



THE BLUE COAT SCHOOL

A GUIDE TO SIXTH FORM COURSES



FOR ENTRY IN SEPTEMBER 2024

Sixth Form Choices

Students at The Blue Coat School can choose three or four A Level subjects depending on their GCSE outcomes. You can read more about this in the Sixth Form Application Pack.

Details of the A Level courses on offer can be found in this Sixth Form Courses Handbook.

Please read the information carefully to help you decide which courses are the right ones for you. Bear in mind that there are different methods of learning, different assessment processes and different requirements for out-of-classroom study for different subjects. Choose the ones that are most suited to you.

Continuation of four or three A Levels into Year 13 is dependent upon satisfactory attendance, punctuality, conduct and attainment during Year 12.

CHOICE OF SUBJECTS

GOOD REASONS FOR CHOOSING A SUBJECT:

When embarking on a Sixth Form course, many considerations must be taken into account and balanced by the individual.

- **Motivation:-** A Sixth Form student spends at least 20% of their week studying each subject. Therefore, it is important to have both a real interest in that subject and the motivation to succeed. Similarly the student must be capable of more self-directed study, independent learning and reading, rather than always relying on homework, where the terms of reference are pre-set by the teacher.
- **Ability:-** A student must have the ability to study a subject beyond GCSE. The intellectual requirements are more exacting and demands a greater level of analytical skills, reasoning ability and insight.
- **Career or Higher Education Requirements:-** Some University courses, sponsored degree programmes and apprenticeships will require specific subjects or combinations of subjects as a condition of entry, or at least favour some subjects before others. Therefore a student must ensure they have done the relevant research regarding their options post 18. Options chosen now will affect decisions to be made at 18. The student will wish to aim high, but should take a realistic view, and be guided in estimating his or her future academic potential by results achieved to date.

POOR REASONS FOR CHOOSING A SUBJECT:

Choosing the correct subjects is the vital first step. It should be taken by students and parents who have sought all the advice they need to make a considered personal decision.

- It should not be a matter of drifting into a choice. In addition, to base a choice on GCSE results alone is dangerous.
- Success in a subject at GCSE is encouraging, but to pick the three highest GCSE grades is not always the best criteria for choosing Advanced Levels. The difference between GCSE grade 7 and grade 6 may be marginal.
- Motivation, interest and future requirements should be more important considerations.

COMBINATION OF SUBJECTS

There are certain subjects that traditionally fit together very well, for example, the three Sciences, or English and History. The skills and university or career choices from these combinations are relatively clear.

Few contemporary career paths are based on one discipline, however, so students are encouraged to explore the flexibility and choices offered to enable them to study a range of courses.

Even most Medicine and Science-based courses at University do not require a student to have studied all three sciences. Professions like Accountancy and Law do not require A Levels in these subjects.

Whether a student chooses to progress on to degree study, an apprenticeship or employment, all of these areas will be looking for a range of skills and interests and, crucially, a student's potential to develop.

Please seek advice from your teachers and careers advisors and undertake research. It is YOUR responsibility, particularly if you have a specific career in mind, to ensure that your subject combination is appropriate.

We do our very best to ensure your option choices can be accommodated on the timetable. However, on the rare occasion when this is not possible, we will ask you for an alternative choice.

If a student appears to be choosing an inappropriate combination they will be given guidance prior to any final decisions.

NEXT STEPS

Universities and employers look for students who not only have good grades, but grades in the right subjects for the course and employment for which they want to apply. If you already know what you want to do post-18, you should think about choosing subjects which give you the best possible preparation for your chosen field. If you are not sure what you want to do, it is important to fully research all possible pathways.

Many courses at university, apprenticeships and employment build on knowledge and skills which students gain while still at school. For this reason, some options may require you to have studied a particular subject already.

The following websites have excellent information about making thoughtful and informed A level choices or post 16 choices:

Unifrog is a 'one stop shop' for all things careers! You can browse the career library, university courses from the UK and around the world, apprenticeships and more. If you go to 'subjects library' and scroll down to 'impact of school subject choice' you can see the doors that will open and close as a result of selecting different A-Level combinations.

UCAS (The Universities and Colleges Admissions Service) is a very reliable and informative website which covers a wide range of topics, including choosing A levels, post 18 options with a Course Search facility for checking out entry requirements for courses on offer each year and alternatives to university: <https://wwwucas.com/>

The Russell Group is a self-selected association of twenty-four public research universities in the United Kingdom; their leaflet *Informed Choices* has useful information: <http://russellgroup.ac.uk>

National Careers Service provide careers information, advice and guidance. We can help you to make decisions on learning, training and work at all stages in your career: <https://nationalcareers.service.gov.uk/>

The Complete University Guide has an extensive set of information about all aspects of University and what is required for studying: <http://www.thecompleteuniversityguide.co.uk/>

Apprenticeship Guide provides information and apprenticeship opportunities within local area and beyond. <https://www.gov.uk/apprenticeships-guide>.

Career Connect offers independent careers advice bridging the gap between learning and employment for young people <https://www.careerconnect.org.uk>.

Whatever your choice, the key is to ensure you put yourself in the best position possible to succeed so that you have a greater choice in the future. This is especially relevant for highly competitive universities e.g. Oxford and Cambridge and Russell Group; courses e.g. Medicine, Dentistry, Vet Science and Law and employers.

A LEVEL COURSES

ART

PRE-CONDITIONS FOR TAKING THIS COURSE

A grade 7 in GCSE Art is needed or alternatively a distinction at BTEC and a strong portfolio. You should have a keen interest in the subject and the ability to work independently is essential.

EXAM BOARD Eduqas (A651QS A Level Fine Art)

SUBJECT MATTER

We offer the Fine Art option within Art and Design. There is a strong emphasis on developing drawing and painting skills, along with a creative and inquiring attitude to problems and themes. You will use a wide range of materials and techniques, from drawing and painting, to mixed media and digital responses. We understand that many students will go on to use the skills developed in a wide and varied field of employment and seek to develop these in conjunction with the student wherever possible.

SPECIFIC PERSONAL QUALITIES NEEDED FOR THE COURSE

You will need to be self-motivated, committed and enthusiastic. The ability to respond positively to advice in the form of Teacher tutorial and group feedback is essential as is the ability to meet deadlines and the significant work requirements of the course. An independent approach and an enquiring mind are vital to success.

