	95
Chemistry	16	10	10	4	0	0	0	40	40	100	40	65	90	100
Classical Civ	0	1	2	0	0	0	0	3	3	100	0	33	100	100
Computer Science	2	6	3	3	0	0	0	14	14	100	14	57	79	100
Drama & Theatre Studies	1	1	0	0	0	0	0	2	2	100	50	100	100	100
D.T.	1	6	2	4	1	0	0	14	14	100	7	50	64	93
Economics	9	18	14	5	0	0	0	46	46	100	20	59	89	100
English Lang	1	1	6	1	0	0	0	9	9	100	11	22	89	100
English Lit	3	1	8	0	0	0	0	12	12	100	25	33	100	100
French	0	0	2	0	0	0	0	2	2	100	0	0	100	100
Geography	18	8	6	5	0	0	0	37	37	100	49	70	86	100
Gov and Pol	5	5	4	1	1	0	0	16	16	100	31	63	88	94
History	4	3	4	2	0	0	0	13	13	100	31	54	85	100
Latin	1	0	0	0	0	0	0	1	1	100	100	100	100	100
Mathematics	34	12	13	6	1	0	0	66	66	100	52	70	89	98
Further Maths	8	7	6	4	1	0	0	26	26	100	31	58	81	96
Music	1	1	0	0	0	0	0	2	2	100	50	100	100	100
Psychology	6	2	4	2	2	0	0	16	16	100	38	50	75	88
Physical Education	0	0	3	1	1	0	0	5	5	100	0	0	60	80
Physics	10	11	3	5	4	2	1	35	36	97	28	58	67	81
Religious Studies	2	2	2	0	0	0	0	6	6	100	33	67	100	100
Spanish	1	0	2	0	0	0	0	3	3	100	33	33	100	100
Totals	137	104	108	48	12	3	1	412	413	**99.76**	33.17	58.4	84.50	96.13

LEARNING SUPPORT

Why might you need support in the Sixth Form?

The Sixth Form is an exciting time. Sometimes though, if you have an area of learning difficulty, there can be different challenges. You may find the writing essays difficult or find organising your work and time hard to manage.

If you have a specific learning difference such as dyslexia or dyspraxia, you may have concerns regarding the amount of academic reading and writing in your chosen subjects. However, the Learning Support department is here to help. Our students with learning differences have accessed support and gone on to do exceptionally well, going to top universities and achieving excellent degrees.

Your teachers and the Learning Support department are here to support you, through hard work, to become successful, independent learners who can achieve their very best.

Available Support

We can help you to develop effective study skills needed during the Sixth Form and, in the future, your chosen university. These could include:

- Research skills
- Active reading techniques
- Composition skills for essays
- Critical writing
- Referencing
- Note taking skills
- Revision strategies
- Organisation and planning skills
- Examination technique.

Your support is tailored to your individual needs to ensure you get the most from the support provided. Support is also designed to complement your chosen subjects of study and help you develop effective strategies to become successful, independent learners.

Access Arrangements

If you have had access arrangements in the past, such as 25% extra time, then we can reassess for these to ensure that these can continue during your time in the Sixth Form. Please speak to Mr Glarvey, the Learning Support Coordinator, for more information about this process.

Screening for Learning Differences

All new students at the School are screened for possible learning differences during the first term. If screening highlights any potential learning differences, Learning Support will follow this up with more detailed assessments to help inform any possible future support.

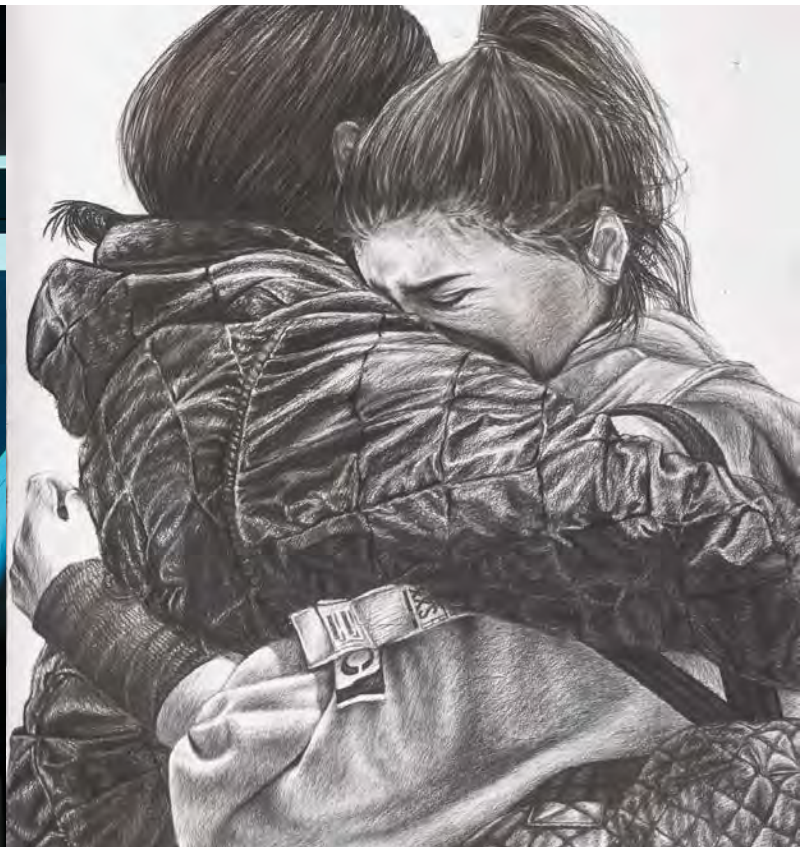
Support at university

Learning Support can provide advice and guidance about support that is available at university. This includes information about the Disabled Students' Allowances (DSA) which is a support fund at university to enable students with support needs access support. Please speak to Mr Glarvey for more information.

Mr M E Glarvey
Learning Support Coordinator

ART

Taking Art at the High School provides a journey of self-discovery through creative work, potentially changing your way of looking at the world and certainly affecting you long after you have gained your grades.



www.aqa.org.uk

The Course

Course code AQA Art and Design (Fine Art)

Art and Design A-Level (Fine Art – 7202)

(7202/C) Approximately 360 guided learning hours (GLH)

Component 1 – Personal Investigation

A collection of practical work supported by written material (1000-3000 words) set and marked by the centre (School) and moderated by AQA

96 marks – 60% of A-Level

Component 2 – Externally Set Assignment

(7202/X) Preparatory period +15hrs unaided supervised time to produce a finished outcome from starting points set by the exam board, marked by the School and moderated by AQA

96 marks – 40% of A-Level

CONTINUED ....

How is the course delivered?

Our course is designed to enable all students to produce practical and contextual artistic responses using a wide variety of media and techniques including drawing, installation, mixed-media and photography. Whatever their interests and strengths, students will be encouraged and supported in creating successful and individual outcomes.

Year 12 begins with a foundation course set internally by the Art Department and designed to introduce students to a variety of materials, techniques and skills. Students produce a series of short tasks, linked by an overarching theme. The development of their foundation portfolio is further supported by regular life drawing sessions and visits to galleries. The foundation is set and marked internally.

In the second half of Year 12, students will embark on their Personal Investigation. They will be encouraged to develop the areas in which they show most promise and interest. The theme and focus of their investigation must be identified independently by A-Level students in close liaise with teaching staff. It should show clear, sustained and in-depth development from initial intentions to final outcomes.

Personal Investigations will be internally assessed to the exam board's assessment criteria at the end of Year 12 and returned for further improvement and refinement in the first term of Year 13.

The themes for the Externally Set Assessments are released in February of Year 13 and these will inform the work to be completed during the second half of that year, in preparation for final examination in 15 hours of supervised time during April/May.

Each component is marked against the four equally weighted assessment objectives that students will be familiar with from GCSE: 'Develop', 'Experiment', 'Record' and 'Present'.

All work is submitted for final marking in May with external moderation taking place in June. Following this, we open up the department for an end of year Art Show open to pupils, friends, family and staff.

Mrs G Hainsworth
Head of Art



BIOLOGY

All the Biology teachers share a passion for Biology and enjoy working with you to help you to achieve your potential. Our vision is that you not only enjoy the course but also develop a curiosity that leads you to explore Biology beyond the confines of the specification.

AQA A-Level Biology
www.aqa.org.uk
Course code: A-Level-7402

The Biology A-Level is designed to be a two-year linear course and will be assessed in the summer of 2024.

The course content is split into eight teaching topics:

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms
- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

More details about the content of the topics can be found on the specification.

CONTINUED 10

Practical endorsement in Biology

The endorsement of practical skills is a compulsory requirement for the course of study for the full A-Level qualification in Biology. Students will be required to answer questions involving practical skills such as planning and data analysis in the written examination papers. This will be worth at least 15% of the marks for the whole A-level.

The practical endorsement will appear on all students' certificates as a separately reported result, alongside the overall grade for the qualification.

If you choose to study Biology, you will find that many of your lessons will contain opportunities to develop your practical skills. Your Biology teachers will select a minimum of 12 of these to assess using the Common Practical Assessment Criteria (CPAC) issued by the awarding organisations.

Students demonstrating the required standard across all the requirements of the CPAC will receive a 'pass' grade. Where a grade of Pass is attained this will be recorded on the certificate alongside the student's qualification grade.

Field work

As part of the delivery of module 7 there will be a day field trip to the Filey area of the North Yorkshire coastline. This will take place in June, at the end of Year 12. You will be provided with opportunities to complete at least two of the required practical investigations while on this rocky shore; including practising sampling techniques and statistical analysis of data. More details, such as the exact date and travel times, will be available nearer the time, once final arrangements are confirmed.

How is the A-Level course assessed?

There are 3 examination papers at the end of the A-Level course. They contain questions with a synoptic element and range of extended response questions. There will also be questions designed to allow the most able students the opportunity to demonstrate the full extent of their knowledge and skills. These questions will support the awarding of a grade A* at A level.

Paper 1 7402/01

- Assesses content from topics 1-4
- 2 hour written paper.
- Short & long answer questions worth 76 marks. Extended response worth 15 marks
- 35% weighting

Paper 2-7402/02

Assesses content from topics 5-8.
2 hour written paper.
Short & long answer questions worth 76 marks
Comprehension question worth 15 marks
35% weighting

Paper 3 7402/03

- Assesses content from all topics (1-8)
- 2 hour written paper
- Structured questions, including practical techniques, worth 38 marks.
- Critical analysis of experimental data worth 15 marks.
- One essay from a choice of 2 titles worth 25 marks.
- 30% weighting

If you have any further questions, please do not hesitate to contact me.

Mr A M Duckett
Head of Biology

CHEMISTRY

Over many years, Chemistry has proved to be one of our most popular A-Level courses. It links and underpins many different branches of technology.

Specification code: A-Level-7405

The Chemistry A-Level is designed to be a two-year linear course and will be assessed in the summer of 2023.

Chemistry is an investigative science that is concerned with the study and manipulation of atoms and molecules and the effect of these micro properties on the macro properties of substances. A chemist must therefore have an enquiring mind, looking for reasons why certain reactions occur and the effect of those changes.

The subject is taught as a fully integrated course so that the material is presented in a logical sequence that enables students to fully understand new work by applying previously taught ideas to new situations. The principle behind this approach is that it is always easier to learn the work if you fully understand the theory which underpins the topic.

CONTINUED ....

Practical Skills

Practical work is important and is fully integrated into the course. Practical is done where it is needed to develop ideas. Due to our excellent facilities, individual practical work is possible and we are able to do many experiments that other schools could not.

In order to comply with Common Practical Assessment Criteria (CPAC) issued by the awarding organisations, AQA have published the following points with regard to practical assessment on the new Chemistry specification:

- Students will do a minimum of twelve practicals across their A-level course. (As a result of our superb laboratories and the expertise of our staff, students will exceed this minimum requirement.)
- Questions in our exam papers will test students' knowledge and understanding of their practical work
- Students will be awarded an A-level grade based on their exams, and a 'pass' or 'fail' for practical work in lessons
- Students will better develop the vital skills they need for further study

How is the A-Level course assessed?

There are 3 examination papers (components) at the end of the A Level course. There will also be stretch and challenge questions designed to allow the most able learners the opportunity to demonstrate the full extent of their knowledge and skills. These questions will support the awarding of a grade A* at A-Level.

Paper 1 Inorganic and Physical Chemistry

- Assesses content on Inorganic Chemistry, Physical Chemistry (Atomic Structure, Amount of Substance, Bonding, Energetics, Equilibria, Acids and Bases and Redox) and relevant practical skills
- 2 hour written paper.
- 105 marks made up from a mixture of long and short answer questions

Paper 2 Organic and Physical Chemistry

- Assesses content on Organic Chemistry, Physical Chemistry (Amount of Substance, Bonding, Energetics, Equilibria and Kinetics) and relevant practical skills
- 2 hour written paper.
- 105 marks made up from a mixture of long and short answer questions

Paper 3 Practical Skills, Data Handling and Synopsis

- Assesses content from all modules
- 2 hour written paper.
- 40 marks of questions on practical techniques and data handling
- 20 marks of questions testing across the specification
- 30 marks of multiple choice questions

Mr I C Adshead
Head of Chemistry

COMPUTER SCIENCE

Computer Science is now the fastest growing degree according to 2022 statistics, and therefore an increasingly popular A Level subject at Nottingham High School. Studying Computer Science can give students the opportunity to change the world- from autonomous vehicles, to banking and health care, we are in a digital society and computing skills are amongst the highest in demand.

Exam board: OCR

OCR A-level GCE in Computer Science (H446)

A-Level Computer Science qualification splits learning into three sections: Computer Fundamentals, Programming Techniques and Logical Methods, and a Programming Project.

A natural progression from GCSE (9-1) Computer Science, it provides the perfect springboard for students looking at studying Computer Science at university or specialising in a computing-based career

Within the course, students study a range of theory topics, which include the principles and understanding linked to programming, subjects such as hardware and software, networks, systems development life cycles and implications of computer use.

Students will predominately program using Python. However, if they wish to use a different language, this will be welcome.

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The course we follow comprises the following:

Year 12

Elements of computational thinking
Problem solving and programming
Data types and Structures
Programming Paradigms
Logic and Boolean Algebra
Algorithms

This will be covered with a variety of small practical programming projects, theory modules. Developing skills in examination type questions.

The end of Year 12 and Year 13:

You will undertake a substantial programming project which will create a programmed solution to a problem

This will include:

Analysis of the problem
Design of the solution
Developing the solution
Evaluation of the solution and the project

The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Students will be expected to apply appropriate principles from an agile development approach to project development.

Year 13

Contemporary processors and hardware
Software and software development
Exchanging data
Encryption, Compression and Hashing
Legal, Moral, Cultural and Ethical Issues

At the end of the taught content, the focus reverts to the revision of topics covered at the beginning of Year 12.

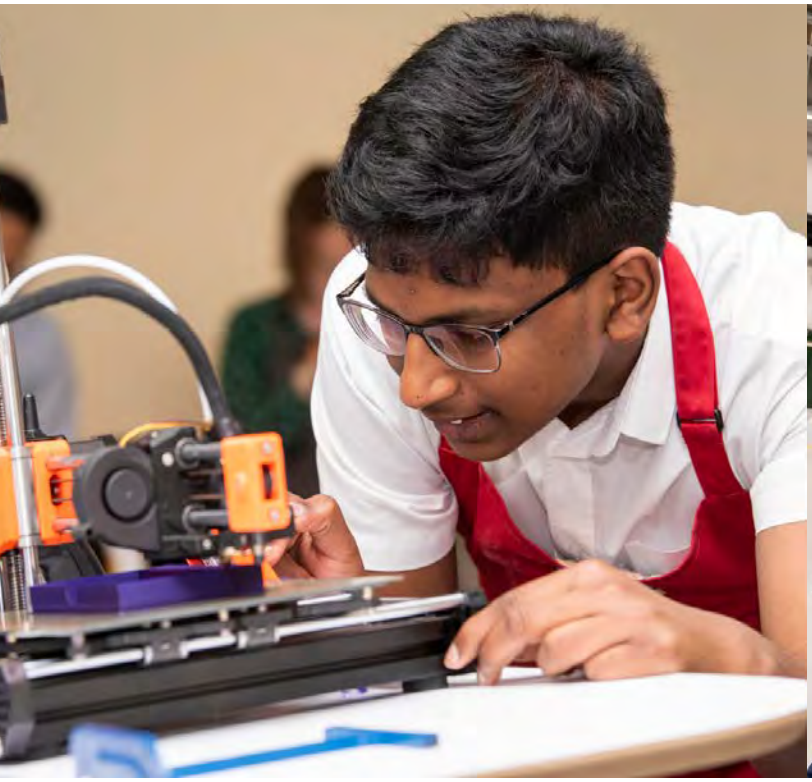
The course has three assessed elements for the final A-Level:

Component 1 – Computer Systems: This is a written examination: 2 hours and 30 minutes and is worth 40% of the total mark.
Component 2 – Algorithms and programming: This is a written examination: 2 hours and 30 minutes and is worth 40% of the total mark.
Component 3 – Programming Project: An independent development project called the Non-examined assessment for the other 20% of the qualification.

Mrs S Higson
Head of Computing

DESIGN ENGINEERING (D&T)

Design & Technology is a fascinating, rewarding and vitally important subject in the modern world. The D&T Department promotes innovation, resourcefulness and independent learning, encouraging each student to reach their full potential through individual design and project realisation.



As well as the practical aspects of the subject, the study of Design Engineering hones skills such as problem solving, lateral thinking, project planning, and time management, skills that prove invaluable in all walks of life, both in academia and beyond.

At A-Level we offer OCR Design Engineering at A-Level. This rigorous course allows those aspiring to higher level study in Engineering or a similar field to apply their maths and science knowledge to solve real-world problems. It places an emphasis on the technical, whilst still developing the project-based skillset so often lacking in Engineering applicants. Students will learn the core principles of designing and making products through a range of short practical and theory modules in Year 12 including designing hand held games, learning to program and testing it out on robotic arms, learning advanced 3D CAD, advanced structures and being able to calculate the forces involved, plus mechanisms and how engineers are able to manipulate forces and motion to their desire.

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The course consists two examinations making up 50% of the assessment. The Principles paper consists of the theory covered over the two years and tests their mathematical skills with engineering related questions. The second paper is the Problem Solving paper, where students will have to read a resource booklet before answering essay and design based questions on a blind topic.

The 'Iterative Design Project' requires learners to undertake a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate. This is now called the Non-Examined Assessment and accounts for the other 50% of the qualification. We encourage creativity and flair in design and for you to incorporate both traditional and modern practices, such as the use of Arduinos and programmable electronics as well as computer simulations, cardboard modelling and 3D printing in the production of a practical prototype. Design Engineering allows you to work with different materials to create solutions to ideas. This may vary from electronic solutions to combinations of 2D and 3D design, as well as more traditional making skills. The problem you solve and the materials you choose, is up to you, you are only limited by your imagination!

Competitions and awards: Students opting to study Design Engineering at A-Level will have the opportunity to apply for an Arkwright Scholarship. This prestigious national award gives a grant to the student to help towards project work, as well as a link to an industrial sponsor. In recent years, we have supported and encouraged students entering the Young Engineer of the Year competition and the Triumph Design Awards, both of which have been won several times, by High School students.