THE COURSE

A Level Art consists of two components, the Personal Investigation (60% of the overall marks), and the Externally Set Task (40%). The course begins with a series of workshops, focusing around specific areas within Art, something which enables all students to build both confidence and technical skills.

During the Spring term the Personal Investigation will be started, where students begin to work with more independence, either choosing one of the themes explored during the workshops or perhaps developing their own choice of subject matter. The Personal Investigation is worked upon until the January of Year 13 when the Externally Set Task is begun.

Component 1: Personal Investigation

This is the coursework element of the A Level. It is to be based around themes developed from personal starting points. Students will be expected to produce a portfolio of practical work, including preparatory studies and more resolved final outcomes. The Portfolio must also be accompanied by an extended written task of no less than one thousand words. This unit is progressively independent and self-directed, so a high level of self-discipline and self-motivation is required.

Component 2: Externally Set Assignment

The assignments are set by the exam board and are again thematic in nature. Students select an assignment and then spend around 8 weeks researching and developing their response. Teacher tutorials are provided for support but the requirement for the student to work and explore independently is fundamental to success. The actual final response is produced under supervised conditions and you are given 15 hours to produce this, usually over 3 days in school.

Where can it take you?

Art A'Level is the gateway to any Arts based degree which in turn open up careers within what are widely termed the 'Creative Industries'. Broadly speaking this would mean all Design based careers, and anything related to the Media, Film, Video Games and Animation sectors. For a brief list of relevant areas and careers, please visit:

<https://bit.ly/3SSrdU3>

Architecture is also a popular path for many of our students, and Art is often chosen alongside Maths and Physics to provide students with the varied skills relevant to a career in building design or engineering.

ANY QUESTIONS?

***Please contact Mr Cain, the Subject Co-ordinator, and he will be happy to advise you further.
Email: m.cain@bluecoatschool.org.uk***

BIOLOGY

PRE-CONDITIONS FOR TAKING THE COURSE

A grade 7 or above in GCSE Biology or grades 8 7 or 7 7 7 in Core/Additional/Further Science is required. A grade 7 or above in Mathematics is desirable as mathematical skills are an important element of the course.

Overall, at least 10% of the marks in assessments will require the use of mathematical skills. These skills will be applied in biological contexts and will be at least the standard of higher tier GCSE mathematics.

You are **strongly advised** to take another science or mathematics with your A-level Biology course. Students who choose arts based subjects and biology alone will struggle at this level.

EXAM BOARD AQA (A-level specification: 7402)

SUBJECT MATTER

The qualification is linear so that the students will sit all of their A-level examinations in the summer of Year 13. In the information below, Year 1 refers to Year 12 and Year 2 refers to Year 13.

Assessment structure

The core content topics are numbered below and the assessment schedule is given in the table over the page.

Year 1

- 1 Biological molecules
 - 2 Cells
 - 3 Organisms exchange substances with their environment
 - 4 Genetic information, variation and relationships between organisms
-

Year 2

- 5 Energy transfer in and between organisms
 - 6 Organisms respond to changes in the environment
 - 7 Genetics, populations, evolution and ecosystems
 - 8 The control of gene expression
-

Year 2 Paper 1	Year 2 Paper 2	Year 2 Paper 3
Content From topics 1-4 Including practical skills	Content From topics 5-8 Including relevant practical skills	Content From topics 1-8 Including relevant practical skills
Assessment Written exam: 2 hours 91 marks 35% of A -level	Assessment Written exam: 2 hours 91 marks 35% of A-level	Assessment Written exam 2 hours 78 marks 30% of A-level
Questions 76 marks : a mixture of short and long 15 marks : extended response questions	Questions 76 marks : a mixture of short and long 15 marks : comprehension question	Questions 38 marks : structured questions, including practical techniques 15 marks : critical analysis of given experimental data 25 marks : One essay from a choice of two titles

Practical Work

There is no internal assessment that leads to marks which contribute towards the A-level grade. In other words, the controlled assessment unit or ISA at A Level has disappeared.

Practical work will be assessed in the written papers. 15% of the total A level marks will be awarded for practical knowledge and understanding. A separate “endorsement” of practical work will be assessed by teachers. This will not be graded (simply a pass or fail mark). If students pass it will be reported on their certificate, otherwise it will not be reported.

Students must carry out a minimum of 12 set practical activities across the two year A level. At the Blue Coat, students will have more opportunities to learn and use practical skills to link theory with practice, deepening their knowledge and understanding.

You can find out more about the practical based questions by viewing the specimen examination questions and mark schemes at: aqa.org.uk/biology-guide.

Teaching & Learning Methods

A mixture of note taking, practical work and problem solving will be used. All the laboratories and teaching rooms have interactive whiteboards (IWB). Consequently, all teachers use the IWB on a regular basis and complement this with student centred activities. Progress tests are a regular feature as well as homework assignments geared to reinforce and enhance understanding. Independent research activities involving the internet are included in both the Year 1 and Year 2 teaching routes.

Subject Combinations

Most pupils support Biology by studying Chemistry, Mathematics or Physics. Although an increasing number combine Biology with Psychology or Geography. Ideally you should enjoy dealing with numbers, as statistics and data handling are important elements of the course.

What Can We Do With An A Level In This Subject?

Many students choose Biology because it provides an ideal preparation for medicine and many other health related vocational courses. However, a Biology A level allows you to follow any career path.

Any Questions?

Please contact Mrs Elliott, Curriculum Team Leader, and she will be happy to advise you further.

CHEMISTRY

PRE-CONDITIONS FOR TAKING THIS COURSE

Grade 7 or above in GCSE Chemistry, or at least a grade 8 7 in Science and or grade 7 7 7 if Core additional and extension papers are taken.

EXAM BOARD AQA

This specification has been designed to lead directly from GCSE. Students who have studied separate Chemistry will be at an advantage to begin with. The aim of the new specification is to ensure that learning is enjoyable and enhances enthusiasm for Chemistry and there is a heavy emphasis on practical work.

SUBJECT MATTER

Year 12

You will study three subject areas leading to internal examinations in June of Year 12. You will have two teachers for Chemistry at all times during your course.

In Year 12 you will explore the fundamental principles of physical, inorganic and organic chemistry. These include furthering your knowledge of atomic structure, bonding and the properties of matter as well as studying the way chemical calculations work. You will extend your understanding of Organic Chemistry, so important in everyday life, organising the millions of organic substances into groups whose properties we can understand and whose reactions we can predict. You will study how quickly as well as how far a chemical reaction is likely to proceed according to conditions, as well as energy change, redox reactions, the chemistry of the halogens and the alkaline earth metals.

Year 13

The second year of A Level involves further study of Organic Chemistry as well as kinetics and equilibria, along with a detailed study of acid base theory and some instrumental methods of analysis. In addition there will be study of some transition elements and their colourful compounds, some of the mechanisms of catalysis, electrochemical cells, further study of chemical energy change and application of acquired knowledge to explain the way the elements and their compounds change their behaviour across a period.

During the course you will undertake practical work such as titrations, testing for ions in solution, measuring heat energy changes, investigating rates of reaction, preparing and recrystallizing organic compounds, testing for functional groups and burning hydrocarbons. These practicals will form an integral part of the course. Practical skills such as independent thinking, application of mathematical concepts and scientific method and practice as well as knowledge and use of a wide variety of equipment, instruments and techniques will be tested on the theory papers.

There will be three exam papers at the end of the two year course. Two of these will assess specified content, will be 2 hours long and will be worth 105 UMS marks each (35% each of the total). The third paper will also be 2 hours long but may assess any content and will be worth 90 UMS (the remaining 30%).

There is a Chemistry Clinic which runs on two lunchtimes a week to give extra support to any student and there are extra lessons available for those seeking to achieve an A* grade (90% or more) and those taking specialist exams such as BMAT, the Cambridge Chemistry Challenge or the Chemistry Olympiad. These are held after school and are open to all.

HIGHER EDUCATION AND CAREERS

Chemistry is a pre-requisite for many degree courses, such as Medicine, Dentistry, Veterinary Medicine and many Biological Science courses, as well as Chemistry related courses.

Chemistry is a well-respected course both at A Level and Degree level, as it combines logical thinking, mathematics and technical writing with the ability to multi-task and carry out practical investigations. Chemistry graduates go on to a very wide range of careers, from scientific areas such as petrochemicals and pharmaceuticals, to wider roles such as finance, consultancy and patent law. It is worth noting that most Chemistry degree courses will require at least one other science or mathematics A Level.

ANY QUESTIONS?

Please contact Mrs Maskell, Curriculum Team Leader, and she will be happy to advise you further. Alternatively, talk to your Chemistry teacher.

COMPUTER SCIENCE

PRE-CONDITIONS FOR TAKING THIS COURSE

A grade 7 or above in both GCSE Computer Science and GCSE Maths is the minimum level required to study Computer Science in the Sixth Form. In addition, you need to be a good problem-solver with an interest in developing programming skills both in and out of the classroom.

WHY CHOOSE COMPUTER SCIENCE?

An A Level in Computer Science shows an aptitude for problem-solving which is a much sought-after skill. It works particularly well with Maths, Further Maths, Physics and Economics A Levels and can lead to degree courses in these fields as well as many others.

EXAM BOARD OCR

SUBJECT MATTER

Computer Science A Level has three components: Computer Systems, Algorithms and Programming, and a Programming Project.

Computer Systems

This side of the course covers the following topics:

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues

This content is examined by a 2½ hour written paper of 140 marks at the end of Year 13.

Algorithms and Programming

This side of the course covers the following topics

- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

This content is examined by a 2½ hour written paper worth 140 marks at the end of Year 13.

Each side of the course develops knowledge and understanding of key topics that will give them the skills to excel in further education. The students will gain experience with object orientated programming in Python and web development with Java Script.

Programming Project

Students choose a project that will allow them to apply the principles of computational thinking to a practical programming project. They will analyse, design, develop, test, evaluate and document a program written in a high-level programming language. The project is marked out of 70 and contributes 20% to the overall grade awarded.

FUTURE CAREERS

Computer Science is a field that continues to grow. With new developments in technology come new roles and jobs, and there are many careers available in Computer Science and STEM subjects.

Here are some potential career paths to explore:

- Cyber security
- UX user experience designer
- Software developer/engineer
- Computer games developer
- System analyst/engineer

ANY QUESTIONS?

Please contact Mr Stokes, Subject Coordinator, or Miss Lunney, Curriculum Team Leader, who will be happy to give you further guidance.

ECONOMICS

PRE-CONDITIONS FOR TAKING THIS COURSE

A Level 7 grade in Higher Level GCSE Mathematics is required. It must be noted that students do not need to have studied GCSE Business Studies in order to take Economics as the two subjects are very much different. Students will also be expected to write detailed essays and hence literacy skills should be well developed. An interest in current affairs is really important too because this is a qualification in which examples are used to actually develop students' understanding.

WHAT IS ECONOMICS?

- Economics asks the question “*how can we make the best use of our scarce resources (e.g. labour)?*”
- It is a *social* science, that uses the sciences and detailed analysis of human behaviour and data.
- It has a theoretical component, but the subject is driven by a need to explain the real world.
- Above all, Economics is a *technique of thinking*.

EXAMINATION BOARD AQA

To do well in studying Economics you should have:

- A level 7 in GCSE Mathematics (higher tier)
- Well-developed essay writing skills
- An interest in current affairs
- An ability to relate to theoretical models and an ability to express yourself well, both in discussion and on paper.

Issues that economists examine are varied, interesting and exciting. They include:-

- How has Covid changed the economy?
- Why is the pound so weak?
- How does the war in Ukraine affect firms?
- How can we afford the furlough scheme?
- Why are footballers' wages so high?
- What is a recession?
- What will be the impact of Brexit on the UK Economy?
- Why have house prices and oil prices changed so much recently? What are the implications?
- Should students pay for their higher education?
- How can we improve the NHS?
- What is the future of the euro?
- How do policy makers, such as the Chancellor of the Exchequer and the Bank of England, manage the economy?