Mr R Burgess
Head of Design & Technology



DRAMA & THEATRE STUDIES

Drama and Theatre is a highly respectable A-Level that is valued by universities, as a subject connected to both the arts and the humanities.

Students studying Drama and Theatre have also successfully gained university places reading Law and Medical Sciences.

The Drama Department follows the AQA A-Level Drama and Theatre specification. This course requires you to develop academic rigor as you explore the theory behind theatre, while developing your skills in acting, designing and directing. You will be expected to engage creatively and collaboratively as artists, analyse and appreciate a wide range of theatrical styles and genres, as well as respond to frequent visits to live theatre.

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A-Level modules include:

Component 1 (40% of A-Level): Interpreting Drama through the study of The Servant of Two Master by Carlo Goldoni and Our Country's Good by Timberlake Wertenbaker, as well as through the work of theatre makers in a single live theatre production. This is a written examination that is 3 hours.

Component 2 (30% of A-Level): Creating original drama through devising a piece that is influenced by the work and methodologies of one practitioner. This component also includes a working notebook that defines your rationale and research, as well as the developing and refining process.

Component 3 (30% of A-Level): Making Theatre through practical exploration (workshop) and interpret three key extracts, each from a different play. You will produce a portfolio that evidences the interpretive process, as well as analyses and evaluates the performances. Extract 3 must demonstrate the methodology of a practitioner and is performed as a final assessed piece.

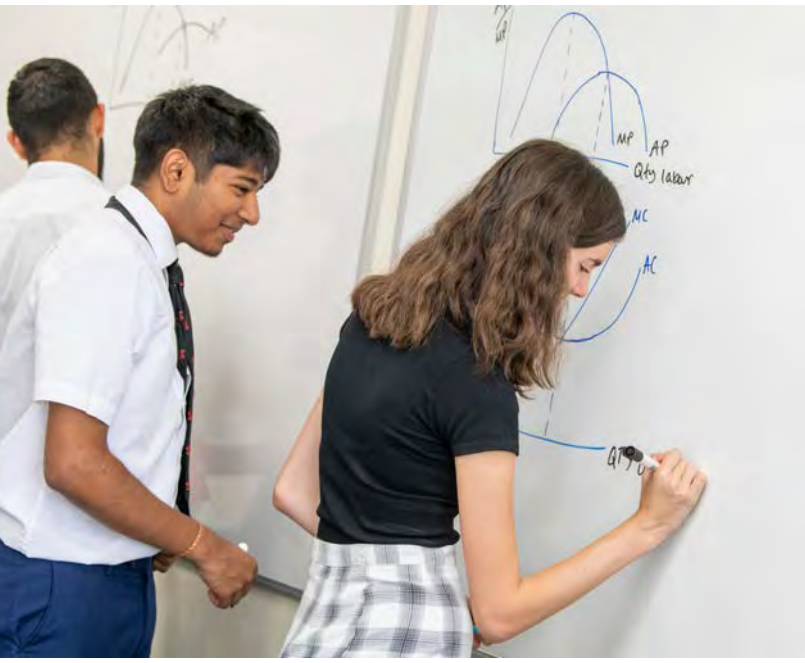
This is a challenging yet rewarding course, as it provides a great sense of academic progress and personal achievement.

Mrs C V Govinden
Head of Drama



ECONOMICS

Economics is growing in popularity nationally and is a popular High School option. Our course is organised around the traditional distinction between Microeconomics (the economics of individuals, firms and their interaction in markets) and Macroeconomics (the study of the economy in aggregate, looking at economic growth, unemployment, inflation, international trade and government policy in relation to these).



https://www.aqa.org.uk/subjects/economics

A-Level Papers

Paper 1: Markets and Market Failure
Paper 2: The National and International Economy
Paper 3: Economic principles and Issues

How is the course delivered?

Humans have limited needs (food, water, warmth, clothing, shelter) but unlimited wants. Given that there is a finite quantity of resources available to combine into output, choices have to be made. These choices are central to the subject matter of Economics, and the choices can be summed up as:

- What to produce?
- How to produce it?
- Who to produce it for?

This is the basic economic problem, which is known as scarcity. There is one economic problem, but many areas of study within it.

CONTINUED ....

Microeconomics covers the interaction of consumers, workers and firms in individual markets. Topics of study include:

- Price determination
- Competition and monopoly
- The study of income and wealth
- The environment

Market failures (such as the overconsumption of alcohol, "missing markets" including that for national defence, and the failure of the market to account for the effects of the actions of firms and consumers on third parties)

The evaluation of government interventions to correct market failures, and the possibility that "government failure" may occur.

Macroeconomics is the study of the economy in aggregate and government policy relating to it.

The main economic indicators are:

- Economic growth
- Unemployment
- Inflation
- International Trade

The delivery of the subject is lively and engaging and we seek to enhance understanding through the application of theory to current examples. Our teachers share an enthusiasm for the application of Economics in a wide variety of contexts and enjoy promoting such an interest in our students too. The department's teachers are hugely experienced as examiners for AQA.

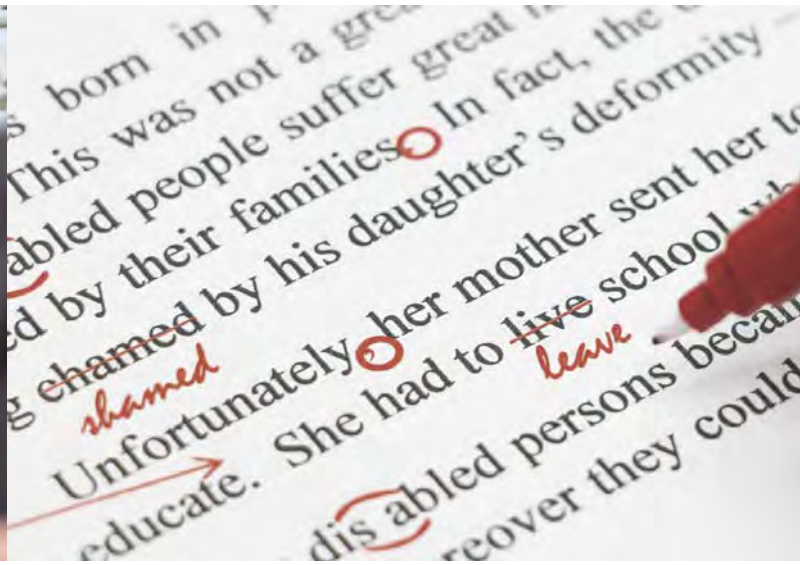
Our students study Economics alongside a range of other subjects. Some, such as Mathematics or Geography (given its human aspects) complement Economics particularly well. A good standard of GCSE Maths is sufficient for students to thrive in A-Level Economics, but many universities require A-Level Maths for entry to Economics degree courses, while for some A-level Further Maths is a distinct advantage. Our subject is partly examined by essay and students who perform strongly in other written subjects may excel. For many students, Economics brings added variety and breadth to their studies.

Economics graduates are the second best paid by degree discipline, according to IFS research published in 2021. Common career destinations include Commercial, Industrial and Public Sector Management (around 17% of Economics graduates) and Finance Professionals, such as Investment Advisers (around 11%). The financial sector is now the largest sector of the economy.

Mr O Pratten
Head of Economics

ENGLISH LANGUAGE

English Language is a well-established course that enables you to approach the English Language with an analytical and critical eye; to understand the forces shaping the use of your native tongue; and to begin to understand some of the complexities of communication.



www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702

The Course AQA English Language (7702) *Please note: we are always seeking to improve our provision, so this course is currently under review for 2024/25. Other course options might include OCR H470 and Edexcel 9ENO.*

Compared with IGCSE English Language, you will find A-Level focuses far more on the structures and systems used by English speakers. While literary texts are not ignored, you will be applying a wide range of critical and theoretical approaches to an equally panoramic selection of contemporary spoken and written texts.

A-Level English Language

You will study a range of texts about various subjects, from various writers and speakers, for various audiences, and for various purposes, in a variety of genres, and using a variety of modes (written, spoken and electronic). You will explore how language is shaped according to audience, purpose, genre and mode, and context, and how it used to construct meanings and representations, or to enact relationships between writers, speakers and audiences or between participants within a text. You will learn about methods of language analysis, how identity is constructed; how audiences are addressed and positioned; the functions of the texts, the structure and organization of the texts, and how representations are produced.

CONTINUED 22

There will also be focused study on child language acquisition, and a section of the course examining language diversity and change. When studying language acquisition, you will review the functions of children's language; phonological, pragmatic, lexical, semantic and grammatical development; different genres of speech and writing; different modes of communication (spoken, written, and multimodal) and theories and research about language development. Change and diversity in language will involve the study of texts using different sociolects and dialects (including global, national and regional varieties of English), and texts from different periods, from 1600 to the present day.

Examination 1

The 'Language, the Individual and Society' paper will assess textual variations and representations and children's language development. Section A will feature two texts (one contemporary and one older text) linked by topic or theme. You will answer three questions—two analysing the texts separately, and a third asking you to compare them. Section B will ask you to produce a discursive essay on children's language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language.

Examination 2

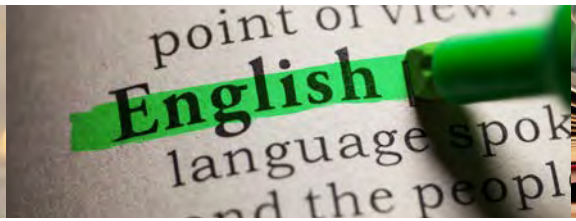
This paper will have two sections: Section A - Diversity and Change, will ask you to choose one question, from a choice of two: an evaluative essay on language diversity, or an evaluative essay on language change. Section B - Language Discourses will proffer two texts about a topic linked to the study of diversity and change. You will then answer a question requiring analysis of how the texts use language to present ideas, attitudes and opinions, and complete a directed writing task linked to the same topic and the ideas in the texts.