INFORMATION ABOUT THE COURSE

A Level Economics

The course focuses on two broad areas, Micro and Macroeconomics. These will be assessed by completing 3 papers at the end of the 2nd year. The 3 papers are as follows:

- **Markets and Market failure (Paper 1 – 2 hours)**
Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks
Section B: essay questions requiring written answers, choice of one from three worth 40 marks
- **National and International Economy (Paper 2 – 2 hours)** same assessment as paper 1 but on Macroeconomics
- **Economic Principles and Issues (Paper 3 – 2 hours)**
Section A: multiple choice questions worth 30 marks
Section B: case study questions requiring written answers, worth 50 marks

WILL I ENJOY THE COURSE?

You will enjoy this course if you want to study a subject that:

- challenges you academically and is highly thought of by Oxbridge Universities.
- is relevant to the world in which you live and to your future, focusing on explaining recent economic news.
- encourages you to discuss current affairs and issues.
- is studied through investigation, not just listening and reading.
- develops a full range of skills that will be useful in other subjects you study and in employment.
- examines issues logically and systematically.
- puts emphasis on independent research, analysis and evaluation of information and allows you to utilise ICT resources such as spreadsheets, the internet, and presentation packages (PowerPoint).

HIGHER EDUCATION AND CAREERS

- A Level Economics is highly respected by all universities for a wide range of courses, including Oxford, Cambridge and the London School of Economics (PPE, Economics, Social and Political Sciences).
- Economics is also an education for life because you will understand much more of the world around you, and why it is as it is.

- Employment opportunities where your economics skills will be particularly valued include business management and consultancy, banking and financial services, journalism, media, the law, marketing, the civil service, politics, insurance and accountancy.
- It is important to note that Economics degree courses often will require Mathematics A Level in addition to Economics.

HOW TO FIND OUT MORE

- Visit the appropriate pages on the school website and watch the videos.
- Speak to students currently studying Economics or speak to Mr Farrell who will be happy to help.

“Economics has given me the ability to construct an argument and take a critical view. The members of the teaching staff are extremely supportive, and I would recommend it to anyone because the programme provides essential skills to make students more competitive in an ever globalising market.”

Alex Casimo, Former Head Boy, received a first class Honours Degree in Economics from London School of Economics.

ANY QUESTIONS?

Please contact Mr Farrell, Curriculum Team Leader, who will be happy to provide more guidance, support and information.

ENGLISH LANGUAGE AND LITERATURE

PRE-CONDITIONS FOR TAKING THIS COURSE

You must have a grade 7 or above in English Language GCSE. An enjoyment of fiction and non-fiction texts, a curiosity about how language works and a willingness to read, discuss and write about a wide variety of texts is also required.

EXAMINATION BOARD: AQA Specification

WHY STUDY THIS COURSE, AS OPPOSED TO ENGLISH LITERATURE?

The English Language and Literature Combined Course is designed for those who not only want to carry on with their study of Literature but also want to understand how language affects the way we act and communicate with one another. It is just as academic as English Literature but contains an analytical element about language use that is more high profile than in the English Literature syllabus. Students will delve into the intricacies surrounding the study of linguistics and will learn about the science of language.

Year 12

In Year 12, students explore a unit entitled “Telling Stories”. It is split into three parts. Section A – “Remembered Places”, covers an anthology of fiction and non-fiction writing about Paris. Section B – “Imagined Worlds” - comprises one compulsory question on a prose set text, *Frankenstein* by Mary Shelley. Section C – “Poetic Voices” – comprises one compulsory question on a poetry set text comprising a selection of poems by Robert Browning.

Year 13

In Year 13, students cover a unit entitled “Exploring Conflict”. This unit is divided into two parts. Section A – “Writing about Society” comprises one piece of re-creative writing using a set text, *The Kite Runner* by Khaled Hosseini. A critical commentary is also required. Section B – “Dramatic Encounters” - comprises one question from a choice of two on a drama set text, Tennessee Williams’ *A Streetcar Named Desire*. Year 13 students will also complete non-examined assessment (NEA) comprising a personal investigation that explores a specific linguistic technique or theme in both literary and non-literary discourse (2,500– 3,000 words).

Students will be formally examined on their work over the two years at the end of the whole A Level course in Year 13.

SPECIFIC PERSONAL QUALITIES NEEDED FOR THE COURSE

It is important to note that the combined Language and Literature course is as demanding, and in some respects more so, than the pure Literature course. Interest in analysis of fiction and non-fiction texts and concern to master critical vocabulary and style of writing (so that quite subtle effects can be described with the greatest possible precision) are crucial. Pleasure in reading both fiction and non-fiction, a inquisitiveness about how language operates and a willingness to read widely and write essays on a regular basis is essential.

CAREERS WITH ENGLISH LANGUAGE AND LITERATURE

Studying English at A Level and later at degree level demonstrates your facility for the English Language and your openness to new ideas, such as those you will experience in the greatest works of literature. You will have the opportunity, if you read widely, to culturally enrich your life. The study of English can lead to careers in – among others - advertising, arts administration, the civil service, digital copy writing, law, marketing, media, social media management, museum curator, writer journalism politics and teaching. Writers such as Mark Haddon, Stephen King and J. K. Rowling have studied English at A Level or degree level.

ANY QUESTIONS?

Please contact Mr Brittain, Curriculum Team Leader, who will be happy to advise. Specimen papers to be found at www.aqa.org.uk

ENGLISH LITERATURE

PRE-CONDITIONS FOR TAKING THIS COURSE

You must have grade 7 or above in English Literature GCSE. An enjoyment of literature and a willingness to read, discuss and write about a wide variety of texts are also required if you are to enjoy the course and find it stimulating.

EXAMINATION BOARD: AQA Specification B

Year 12

The syllabus provides a wide range of appealing but challenging texts. *Students must enjoy reading and be prepared to read widely.* Under the broad heading of “Literary Genres”, students will study “Aspects of Tragedy” a course consisting of the study of one Shakespeare play (“*Othello*”), one further work of drama (Arthur Miller’s *Death of a Salesman*) and a collection of poetry by John Keats.

Year 13

Year 13 students will study “Texts and Genres: elements of crime writing”. They will study three texts: *The Rime of the Ancient Mariner* by Samuel Taylor Coleridge, *Brighton Rock* by Graham Greene and *When Will There Be Good News?* by Kate Atkinson. The exam will include an unseen passage drawn from the crime genre.

Students will also complete non-examined assessment (NEA), comprising a study of two texts: one poetry and one prose. They will choose a different critical viewpoint from the AQA Critical Anthology with which to approach each text. They must write two essays of 1250 -1500 words, each responding to a different text. One essay may be re-creative. The re-creative piece will be accompanied by a commentary. Texts may be chosen by the students with guidance from their teachers.

Students will be formally examined on their work over the two years at the end of the whole A level course in Year 13.

CAREERS WITH ENGLISH LITERATURE

Studying English at A Level and later at degree level demonstrates your facility for the English Language and your openness to new ideas, such as those you will experience in the greatest works of literature. You will have the opportunity, if you read widely, to culturally enrich your life. The study of English can lead to careers in – among others - advertising, arts administration, the civil service, digital copy writing, law, marketing, media, social media management, museum curator, writer journalism politics and teaching. Writers such as Mark Haddon, Stephen King and J. K. Rowling have studied English at A Level or degree level.

ANY QUESTIONS?

Please contact Mr Brittain, Curriculum Team Leader, who will be happy to advise. Specimen papers to be found at www.aqa.org.uk

GEOGRAPHY

PRE-CONDITIONS FOR STUDING THIS COURSE

A grade 7 or above in GCSE Geography is a course requirement.

EXAMINATION BOARD AQA

SUBJECT MATTER

A Level

During the two year course we shall be exploring a variety of topics in both Physical and Human Geography.

Paper 1 Physical Geography - three main topics will be to be studied:

Hazards- An option focused on earthquakes, volcanoes and tropical storm hazards. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to study the many relationships between people and the environment.

Cold Environments We shall also look at the impressive features produced by glaciation, including a day of exploring glaciated scenery in the Lake District. The formation of spectacular landforms such as pyramidal peaks will contrast with the gentler landforms of deposition that shape our lowlands. Human exploitation and conservation of modern-day cold environments will concentrate on Alaska.

Earth's Life Support Systems will look at the role of water in the context of oceans, Ice Caps and the Atmosphere. We shall look at why rivers flood and how human activity can both increase and reduce the flood risk. A day visit to a river catchment and its associated flood defences in Keswick will provide a case study. The role of the carbon cycle in the oceans, atmosphere and the biosphere will be studied, with a tropical rainforest as a case study in the context of wider climate change.

Paper 1 is assessed by a written exam of 2 hour 30 minutes duration. It accounts for 40% of the final A-level. Question types include multiple-choice, short answer and extended prose/essay.

Paper 2 Human Geography - three main topics will be to be studied:

Global Systems and Global Governance

The economic, political and social changes associated with globalisation have been a key feature of the global economy and society in recent decades. Trends in the volume and pattern of international trade.

The nature and role of transnational corporations (TNCs), including their spatial organisation, Benefits of globalisation in terms of growth, development, integration, stability. Costs of globalisation in terms of inequalities, injustice, conflict and environmental impact. Global protection of Antarctica.

Changing places

We examine in detail a local place in the Liverpool area and another contrasting place in terms of economic development, cultural background and systems of political and economic organisation. This will involve a fieldwork trip to our chosen place. We will look at the Factors contributing to the character of places: their location, physical geography, history, land use, built environment and infrastructure, demographic and economic characteristics.

Contemporary Urban Environments

In this unit we shall study Global patterns of urbanisation since 1945. Urbanisation, suburbanisation, counter-urbanisation and urban resurgence in Liverpool. The emergence of megacities and their role in global economies. We shall look at the impact of urban areas on local climate, weather and rivers, including river restoration. Features of sustainable cities and developing more sustainable cities.

Paper 2 is assessed by a written exam of 2 hour 30 minutes duration. It accounts for 40% of the final A-level. Question types include multiple-choice, short answer and extended prose/essay

Individual Investigation

Students complete an individual investigation based on any part of the syllabus content. This must include data collected in the field by the individual and as part of a group. 3000-4000 words project. It accounts for 20% of the final A-level. This is marked by teachers and moderated by AQA.

ANY QUESTIONS?

We aim to offer an interesting and exciting course, beautifully presented with specially selected illustrations and videos. Guidance is given on examination technique and there is an emphasis on fieldwork. There will be at least six days of field trips.

Please contact Mr Jones, Curriculum Team Leader who will be pleased to provide any further information that you require. The AQA website is another source of useful information and guidance.

GOVERNMENT AND POLITICS

PRE-CONDITIONS FOR TAKING THIS COURSE

A grade 7 in either History, English Language or English Literature is needed. An interest in current affairs, pursued through television news, quality newspapers and the web is also vital because it is a qualification where valuable examples that can be used to illustrate concepts in the exams are built up during the course itself.

EXAMINATION BOARD AQA

SUBJECT MATTER

There are three broad areas of study in this specification:

- The Government and politics of the UK
- The Government and politics of the USA
- Political ideas.

Module 1: The Government & Politics of the UK

In this module you look at what makes people take part in the electoral process, especially in the UK. We analyse various factors that make people vote, and vote in different ways. Over time, for example, the influence of social class has declined, and now people seem influenced more by the image of a political party, and especially its leader. The unpredictable nature of voting behaviour will be studied in the context of Britain's economic difficulties since 2008 and in the light of Britain's decision to leave the European Union. Students will evaluate the impact that these circumstances have had on the perception of Britain's major political parties in the 2010, 2015 and 2019 General Elections.

By re-working recent General Election results using digital analysis of different voting systems we are able to investigate how Margaret Thatcher and Tony Blair might never have become as powerful as they did.

Students look at the factors that make some pressure groups much more successful than others, why they are different from political parties, and analyse whether pressure groups and protest movements help or hinder past and present governments. Specific pressure groups, unions and protest movements studied include 'Planestupid', Stonewall, Greenpeace, the BMA, teachers' unions, RMT, and Fathers4Justice.

Students also have the option of studying the main political parties, their ideas, how their leaders are elected, their different traditions and the ideas on issues like crime and the environment.

This module is also a study of power in Modern Britain. It looks at the strengths and weaknesses of Britain's uncodified constitution in a rapidly changing society. In doing so, we investigate how many of the 'rules' that govern the political system in this country are not actually written anywhere, but have developed as traditions or 'conventions'.

Significant changes made by the Blair, Brown and Cameron governments are an integral part of this study. We also look at the court system, or judiciary, and the application of justice, with special attention given to the balance between national security and civil liberties in the modern world.