Coursework

You will have two coursework components: firstly, you will produce one piece of original writing that either persuades, narrates or informs, and write an accompanying commentary. Secondly, you have the opportunity to produce an independent language investigation: you will research an area of language of your choice, collecting and analysing your own corpus of linguistic data.

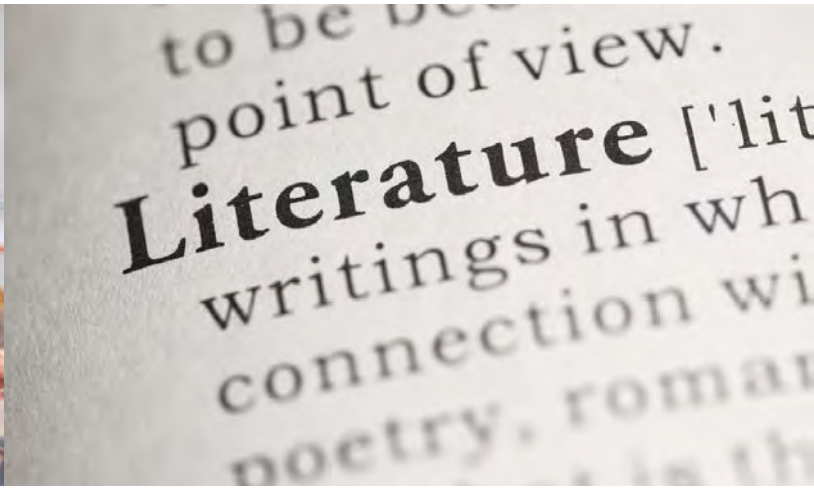
A-Level English Language can be a valuable addition to scientific or technological subjects, as the rigorous and evidence-based approach to the study of language sits well with scientific, psychological, or sociological scholarship. In addition, some students of English Literature have found it a valuable addition to their knowledge and understanding of literary texts. Furthermore, English Language is an especially adaptable qualification, and a suitable grounding for professions which require an ability to sift evidence, to communicate clearly, and to utilise language effectively.

Mr S A Hiebert
Head of English

ENGLISH LITERATURE

This course enables you to enjoy reading and discussing English Literature, and to increase your understanding of what the study of literature involves. The emphasis is on getting to know a wide range of texts in depth, both through close reading and through an appreciation of the contexts in which literary texts are written and understood.



www.ocr.org.uk/qualifications/as-a-level-gce/english-literature-h072-h472-from-2015/
The Course: OCR English Literature [H472]

Compared with IGCSE English Literature, you will find A-Level less of a rush with much more emphasis on discussion, originality and independent study. Fluency in written expression is obviously an advantage, but many students who do not possess this when they start the A-Level course soon find that they develop it. Essay writing skills form a major part of the early stages of the A-Level course.

A-Level English Literature

There are two examined components and one coursework component. The two examinations are equally weighted and offer opportunities for you to provide extended, exploratory responses.

Examination 1: Drama and Poetry Pre-1900

This offers you the opportunity to engage in close reading and pay attention to Shakespeare's use of language. You will answer a two-part question: the first part will focus on an extract from your chosen Shakespeare play (currently Measure for Measure, but alternatives could include Hamlet, The Tempest or Twelfth Night); and the second part will be an essay question which will assess your wider knowledge of the play as a whole. In the second section, you will apply a combination of one drama text and one poetry text to a set of non-text-specific but literary questions: texts for this section of the examination currently include Paradise Lost (Books IX and X) and The Duchess of Malfi.

CONTINUED ....

Examination 2: Comparative and Contextual Study

This will consist of a close reading and a comparative essay. The paper will be split into different topic areas: currently, we teach a unit of American Literature 1880-1940, largely based on reading Fitzgerald's The Great Gatsby and Passing by Nella Larsen. In addition to these core texts, you will have free choice of texts (from a list of suggested texts) from within your chosen topic area that you can also study and use for comment.

For the first part of this examination, you will approach an unseen prose extract from within your chosen topic area—promoting wider reading throughout the course. The second part of the exam will offer you a choice of several questions, of which you must answer one question on the set texts you have studied in your chosen topic area.

Coursework

The coursework component requires you to study three texts from across the genres of poetry, drama and prose. Task one offers a choice between a critical piece and a re-creative piece with a commentary, focused on a shorter text, such as a poem (currently a selection from Heaney's District and Circle); and task two is a 'linked texts' essay, focusing on connections and comparisons between two full texts—our current choices at Look Back In Anger by John Osborne, and A Portrait of the Artist as a Young Man by James Joyce.

A-Level English Literature can also be a valuable contrast to scientific, technological and economics-based subjects, opening up greater breadth of interest, range of reference and facility with ideas and language.

A-Level English Literature is welcomed as a qualification for many careers, particularly professions that require rigorous analysis of evidence and clear accurate written expression. It provides a very wide range of opportunities for courses in the Arts, Humanities, Media and Communications at degree level.

Mr S A W Hiebert
Head of English



EXTENDED PROJECT QUALIFICATION

An optional part of the Year 12 curriculum, the Extended Project Qualification (EPQ) allows you to explore your academic and personal interests beyond the syllabus and develop independent study skills.

The project develops and extends from one or more of your study areas and/or from an area of personal interest or activity outside of the A-level course. The qualification is based on a topic of your choice and developed through discussion with a personal supervisor.

Whether it's investigating the causes of antibiotic resistance, analysing fantasy novels, composing a piece of music, or designing and building your own quadcopter, the EPQ is an excellent opportunity to pursue your passions, enhance your A-level study, and prepare for the challenges of university.

The EPQ develops and assesses skills as well as knowledge.

An overview of the qualification

In completing the EPQ, you will:

- Choose an area of interest
- Draft a title and aims of the project for approval
- Plan, research and carry out the project
- Produce a written report of 5,000 words, or an artefact and shorter written commentary
- Deliver a presentation about your research and findings to an audience
- Provide evidence of all stage of the project development and production for assessment in a Production Log

CONTINUED 26

Success in the EPQ depends on being creative and intellectually curious, as well as well-motivated and having good time-management skills. However, working on the EPQ does not mean working alone - you will meet fortnightly with a supervisor to help shape the aims and title of your project and to produce your own project plan. Moreover, in weekly taught skills sessions you going to develop skills relating to independent learning, including title-setting, time-management and project planning, referencing, source evaluation and academic writing.

Qualification Aims:

- Develop and improve own learning and performance as an inquisitive and independent learner
- Be inspired by new areas and/or methods of study
- Support the experiential learning process and provide further opportunities to plan and review learning
- Use learning experiences to support personal aspirations for further study and career development
- Develop, where appropriate, as an e-confident learner and apply appropriate technologies in studies

Project Q:

- The course is completed entirely online through software titled Project Q.
- Students are able to keep a record of their research, and complete their Production Log with their own password protected account. They may also save files and resources to this account, and communicate with their personal supervisor for the duration of the project.
- At the end of the course, students are able to export these files, and Project Q will arrange them into a suitable and appropriate format prior to hand-in.

Qualification Benefits:

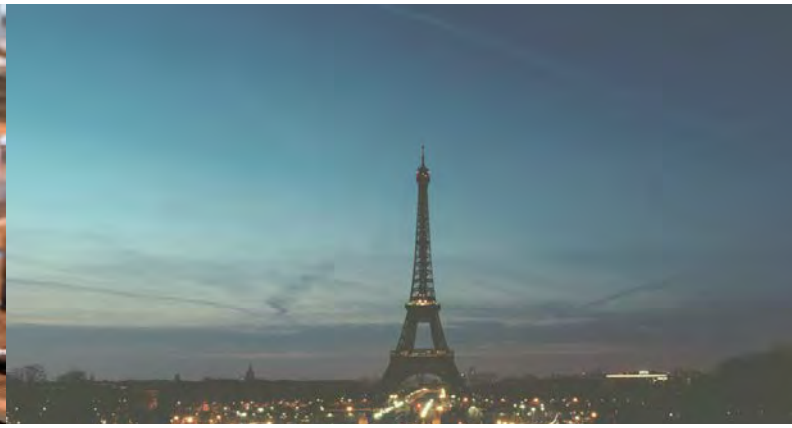
Universities value the EPQ for the way it strengthens students' independent study skills and for the chance it provides to demonstrate interest in a chosen subject. It is awarded UCAS points worth half an A-level, and may attract adjusted offers on selected degree courses.

Dr T Sims
Extended Project Qualification Coordinator



FRENCH

Would you like to deepen your knowledge and use of the French language in a wide variety of contexts, gain a useful insight into France, the global French-speaking community and interesting aspects of its rich, contemporary society and culture?



Would you like to enhance your employment prospects and facilitate foreign travel? French is a popular High School sixth-form choice for those linguists who have enjoyed their language-learning at GCSE. We follow the new AQA specification at A-Level, which is supported by tailor-made course-books and accompanying online material to promote independent learning. We explore the world of literature and film, encouraging students to develop their own personal and independent appreciation of French speaking cinema and the arts.

The French course lends itself well to those who have a passion for language and all things French. We focus on maximizing exposure to the language in class and encouraging an active interest in up to the minute events and news occurring throughout the French-speaking world. You will have a regular conversation lesson, usually weekly and one-to-one, with the French Language Assistant and will make frequent use of digital resources, allowing you to access materials at your own pace and from your own device. In lessons, we try to use the target language as much as possible, so that you will quickly find your confidence growing and your fluency improving.

In the Summer of 2023, many of our Sixth form students enjoyed a month-long study and work experience trip to Rouen, allowing students to become more confident in their spoken French and providing an excellent opportunity to immerse themselves in French culture.