Students move on to examine the role and functions of Parliament — the House of Commons and the House of Lords — and see that power of Parliament, and individual MPs, is fluid and depends on many factors. Recent reforms to the workings of Parliament are studied in some depth as well as controversies concerned with public trust and confidence.

The role and effectiveness of ministers and Prime Ministers are studied in detail. Students look at all the factors that make the power of individual Prime Ministers vary a great deal over time using case studies including Thatcher, Major, Blair, Brown, Cameron, May & Johnson.

Students also have the option of studying governance at different levels. As Britain's political system continues to evolve with ongoing devolution to Scotland and Wales, a changing relationship between Westminster and the localities, and an uncertain relationship between the UK and the EU, the course examines the challenges this brings for British citizens.

Module 2: The Government & Politics of the USA

This module concentrates on the USA. It considers the extent to which a Constitution written over two hundred years ago by the Founding Fathers can still be effective in governing a country of some 315 million citizens. It also uses the latest events and news from the USA to develop an understanding of the nature of the relationship between the 50 states and the national government in Washington, workings of Congress on Capitol Hill, and the changing roles and powers of the Presidency over time. The role and political influence of the Supreme Court in the United States is also an essential part of this module. Analysing the successes and failures of Barack Obama and Donald Trump in the highly partisan arena of modern American politics is an important aspect of this course.

"I have found it really interesting actually watching the news and being able to apply it to a theory about politics I learned that day in the classroom. In some ways it's like History, only it's actually right now. Teaching it certainly keeps the teachers on their toes".

Beyond the framework of US Government we will also be analysing the rise of Donald Trump and what this says about the post-war liberal consensus, modern Republicanism and the future for political discourse. Has hyper partisanship combined with social media to make populism and extremism viable in political life and can American democracy withstand such a development?

Module 3: Political Ideas

In this module students explore in depth the ideas behind politicians and political parties, looking at the various different forms of Conservatism, Socialism, Liberalism and Feminism that have developed over the last century. They discover in depth how and why David Cameron's form of Conservatism is developed from, but different to, the ideas of Conservatives like Margaret Thatcher, and how traditional socialist ideas were marginalised under Tony Blair and Gordon Brown but are regaining prominence under Jeremy Corbyn.

Future Careers

An A Level in Government and Politics is useful as it will provide students with an excellent background for careers which could include: journalism, politics, civil service, law, teaching and a range of different business areas.

ANY QUESTIONS?

Please contact Mrs Heery, Curriculum Team Leader, who will be happy to help. Copies of the full syllabus, past exam papers and mark schemes are available at www.aqa.org.uk so take a look and see the types of questions you are asked and how they are marked.

HISTORY

PRE-CONDITIONS FOR TAKING THIS COURSE

Students are required to have achieved a grade 7 or above at GCSE History.

EXAM BOARD AQA

SUBJECT MATTER

The study of History at A-Level is divided across three core modules. In Year 12 two examined modules focus on the rise of the Tudor dynasty and the promise of the American dream in the latter half of the Twentieth Century, whilst students also complete an extensive enquiry into the causes of the French Revolution. In Year 13 we continue our focus on the Tudors culminating in the triumph of Elizabeth I and we consider whether the concept of the American dream was merely an illusion.

Unit 1C: The Tudors, England, 1485-1603

The British side of the course begins in 1483 with the death of Edward IV. Against the civil unrest of the Wars of the Roses that have plagued much of the 15th century, Richard, Duke of Gloucester usurped the English throne and acted ruthlessly to suppress both legal claimants and any potential opposition. The stage was set at Bosworth for the triumph of Henry Tudor and the course follows his progress as he looks to procure security, prosperity and recognition for the nascent Tudor dynasty, culminating in a study of the religious and political change wrought by the Henrician Reformation. In Year 13 the focus rests upon Edward, Mary and Elizabeth as students are given the opportunity to evaluate the notion of a Mid-Tudor Crisis and the creation of Elizabethan society.

Unit 2Q: The American Dream: Reality and Illusion, 1945-1980

This module looks at the notion of the American dream and asks whether it has any conceptual validity in post-war society. Against the backdrop of the Cold War, the growth of consumerism and increasing turbulence in race relations we analyse the presidencies of Truman, Eisenhower and Kennedy in order to evaluate the social, political and economic experiences of different groups in American society. In Year 13 we assess how President Johnson's promise of a Great Society was destroyed by the Vietnam War and how this led to a conservative reaction under President Nixon which threatened to reverse the liberal changes heralded by Democratic presidents in the 1960s.

Unit 3: The Triumph and Destruction of the Bourbon Monarchy 1661—1789

The European focus in Year 12 and Year 13 rests upon France and why the Bourbon Monarchy collapsed in 1789. Students will undertake their own independent study within a hundred year period of French history culminating in a piece of coursework of 4,500 words. The course requires students to explore not only key personalities such as Louis XIV, but also the societies in which they operated.

Conscious that History is an interpretative discipline we consider a range of historical views and perspectives in order to reach balanced and effective judgements about the significance of what we have studied.

WHY STUDY HISTORY?

History A Level also provides students with an effective framework from which to understand current affairs, as we look to study the past to inform the present. A range of political views, religious values, social concerns and philosophical ideas are all discussed throughout the duration of the course and many students opt to continue their studies into further education. Many students go on to study History at University, including Oxbridge, and we believe that all students who opt for this subject will benefit from the analytical skills that they develop and the diverse ideas they entertain over the course of their studies.

Future Careers

An A Level in History is useful as it will provide students with an excellent background for careers which could include: working in museums and art galleries, journalism, publishing, politics, civil service, law, teaching and a range of different business areas.

ANY QUESTIONS?

Any general enquiries can be directed to Mrs Heery, Curriculum Team Leader, who will be only too happy to offer guidance and support .Copies of the full syllabus, past exam papers and mark schemes are available at www.aqa.org.uk so take a look and see the types of questions you are asked and how they are marked.

LATIN

PRE-CONDITIONS FOR TAKING THIS COURSE

You need to have secured at least a grade 7 at GCSE level and to have a firm grasp of Latin grammar, including the terminology associated with it.

EXAM BOARD OCR

SUBJECT MATTER

A Level

Language work consists of reading prose and verse extracts from a variety of authors and practising translation techniques. There is some new grammatical input, but most Latin grammar has been covered at GCSE. We practise some English to Latin translation to provide support for the development of linguistic understanding, but this is not tested in the A Level exam (unless you choose to do the Composition option).

There are no vocabulary lists prescribed by OCR, but there will be weekly vocabulary tests based on the AS list and a vocabulary list from a previous specification which will sufficiently prepare you for the A Level. Both lists contain approximately 900 words each.

You will study at least **one prose** set text (or alternatively two shorter texts) **and** also **one verse** set text (or alternatively two shorter texts), of about 450 lines each, in detail. You will study the context, translation and literary features of these texts.

There is no coursework.

Examination – FOUR papers are sat in May / June.

01: Unseen Translation (33%)

This tests unseen translation of Latin prose and poetry. This paper includes one unseen prose translation and one unseen verse translation, including two lines of scansion.

02: Prose Composition or Comprehension (17%)

This tests your knowledge of prose translation and comprehension, and also tests your knowledge of Latin grammar by means of specific grammatical questions. (The alternative to this is an English-to-Latin Prose Composition option for those who wish to take it.)

03: Prose Literature (25%)

This tests your knowledge of the prose set text(s) through questions and essay. Authors to be studied include Cicero and Tacitus.

04: Verse Literature (25%)

This tests your knowledge of the verse set text(s) through questions and essay. Authors to be studied include Virgil and Ovid.

PERSONAL QUALITIES

The study of Latin is fascinating and intellectually demanding. Strong self-motivation is essential so that you can independently keep up your knowledge of Latin grammar. You must be prepared for weekly tests on vocabulary, and some other less regular tests on the set texts. Homework also includes an unseen translation to be completed approximately every week.

CAREERS INFORMATION

A degree in Classics, of which Latin forms a part, provides a range of transferable skills which are suited to a wide range of careers. As well as the obvious destinations of research and teaching Classics, graduates of Classics can be found in careers as varied law, accountancy, administration, management, and psychology, to name just a few. For more information see:

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/classics>

ANY QUESTIONS?

Please contact Dr Lawell, Subject Co-ordinator, who will provide more information and guidance to help you make your decision.

MATHEMATICS

PRE-CONDITIONS FOR TAKING THIS COURSE

A grade 7 or above at GCSE is the minimum level required to continue studying Mathematics in the Sixth Form. However, just as important is a firm desire to work hard and a willingness to put in extra work outside lesson time to ensure you succeed in this subject.

WHY CHOOSE MATHEMATICS?

A Level Mathematics is a versatile qualification and is well-respected by employers, who recognise that maths students develop many useful skills: they become better at thinking logically and analytically, develop resilience and are able to think creatively and strategically, and importantly they have excellent numeracy skills and the ability to process and interpret data.

Additionally, the mathematical skills you learn in A level Mathematics are of great benefit in other A level subjects such as Physics, Chemistry, Biology, Computer Science, Geography, Psychology and Economics.

A Level Maths is an important and useful subject in its own right and is highly desirable for many university courses. However, there are several degree courses where Maths A Level is usually a requirement. These include Physics, Engineering, Computer Science, Finance and Economics.

EXAM BOARD Edexcel

SUBJECT MATTER

In Mathematics you will study Pure Maths, Mechanics and Statistics. You will do some Pure Maths and all the Statistics in Year 12 with more Pure Maths and all of Mechanics in Year 13. Assessment takes place at the end of Year 13 and consists of three 2 hour papers worth 100 marks each. Paper 1 and Paper 2 both assess the Pure Maths content and Paper 3 assesses the Mechanics and Statistics content.

Pure Maths

In Pure Maths you extend the knowledge and techniques you learned at GCSE. Pure topics include:

- Algebra and Functions
- Coordinate Geometry
- Exponentials and Logarithms
- Numerical Methods
- Sequences and Series
- Trigonometry
- Differentiation
- Integration
- Vectors
- Proof

Mechanics

In Mechanics you will learn to model and analyse the physical world around us. Mechanics topics include:

- Quantities and Units
- Kinematics
- Forces and Newton's Laws
- Moments.

Statistics

In Statistics you will learn how to collect and analyse useful data and use this to make predictions about future events. You will learn key statistical information and techniques including

- Sampling
- Data presentation and Interpretation
- Probability
- Statistical Distributions
- Hypothesis Testing.

CAREERS IN MATHEMATICS

A Level Mathematics is useful in many diverse careers. There is a huge shortage of people with STEM skills needed to enter the workforce and there are many applications of mathematics in technology. Potential careers include the following, to name just a few:

- Game design
- Internet security
- Communications
- Aircraft modelling
- Acoustic engineering
- Electronics
- Civil engineering
- GCHQ
- Finance
- Psychology (statistical modelling)

ANY QUESTIONS?

Please contact Miss Lunney, Curriculum Team Leader, who will be happy to give you further guidance.

FURTHER MATHEMATICS

PRE-CONDITIONS FOR TAKING THIS COURSE

This is a course suitable only for students of exceptional Mathematical ability and can only be taken as a fourth A Level. Students are expected to have achieved a grade 8 at GCSE.

WHY CHOOSE FURTHER MATHS?

Many universities recognise that Further Maths provides a better preparation for students following Maths or Maths dependent courses such as Engineering, some Finance based courses (Actuarial Science, Economics), Computer Science and Physics. Many universities offering these courses list Further Maths as desirable and some even make a lower offer to students offering Further Maths. Anyone applying to study a degree in a STEM subject should consider taking Further Mathematics as the additional content helps ensure a successful progression to university. Having A level Further Mathematics on your university application is also a way to make it stand out for STEM subjects.

EXAM BOARD Edexcel

SUBJECT MATTER

Further Mathematics is studied in addition to Mathematics and results in the award of two A Levels. In Further Maths you will continue to study Pure Maths, Mechanics and Statistics. Assessment takes place at the end of Year 13 and consists of four 1½ hour papers each worth 75 marks. Paper 1 and Paper 2 both assess the Pure Maths content and then the Mechanics and Statistics content are assessed on Papers 3 and 4.

Students choosing this option study the content for the Maths A Level in Year 12 and then the content for the Further Maths A Level in Year 13; the Further Maths content follows on from the Maths content. All assessments for both Maths and Further Maths are taken at the end of Year 13.