A number of our students go on to study Modern Languages at university level, sometimes using the linguistic skills they have developed to enable them to learn a new language, such as Arabic, Italian, Russian or Chinese, from scratch. Some use their A-level qualification in a modern language to demonstrate their breadth and versatility when they apply for a course in a completely different discipline such as Medicine, Chemical Engineering or History. It has become increasingly common, too, to go on to a tertiary-level course which combines a modern language with another subject area. Recent examples have included Business Studies, Law, Economics and Marketing, all of which encourage use of a European language in today's global economy.

Miss C Walker
Head of Modern Foreign Languages

GEOGRAPHY

Geography teaches you about the Earth's places, people, environments and societies. It helps you to understand the relationships between people and the environment. It is unique in bridging the social sciences (Human Geography) and the Earth sciences (Physical Geography).

Exam Board: Cambridge International Examinations

Geography puts this understanding of social and physical processes within the essential context of places and regions. The world in which we live is ever changing and at an increasing pace; the role of a geographer is to help explain these changes and prepare people accordingly. It is a subject about the present and the future.

The A-Level Geography course allows students to:

- Understand the physical processes and factors that produce diverse and dynamic landscapes, which change over time.
- Understand the application and interaction of both Physical and Human Geography.
- Understand the changing nature of contemporary geographical events and the impact these events have on local, national and global communities.
- Become more informed global citizens.

Our belief is that students learn best through a variety of teaching techniques and approaches. We are committed as a department and school to support fieldwork opportunities. Residential fieldwork courses have taken place for Year 12 students for many years and although locations and dates may alter, we see this as an essential part of a good A-level course. **There will be a charge of approximately £200 for this fieldwork.** We also include more local trips to look at urban issues.

CONTINUED ....

The course is as follows:

Year 12
Paper 1 Physical Geography 25%

- River processes, features and their management
- Atmosphere and Weather
- Weathering and Rock formations, including plate tectonics.

Paper 2 Human Geography 25%

- Population
- Migration
- Settlement

Year 13
Paper 3 Physical Geography 25%

- Hazard Management
- Coastal processes, features and Management

Paper 4 Human Geography 25%

- Economic Transition
- Global Interdependence

For each side of the course you will have 1 dedicated specialist teacher.

Geography will be assessed with 4 exams all at the end of the Year 13 course, as outlined above. Each paper will be 90 minutes long and will count 25% towards the final grade.

There will be no coursework or controlled assessment as part of this course. The use and development of skills to read and understand about Geography is essential. The interpretation of map, graphs and charts will be part of the final examinations.

Geography sits at the heart of the curriculum with good links to a wide variety of subjects. With English and History those links come in terms of skills rather than content. The ability to be able to structure your points and overall arguments into a coherent essay is a valuable skill particularly in the Year 13 exams. In the sciences and maths there is some cross over in terms of content whether this being ecosystems in Biology, seismic waves in Physics or the chemical make-up and properties of rocks. As high quality Geographers, we also need clear analytical skills and the ability to interpret information from tables, graphs and charts, which are all, studied in Maths. Economics and Politics link to Geography in terms of both the essay writing skills and the content, particularly with the Human Geography. There is very considerable benefits and crossover of study with either of these subjects alongside Geography particularly in Year 13.

We put on a strong emphasis on preparing students for life beyond A Levels. We prepare students for this by offering many opportunities to further their own knowledge beyond the specification. Further reading is readily available via our Department website. We offer the chance to listen to well-regarded speakers within our subject areas, generally, these are on online events, but we will, also provide opportunities to visit local universities when times allow us to do so. We encourage and provide help and support for students wishing to enter national essay writing competitions. We also provide opportunities for A Level students to have discussion time about Geographical events and ideas outside of the lesson time as well as providing support for university applications.

Geography A Level is studied by a wide range of students. As a result our students go on to a range of degree courses including Medicine, Dentistry, Law, Veterinary Science and many social science subjects including Geography.

Mr N C Brown
Head of Geography

GERMAN

A-level German combines a rigorous approach to mastering the language with the opportunity to encounter the culture and day-to-day reality of life in the German-speaking countries.

The A-level German course follows the AQA Specification. The core content covers:

- Aspects of life in the countries where German is spoken (Germany, Austria, Switzerland), including social trends and the continuing role of distinctive traditions and celebrations. In Year 13, we look at how recent migration has shaped German-speaking society.
- Political and artistic culture in the German-speaking world; an understanding of events leading to German Reunification and of the period since.
- Advanced grammar and linguistic structures, building on GCSE foundations.
- A literary work and a film, recent examples include 'Der Vorleser', 'Russendisko' and 'Das Leben der Anderen'.
- The Independent Research Project, which gives students the freedom to study in depth an aspect of life in the German-speaking world that intrigues them.

CONTINUED ....

The structure of the course allows us to integrate the extension and development of the language skills acquired at GCSE within an intellectually stimulating framework of wider cultural study. We aim to maximize use of the foreign language in the classroom and all students have regular conversation sessions, usually one-to-one, with our German Language Assistant. We encourage independent access to authentic material such as news and current affairs in the language, and we use a range of language-learning websites, including the 'kerboodle' resources which complement the course books. We strongly recommend that our students visit German-speaking countries whenever it is possible, and we work with a local educational travel firm that provides a number of exchange/ work placement opportunities in Germany. This year, a number of A-Level German students enjoyed a month-long study and work experience trip to Hamburg, allowing students to become more confident in their spoken German and providing an excellent opportunity to immerse themselves in German culture.

A Level German is studied by a wide range of students who go on to study a variety of subjects at university, including: Medicine, Business, Economics, Sport Sciences and, of course German as well as other world languages. Assessment of the AQA A-level is through examinations at the end of the course:

Paper 1

Listening, Reading, Summary-writing in German; Translation into and out of German:

2 hours 30 minutes
50% of A-level

Paper 2

Writing in German about cultural topics studied (book and film):

2 hours
20 % of A-level

Paper 3

Speaking

21 – 23 minutes
30% of A-level

Mr G C Beattie
Lead Teacher of German


HISTORY

The OCR History specification followed at the High School offers you a course that combines genuine breadth of content with the development of core skills that will equip you for success not just in History, but also across a range of academic pursuits.

A-Level History specification H505
(www.ocr.org.uk)

The units you will study cover a range of different historical periods and topics, combining Early Modern British History with Modern American and World History. We hope this provides variety within your A Level studies as well as an appreciation of different societies, power structures and periods.

The A Level consists of four separate units, with the following two covered in Year 12:

Unit 1 (25%): England 1485-1558: The Early Tudors

- The governments of Henry VII and Henry VIII
- Henry VIII's foreign policy, relations with Spain, France, Scotland and Burgundy.
- Henry's religious policies including the Break with Rome, his divorce and the rise and fall of Thomas Wolsey.
- Henry's reign after 1529, the role of Thomas Cromwell, factionalism and foreign policy.

CONTINUED ....

Unit 2 (15%): The Cold War in Europe 1941-1995

- The Origins of the Cold War, tensions after WWII, post-war peace conferences and the conflict between Capitalism and Communism.
- The Development of the Cold War 1946-1984, conflicts over Germany, Soviet control in Eastern Europe, uprisings in Hungary and Czechoslovakia, the Space Race and the building of the Berlin Wall
- The End of the Cold War 1984-1995, events in Afghanistan, economic and political problems in the Soviet Union, the role of Gorbachev, Reagan and Yeltsin.

The following units are covered after the Easter holidays in Year 12:

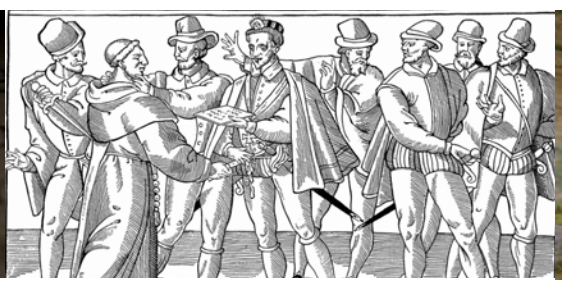
Unit 3 (40%): Civil Rights in the USA 1865-1992

- The development of African American civil rights since 1865, the role of the federal government, key protests and leaders, Martin Luther King, Malcolm X and Jesse Jackson.
- The civil rights of Native Americans 1865-1992, US policy towards Natives, the effect of reservation life, the role of President's Johnson and Nixon
- The rights of workers in the USA, the status of trade unions, the impact of strikes and the crushing of union power.
- The struggle for gender equality 1865-1992, the concept of separate spheres, the impact of war on women's rights, the work of notable female campaigners.

Unit 4 (20%): Individual topic-based essay (free choice)

- One of the benefits of the OCR A-Level course is the open nature of the coursework unit that students undertake. We have therefore been able to offer free choice of topics to our students.
- Students complete an essay of 3,500 – 4,000 words and can formulate their own enquiry questions, subject to the exam board's criteria.
- One-to-one guidance as well as group teaching will be provided to help each student produce a high-quality essay at the end of the unit.
- This presents a fantastic opportunity for our students to undertake independent research – great preparation for university-level study.

Mrs C Daly
Head of History




LATIN

Latin will enhance your understanding of the accidence and syntax of the Latin language and develop your interest in and appreciation of some of the most influential literature of the Roman period.

OCR, A-Level Latin, H443

Latin offers students the opportunity to study the language and literature of the Classical world, enabling them to develop an in-depth understanding of the culture, politics and society of Rome at significant periods in its history.

The course allows students to build on the knowledge that they have acquired at GCSE, and, renowned as it is for both priming analytical skills and developing intellectual flexibility, is well respected by University Admissions Tutors.

The Course

OCR A Level Latin specification (H443).

Latin is examined as follows:

01 (Unseen Translation) The Unseen translation paper has two compulsory sections. In Section A, candidates will translate a prose unseen passage from Livy's Ab Urbe Condita into English. In Section B, candidates will translate a verse unseen passage by Ovid into English and scan two lines of verse. The examination lasts 1 hour 45 minutes and is worth 33% of the qualification.

02 (Prose Composition or Comprehension) There are two sections in this paper, of which candidates will be required to answer one. In Section A, candidates will complete a short translation and answer comprehension and grammar questions on a prose unseen passage. In Section B, candidates will translate a passage of English, of at least 100 words, into Latin. The examination lasts 1 hour 15 minutes and is worth 17% of the qualification.

CONTINUED ....

03 (Prose Literature) There are 3 sections in this paper. In Sections A and B, candidates will be required to respond to passages from their two prose set texts via translation, comprehension, and analysis questions. In Section C, candidates will be required to answer an essay question on one of their set texts.

Authors for 2024: Cicero and Pliny

The examination lasts 2 hours and is worth 25% of the qualification.

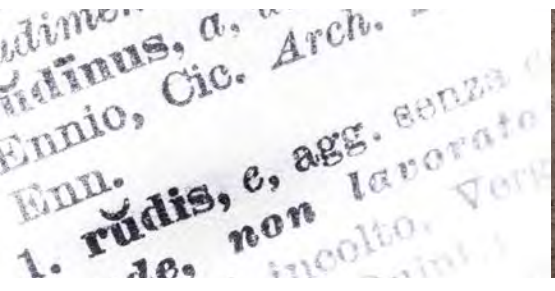
04 (Verse Literature) There are 3 sections in this paper. In Sections A and B, candidates will be required to respond to passages from their two verse set texts via translation, comprehension, and analysis questions. In Section C, candidates will be required to answer an essay question on one of their set texts.

Authors for 2024: Virgil

The examination lasts 2 hours and is worth 25% of the qualification.

As a linear qualification, like all other A-Level subjects, these four papers will all be taken in the summer of 2026.

Dr T Sims
Head of Classics



MATHEMATICS & FURTHER MATHEMATICS

The High School Mathematics department is staffed with excellent teachers, all of whom are passionate about their subject and have many years of experience in teaching the subject to the highest level.

Mathematics

This qualification enables students to develop their understanding of Mathematics and mathematical processes in such a way that fosters enjoyment and provides a strong foundation for progress to further study. Students gain an understanding of the coherence and progression in Mathematics and learn how different areas of the subject are connected. They are also encouraged to apply Mathematics in other fields of study and gain an awareness of the relevance of the subject to the world of work and to situations in society in general. In addition to complementing the study of Physics, Biology and Chemistry, mathematical skills can also be valuable in Economics, Psychology and Geography or alternatively can provide breadth to those studying other subjects.

Being included on the Russell Group's list of facilitating subjects, Mathematics is an excellent choice for a wide range of courses. Indeed, as well as being a prerequisite for those wishing to read Mathematics at university, A level Mathematics is considered either essential or is preferred by universities for students wishing to study courses including Computer Science, Physics, Psychological and Behavioural Sciences, Economics, Engineering, Architecture, Natural Sciences and Medicine.

The Course

A Level Mathematics is a linear qualification following the Edexcel Specification.

How is the course delivered?

Students study three strands of Mathematics for the A- Level Mathematics course. These are Pure Mathematics, Statistics and Mechanics.

CONTINUED ....

In Pure Mathematics, students explore the topics of algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, calculus and numerical methods. It also develops skills in structuring mathematical proofs.

Statistics covers work on statistical sampling, presentation and interpretation of data, probability, discrete and continuous distributions and hypothesis testing.

In Mechanics, students study forces and Newton's laws, moments and kinematics.

Assessment

Students sit three examinations of 2 hours each. Two of the papers are on Pure Mathematics and one of the papers covers Mechanics and Statistics. Each paper is equally weighted.

Further Mathematics

For those who enjoy the challenge of mathematical problems and would like the opportunity to study Mathematics to a relatively high level, Further Mathematics is an excellent option. The course provides the opportunity to study Mathematics in greater depth and to see some of the more interesting aspects of the subject. The true nature and challenge of mathematics only really becomes evident at this level.

Studying this course enables students to distinguish themselves as able mathematicians in their applications for university and future employment. Also, as a fourth A-level, students who take Further Mathematics demonstrate a strong commitment to their studies and provide themselves with an opportunity to learn mathematics that is useful for any mathematically rich degree. It is no surprise that the top universities consider Further Mathematics to be advantageous when applying for degree courses including Mathematics, Computer Science, Economics, Physics and Engineering.

The Course

A Level Further Mathematics is a linear qualification following the Edexcel specification.

How is the course delivered?

This course is delivered alongside the Mathematics course and students are taught in dedicated Further Mathematics classes.

The Pure content includes topics such as proof, complex numbers, matrices, vectors, algebra, hyperbolics, polar coordinates and differential equations.

The Statistics module includes material on correlation and regression, random variables, statistical testing and hypothesis testing, confidence intervals and the central limit theorem.

In addition to continuing the study of Newton's Laws, the Mechanics module covers momentum and impulse, circular motion, centres of mass and simple harmonic motion.

The above is in addition to the material that is taught as part of the single mathematics course.

Assessment

Students will sit the three examinations required for the Mathematics course plus a further two compulsory Core examinations and two options papers. These cover Statistics, Mechanics, and Additional Pure Mathematics; students can either be entered for all 3, and only their best 2 will count for the award of their grade, or they can choose to sit only 2 papers.

Mr S J Andrew
Head of Mathematics

MUSIC

The course is designed to further the development of practical and academic musical skills through performing, composing, listening and analysis.

A Level Music AQA 7272 - Click here to view

The AQA Music specification followed at the High School involves a varied and engaging programme of study. This three-unit course helps you to develop aural, theoretical and analytical skills and enables you to explore significant set works and areas of study selected to suit your preferences. You study compositional techniques and choose from a selection of free compositional options. In your performances, you can present solo and ensemble pieces and can work with music technology.

A-Level Music units include: a written examination (40%) testing listening skills, knowledge and understanding, as well as studying music from a selected area of your choice; a free composition (15%) and compositional techniques tasks (10%); a 10-minute recital as a soloist and/or as part of an ensemble (35%).

7272P - Performing Music (35%)

A performance of one or more pieces, demonstrating expressive variety across the programme. The recital can include solo, ensemble, improvising and/or music technology. Total performance time must be at least 10 minutes, but pieces can be recorded individually. All recordings must take place after March 1st of the Examination Year.

CONTINUED 39

7272C - Composing Music (25%)

Students compose one free composition, which can be in any style and for any resources. Students develop compositional techniques and learn how to harmonise a Chorale in the style of Bach. They must complete the Alto, Tenor and Bass parts to a given soprano melody.

7272W – Appraising Music (40%)

Students sit a written examination lasting 2 hours 30 minutes, which consists of:

Section A - Listening
Three questions related to Area of Study 1 (Western classical tradition 1650 – 1910) and three questions related to two other areas of study (free choice)

- Area of Study 2: Pop Music
- Area of Study 3: Music for media
- Area of Study 4: Music for theatre
- Area of Study 5: Jazz
- Area of Study 6: Contemporary traditional music
- Area of Study 7: Art music since 1910

Section B – Analysis
Two questions based around two of the set works within Area of Study 1

Section C – Essay
One questions from any of the areas of study, 2 - 6

Skills you will develop from this course

A-Level Music builds on the knowledge and skills gained from GCSE Music and from outside the classroom. You will extend your knowledge and understanding of musical language, styles and genres. It provides a sound preparation for the study of music in higher education and for music related (and other) careers. Music is a highly regarded academic subject by Universities because it develops a range of personal qualities including self-confidence, communication and team-working skills, as well as analytical, technological and evaluation skills. Recent students have gone on to study music at university and conservatoires, and in addition, Law, French, Sciences and English at Oxbridge and other prestigious universities.

Mrs E Soulsby
Director of Music



PHYSICAL EDUCATION

PE is an option which is an academically challenging course but with a strong practical emphasis.

www.ocr.org.uk/qualifications/as-a-level-gce/physical-education-h155-h555-from-2016/assessment/

The Course
Year 1 Physical Education Overview
Component 1, Physiological factors affecting performance,

This component focuses on developing a learner's knowledge of the science behind physical activity.
This includes the structure and function of key systems in the human body, the forces that act upon us and the adaptations we make to our bodies through diet and training regimes.

Through the study of this component, learners will gain a deeper understanding of key systems in the body and how they react to changes in diet and exercise. They will also study the effects of force and motion on the body and how these effects can be used in physical activities to our advantage.

In many areas of this specification, it is expected that practical examples from physical activities and sports will be used to show how theoretical concepts can be applied and to reinforce understanding.

Component 2: Psychological and Socio-cultural Themes in PE

This component focuses on the psychological factors affecting physical activities and sports, including: models and theories that affect learning and performance in physical activities: how different methods of training and feedback work and why their effectiveness differs from person to person: group dynamics and goal setting. Through the study of this component, candidates will gain a deeper understanding of the underlying psychological factors that influence our performance in physical activity and sport. They will learn how to apply the theories to practical examples, giving guidance and feedback in constructive ways that are suited to that individual's personality; therefore assisting in developing practical performance in physical activities and sports.

CONTINUED 41

This component focuses on the sociological and contemporary factors that influence and affect physical activity and sport for both the audience and the performer and how sport affects society. It includes the emergence and evolution of modern sport and how social and cultural factors shaped the characteristics of sports and pastimes in pre-industrial and post-industrial Britain. The impact of the modern Olympic Games will be understood as well as the impact on society of hosting global sporting events.

Component 3: Performance within Physical Education

Learners will be required to undertake two parts within this component.

Part 1: Performance/coaching of a sport or activity from the approved DofE list.

Part 2: Analysis and Evaluation of Performance for Improvement (EAPI) of a sport or activity from the approved DofE list. This does not have to be the same sport or activity that was undertaken in part 1, although it can be.

Learners will identify an area of weakness within performance to prioritise for improvement and will propose a short-term (3-4 weeks) action plan to improve the area of performance identified. This component is assessed via NEA.

Year 2 Physical Education Overview
Component 1: Physiological Factors Affecting Performance

This group of topics focuses on key systems of the human body involved in movement and physical activity.

Candidates will develop their knowledge and understanding of the changes within these body systems prior to exercise, during exercise of differing intensities, and during recovery.

Application of this theoretical knowledge will enable candidates to understand how changes in physiological states can influence performance in physical activities and sport.

Candidates will be expected to be able to interpret data and graphs relating to changes in these body systems during exercise of differing intensities and during recovery.

Component 2: Psychological and Socio-Cultural Factors Affecting Performance

This component focuses on the psychological factors affecting physical activities and sports, including: models and theories that affect learning and performance in physical activities; how different methods of training and feedback work and why their effectiveness differs from person to person; group dynamics and the effects of leadership and stress on performers.

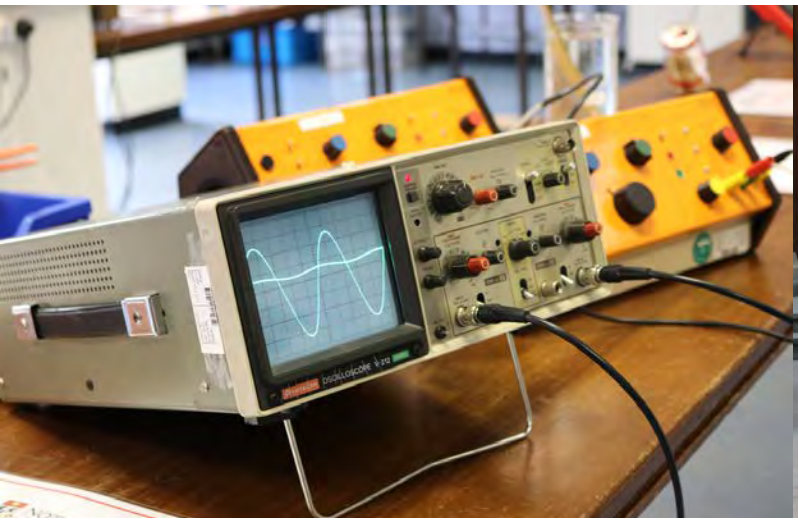
Through the study of this component, candidates will gain a deeper understanding of the underlying psychological factors that influence our performance in physical activity and sport. They will learn how to apply the theories to practical examples, giving guidance and feedback in constructive ways that are suited to that individual's personality; therefore assisting in developing practical performance in physical activities and sports.

This component also focuses on the sociological and contemporary issues that influence and effect physical activity and sport, for both the audience and the performer and how sport effects society. This includes the emergence and evolution of modern sport.

Mr P A Allison
Subject Leader

PHYSICS

The AQA Physics A-Level specification is a stimulating modern course.



The AQA Physics A-Level specification is a stimulating modern course. Throughout Year 12 we study topics varying from Wave-Particle duality to The Standard Model, and in Year 13 we study areas such as Nuclear and Thermal Physics. There is also an option topic taught during the final year, which can include Medical physics, Engineering physics, Electronics, Turning points in physics and Astrophysics.

At the end of Year 13 the course is examined with three, two-hour papers that consist of a selection of long and short answers, as well as multiple choice section. Students must also complete six standard practical experiments in Year 12 and another six in Year 13 in order to gain their practical accreditation and prepare for the final exams.
Physics at Nottingham High School

The School's Physics department has excellent facilities, which are housed in a high-quality purpose-built block. The department has a fine provision of high-end equipment, which includes up to date wireless data logging apparatus and the more traditional apparatus which allows students to witness and perform experiments to further enhance their grasp of the scientific concepts. There are two dedicated and experienced technicians available who manage the resources, which, along with sensible set sizes, enable practical work to be conducted whilst both attention and support can be given to each student on an individual basis.

The High School Physics Department staff are all Physics specialists. They include recent graduates and those with many years of experience. High standards are well-illustrated by the fine GCSE and A level results and our recent very successful return to competing in the Physics Olympiad; in both 2021/22 and 2022-23 we have had students compete in the International Physics Olympiad and the Astronomical and Astrophysics Olympiad for Great Britain.

Mr N A Morgan
Head of Physics

POLITICS

Government and Politics appeals to those with an interest in current affairs and who wish to know how the decisions that impact on their lives are made.

Exam Board: Pearson (Edexcel)

The Politics department at Nottingham High is totally committed, in all senses, to instilling an interest in, broad knowledge of, and engagement with, the political world around them. Although public exam success remains of primary importance – demonstrated in the impressive past performance of A Level Politics candidates – the department is dedicated to exposing the students to the best that has been thought and said in the subject. A popular subject within the school compatible with most subjects, Nottinghamians complement Politics with English Literature, Mathematics, Geography, Economics, History, and Religious Studies. Learning beyond the confines of the syllabus is essential in creating young people endowed with curiosity, critical thinking, and an ability to formulate knowledgeable and interesting arguments. Our highly motivated, experienced, and talented teachers are subject experts, passionate about the subject they teach, and they encourage and support all pupils regardless of their ability or prior attainment to fulfil their potential. The department upholds high expectations in lessons, and this is well-supported by well-structured, engaging, and purposeful lessons.

Paper 1: UK Politics and Core Politics Ideas: 33.3%

Paper 2: UK Government and Non-Core Political Ideas: 33.3%

Paper 3: Comparative Politics: USA: 33.3%

CONTINUED 44

The A Level Politics course comprises three topic areas: (1) British Politics; (2) American Politics, and (3) political ideologies. In the Lower Sixth we focus on British politics, with a focus on, among other things, the role of politics parties; the health of twenty-first century democracy; the relationship between law, government and politics, and the consequences of Brexit on UK politics. Towards the end of the Lower Sixth, we focus on the ideas, thinkers, and histories of four political ideologies: socialism, liberalism, conservatism, and anarchism. Whilst a mastery and understanding of the content is important, we want the Nottinghamian to both enjoy the subject and feel they are being supported in their transition from GCSE to A Level. We encourage debate, argument, and live engagement with ongoing contemporary and relevant debates in UK Politics such as the consequences of the Covid-19 government lockdown on the Johnson Government, or the impact of the Trump and Biden presidencies on Britain's relationship with America. We also focus on the important skills of exam technique and essay writing. In the Upper Sixth we focus on American politics, focusing on the US presidency, the role and importance of the US Supreme Court, the debates and struggles of racial rights in contemporary America, and the evolution of the Democratic and Republican parties. Throughout the A Level, students are supplied with textbooks, articles from 'Politics Review', and they will have access to the live Nottingham High Politics Twitter feed, where the department tweets relevant and breaking news stories, relevant to the A-level, on a daily basis. One of the great strengths of the subject is the stress on being able to analyse, critique, and evaluate contemporary political events in the UK and the US (and around the world) and place them into a broader context.

Almost all Nottinghamians studying A Level Politics will attend the regular meetings of the School's Politics, Philosophy and Economics (PPE) Society. As one of the most popular and well-attended societies in the School, the PPE Society is very much a student-led society, where space and time is made available for student debates, lectures, talks and discussion groups. Many of the arguments, discussions and debates that start in the classroom are extended and amplified in the Marriott Society.

Many Nottinghamians proceed to study politics-related degree courses with some gaining places at Oxbridge and other prestigious Russell Group universities.

Dr M Lakin
Head of Politics


PSYCHOLOGY

Psychology is the scientific study of the mind and its mental processes, especially in relation to behaviour.

(www.aqa.org.uk)

We follow the AQA Psychology GCE specification at A-Level (7182). All external exams will be sat at the end of the second year of study.

There will be an internal exam to assess the progress of learning at the end of the first year which acts as excellent consolidation.

A number of practical investigations are carried out as part of each unit. These are not assessed as coursework, but students have to answer questions in the exams about how they may carry out certain methods in Psychology. These practical investigations allow the opportunity for students to carry out their own Psychological research.

AQA Psychology (7182) A-Level Papers
Paper 1: Introductory topics in psychology

- Section A: Social influence
- Section B: Memory
- Section C: Attachment
- Section D: Psychopathology

33.3% of the total A-Level marks
2 hours written paper

CONTINUED ....

Paper 2: Psychology in context

- Section A: Approaches in psychology
- Section B: Biopsychology
- Section C: Research methods

33.3% of the total A-Level marks
2 hour written paper

Paper 3: Issues and options in psychology

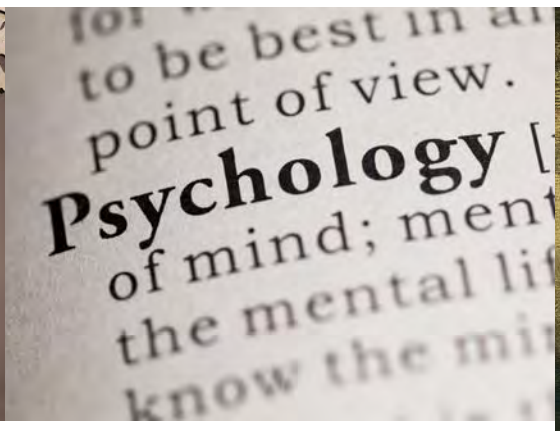
- Section A: Issues and debates in psychology (compulsory)
- Section B (optional): Relationships (chosen option)
- Section C (optional): Schizophrenia (chosen option)
- Section D (optional): Forensic Psychology (chosen option)

33.3% of the total A-Level marks
2 hour written paper

Each year, several students go on to study Psychology, or related subjects like Forensic Psychology or Medicine at university.However, because Psychology combines practical scientific skills with the ability to produce clear analytical writing, study of the subject supports a range of career paths, from Art to Veterinary Science to Medicine and Sports Science. In particular, the study of Psychology supports those aiming for a career working with people due to the diversity of the subject. The subject crosses over with the subject Biology but looks at behavior and the brain. The department hosts an annual " Brain Day " conference whereby visiting speakers come and other schools join us for this very popular event.

The department is vastly resourced, achieved 38% A* in the 2023 exams and is delivered by very experienced staff

Miss K Lea-Smith
Head of Psychology



PHILOSOPHY, RELIGION AND ETHICS

The study of Philosophy, Religion and Ethics at A Level is both engaging and academically rigorous. It provides excellent preparation for a wide range of courses at degree level.

At A-Level, the AQA course consists of three elements:
·Philosophy of Religion
·Ethics
·Theology

The study of A Level Religious Studies is very different to the GCSE, with an exciting focus on Philosophy and Ethics. Challenge your thinking and develop your skills of critical analysis through the study of Aquinas, Hampson, Anselm, Dawkins and many more.

Year 12

Philosophy and Theology

Beginning with a study of the ideas of Mackie and Hume, and their view on evil and suffering, we will critique whether theodicies such as free will, process thought or soul-making offer a solution to the dilemma of "can evil and a loving God exist simultaneously?" We will then debate and explore the arguments for God's existence and question which arguments are the most effective for establishing proof for His existence; those based on experience, or those based on reason alone? We consider whether God can reveal himself to the world through such phenomena as visions and mystical experiences, or whether such events are simply psychological constructs, as people such as Freud and Dawkins would have us believe.

Ethics and Theology

In year 1, we examine three different approaches to ethical decision making: Natural Law, Situation Ethics and Virtue Ethics. Having studied ethical theories, we apply them to contemporary and controversial topics such as abortion, euthanasia and animal rights. Throughout the course we evaluate different scholarly views including rationalists, atheists and existentialists and the works of scholars such as Aristotle, Aquinas, Thomas Hobbes, Joseph Fletcher, Dawkins and Peter Vardy. Some of the questions raised in this course include; Are humans born wanting to be good? What is the purpose of sex? Is a loving action always the best action? Is the action more important than the consequences? Are virtues timeless or shaped by our culture? When does a baby become a person? What impact would legalising euthanasia have on society? We will also investigate who can reach salvation. This is through the study of pluralism and theology where we explore whether only Christians will achieve salvation or whether this is an avenue open to all.

CONTINUED ....

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Year 13

Philosophy and Theology

We begin by taking a look at the nature of miracles and investigate arguments from Hume and Wiles whilst considering whether miracles are a violation of natural law. We progress to explore the concept of religion as language; symbols, analogy, language games, and scholarly input from Wittgenstein and Tillich. Finally, we will question the nature of the soul with particular reference to Descartes, probe into theories of existence after death, and the relationship between body and soul. We will also discuss significant developments on how Jesus is viewed both theologically and historically.

Ethics and Theology

In year 2, we study four units: meta-ethics, free will, conscience and Bentham and Kant. In this year we discuss what we mean by 'good', what the conscience is, whether we have free will and if Bentham or Kant can teach us how to be moral. Year 2 also involves a range of different scholarly approaches from theologians, to hard determinists, biologists and psychologists. Questions to consider in this course are; Is a 'good' action subjective? Is morality just an expression of opinions? Are all action pre-determined? How much freedom might we have? Are we all born with the same conscience? What is utilitarianism? What are Kantian ethics? We will also examine key themes related to religion and society for example sexual ethics and gender issues through discussion of the ideas of Hampson and Ruether.

#SoMuchMore

Students have the opportunity to attend sixth form conferences and webinars led by notable modern philosophers such as Peter Vardy and Keith Ward, as well as the opportunity to visit Amsterdam to take a closer look at the effects of the discrimination in WWII (the problem of evil). We will also take part in video conferences with schools in North America, Europe and India, comparing our different approaches to ethics.

The Sixth Form and beyond

A-Level Religious Studies is an excellent partner of both the arts and the sciences. Recent A Level students have gone on to study the following degrees at Oxbridge and other Russell Group universities: Law, Medicine, Dentistry, Philosophy, PPE, Business Studies and Management, International Relations, Psychology, Geography, History, Biology, Classics, Economics and Theology.

Miss N Davis
Head of Philosophy, Religion and Ethics



SPANISH

The A Level in Spanish is an exciting and dynamic qualification which enables students to develop their communication skills and intercultural understanding.


The A-level course in Spanish follows the new AQA Specification. The core covers:

- Social issues and trends in the countries where the language is spoken
- Political and artistic culture in the countries
- Grammar
- A literary work and a film

Aspects of Hispanic Society

- Modern and Traditional Values
- Cyberspace
- Equal Rights

Artistic Culture in the Hispanic World

- Modern day idols
- Spanish regional identity
- Cultural heritage or cultural landscape

Multiculturalism in Hispanic Society

- Immigration
- Racism
- Integration

Aspects of political life in Hispanic Society

- Today's youth Tomorrow's citizens
- Monarchies, republics and dictatorships
- Popular movements

CONTINUED 50

The structure of the course allows us to integrate the extension and development of the language skills acquired at GCSE within an intellectually stimulating framework of wider cultural study. We aim to maximise use of Spanish in the classroom through regular discussions of the topics and through debating, and all students have regular one-to-one conversation sessions with a native speaker assistant.

Through online resources, students are encouraged to independently access authentic material such as news and current affairs in the language, and we make use of a range of language-learning websites, including the 'kerboodle' resources which complement the coursebooks.
A level students should watch as many films and TV series in Spanish as possible and make reading and listening to Spanish an integral part of their daily life.

We strongly recommend that every opportunity is taken to visit a country where Spanish is spoken, and last year many of our Sixth Form students took part in a month-long study and work experience trip to Valencia as part of the Turing scheme. All students stayed with host families and this meant that upon their return to the UK, they felt much more confident and spontaneous when operating in Spanish.

Assessment at A-level will be as follows:

Paper 1 - Listening, Reading, Writing

2 hours 30 minutes
50% of A-level

Paper 2 - Writing

2 hours
20 % of A-level

Paper 3 - Speaking

21 – 23 minutes
30% of A-level

Miss C Walker
Head of Modern Foreign Languages

CURRENT TYPICAL UNIVERSITY ENTRANCE REQUIREMENTS

University Course	Subject(s) required or preferred with additional comments
Accountancy, Finance & Management	Mathematics might be preferred for at universities, and most require a minimum of Grade 6 for GCSE Maths
Agriculture	Two Science subjects (Chemistry and Biology) often preferred
Archaeology & Anthropology	Courses are typically sufficiently flexible to allow any subject background; however, some programmes may require a Science
Architecture	Mathematics or Physics might be required, along with a portfolio of creative work. Art is helpful
Art & Design	Art required, with portfolio of work
Biochemistry	Chemistry and Biology often required.
Chemistry	Chemistry required; with an additional science subject or Mathematics often preferred
Biology/ Biological Sciences	Biology required; with an additional science subject or Mathematics often preferred
Chemical Engineering	Chemistry and Mathematics usually

University Course	Subject(s) required or preferred with additional comments
Geology	Two of Geography, Chemistry, Physics, Mathematics, Biology typically required
History	History typically required; a Modern Language might be helpful for Modern History and Classical Civilisation might be an advantage for Ancient and Medieval History
Land Economy	No specific requirements, but Mathematics, Geography and Economics are advantageous
Law	High grades are more important than specific subjects: in fact, all subjects are welcomed. Essay-writing subjects may be advantageous
Mathematics	Mathematics required; Further Mathematics preferred for most competitive courses
Medicine	Chemistry required and Biology almost always preferred and very highly recommended.
Music	Music typically required
Modern Languages	First Modern Language in main area of study (eg French, German or Spanish) required; a second Modern Language is always helpful and is a requirement of the most competitive degree courses
Natural Sciences	Three of Biology, Chemistry, Physics,

CONTINUED ....

	required; Further Maths required for the most competitive courses
Classics	A classical language is required for certain courses, but there are entry routes for students without any language background
Computer Sciences	Computing preferred; Mathematics often required
Dentistry	Chemistry required and Biology almost always preferred and very highly recommended
Economics	Most universities require or prefer Mathematics
Engineering	Mathematics and Physics are usually required; Further Mathematics for most competitive courses. Check specific requirements depending on type of Engineering.
English	English Literature or Language required (as appropriate for course); a Modern or Classical Language may be helpful
Geography	Geography typically required

	Mathematics and Further Mathematics required
Pharmacy/ Pharmacology	Chemistry required and Biology usually preferred.
Philosophy	Some universities prefer at least one essay-based subject. Philosophy can be helpful
Politics and/or International Relations	No specific requirements, though an A-Level in History or Politics can be helpful
PPE	No specific requirements, although most applicants do at least one of the three subjects. At many universities Mathematics is preferred
Physics	Physics and Mathematics and required
Psychology	Many courses require a 6 in GCSE Mathematics owing to the statistical analysis involved. Psychology and Biology are often preferred but not always required
Veterinary Sciences	Chemistry required and Biology almost always preferred and very highly recommended

This information is subject to change; you should always check with the websites of your chosen universities for up-to-date and accurate advice.

QUESTIONS ABOUT THE SIXTH FORM?

Please email or pick up the phone…

Questions about admissions…
Mrs R Boxer
Head of Admissions and Partnership
admissions@nottinghamhigh.co.uk

Questions about the Sixth Form…
Mr D Gillett
Assistant Head Individuals Y11-13
gillett.d@nottinghamhigh.co.uk

Questions about courses…

The Head of the relevant department or:

Mr I P Spedding
Deputy Head (Academic)
spedding.ip@nottinghamhigh.co.uk

Questions about options...

Dr K E Linton
Assistant Head (Director of Studies)
linton.ke@nottinghamhigh.co.uk

Main Switchboard
0115 978 6056

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