Pure Maths Topics

- Further Algebra and Functions
- Further Calculus
- Differential Equations
- Further Vectors
- Complex Numbers
- Polar Coordinates
- Hyperbolic Functions
- Matrices
- Proof

Mechanics Topics

- Momentum and Impulse
- Collisions
- Centres of Mass

- Work and Energy
- Elastic Strings and Springs.

Statistics Topics

- Linear Regression
- Discrete and Continuous Distributions
- Correlation
- Hypothesis Testing
- Chi Squared Tests.

CAREERS IN MATHEMATICS

A Levels in Mathematics and Further Mathematics opens doors to studying Mathematics and STEM subjects at top universities and can lead to interesting and sought-after careers in the following fields, to name just a few:

- Game design
- Internet security
- Communications
- Aircraft modelling
- Acoustic engineering
- Electronics
- Civil engineering
- GCHQ
- Finance
- Psychology (statistical modelling)

ANY QUESTIONS?

Please contact Miss Lunney, Curriculum Team Leader, who will be happy to give you further guidance.

MODERN FOREIGN LANGUAGES

PRE-CONDITIONS FOR TAKING THIS COURSE

A grade 7 or above at GCSE is required and a genuine interest in the countries where French and/or Spanish is spoken is also highly desirable.

EXAM BOARD AQA

SUBJECT MATTER

The core content is Y12 and Y13 is:

- Social issues and trends
- Political and artistic culture
- Grammar

In addition, you will undertake the study of a literary text (Year 13) and a film (Year 12) and carry out an individual research project on a key question that interests you relating to the target language country.

ASSESSMENT

Paper One. Listening, reading & writing lasting 2 hours 30 minutes
(50% of A level)

- All questions are in the target language to be answered with non-verbal responses or in the target language.
- There will be 2 translations of at least 100 words each. One into English and the other into the target language

Paper Two. Writing lasting 2 hours
(20% of A level)

- Two essay questions in the target language based on the set texts or film studied.

Paper Three. Speaking- lasting 21-23 minutes that includes 5 minutes preparation time
(30% of A level)

- Discussion of a topic relating to social issues and trends, or political and artistic culture based on a stimulus card.
- Presentation and discussion based on the individual research project.

Dictionaries are not allowed at any stage of the examination.
All examinations take place at the end of Y13.

WHY CHOOSE TO STUDY A LANGUAGE?

The study of a language equips you with valuable skills that can help you in your personal and professional life. Students who have studied languages in the Sixth form have gone on to pursue diverse careers such as Law, Engineering, Journalism, Accountancy and Finance as well as teaching in the UK and abroad. We have links with Sixth Forms in San Sebastian, and we run an annual exchange trip to northern Spain.

CAREERS INFORMATION

Employers say they value the key skills developed by language learners, regardless of what level they join the organisation. These include:

Communication skills	Team working skills	Interpersonal skills
Presentational skills	Problem solving skills	Organisational skills

Good learning strategies

1. Languages are a life skill - Knowledge of a foreign language is not just another grade – it is a concrete and demonstrable life skill, like being able to drive a car or touch-type, and it is a skill highly valued by employers.

2. Languages teach you communication skills and adaptability - Learning how to interact with speakers of other languages means you are less likely to be stuck in one mode of thinking. It can help you see things from a range of perspectives, develop your problem-solving skills, and make you more adaptable, resourceful and creative.

3. Languages teach you cultural awareness - The ability to operate cross-culturally is becoming just as valued by employers as straight language skills.

4. Languages give you the edge in the job market - Today there is a global market for jobs. It is not necessary to be completely fluent in a foreign language to be an asset to any potential employer. Knowing how to meet and greet people from other countries and cultures is a valued skill.

5. Learning languages gives you greater opportunities to travel and work abroad - There are many opportunities to travel or work with organisations abroad where some knowledge of a foreign language is a clear advantage.

6. Languages combine well with virtually any subject for further study - The range of combined degrees and further education courses involving a language is limitless – from History, Maths, Business with Spanish to Law with French. Many universities even offer funding for students to continue or extend their language knowledge by travelling or working abroad during the holidays.

ANY QUESTIONS?

Please contact Mr Adamson, Curriculum Team Leader, who will be happy to give you further guidance.

MUSIC

PRE-CONDITIONS FOR TAKING THIS COURSE

Students will need to have passed GCSE Music at grade 7 or above; or if GCSE Music has not been studied, have passed Associated Board of Royal School of Music Grade 5 theory **and** Grade 5 practical examination

EXAM BOARD OCR

SUBJECT MATTER

Music A Level is a contemporary and engaging course designed to cater for all types of musicians irrespective of preferred style or genre. It provides an excellent foundation for a range of post-18 options including the study of music at University or Conservatoire, or as a creative addition to your suite of A level subjects which are required to study other subjects, from medicine to law.

A Level

There are three components to A Level Music. Students can choose to focus on a specific strength in Performing or Composing by following Option A or Option B.

The three components are: -

Listening and Appraising Music (40%)

Areas of study provide an appropriate focus for you to appraise music and develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language. The six areas are:-

- 1 Instrumental Music of Haydn, Mozart and Beethoven
- 2 Popular Song – Blues, Jazz, Swing and Big Band
- 3 Developments in Instrumental Jazz, 1910 to the present day
- 4 Religious Music of the Baroque Period
- 5 Programme Music, 1820-1910
- 6 Innovations in Music, 1900 to the present day

Students **must** study Areas of Study 1 & 2 and choose two from Areas of Study 3-6.

Performing (Option A: 25% or Option B: 35%)

You will prepare a performance lasting for a minimum of either six minutes (Option A) or ten minutes (Option B) in any style or genre. You should be able to perform music in either of the following ways:

- **instrumental/vocal:** as a soloist, and/or as part of an ensemble
- **production:** via music technology

Composing (Option B: 25% or Option A: 35%)

Option B

You will need to prepare **two** compositions, one in response to a brief set by OCR and the other a free composition of at least four minutes in length. You must be able to compose music for one or both of the following:-

- **instrumental/vocal:** produce a notated score, written account and/or lead sheet by using traditional means or by using music software
- **production:** generate an entirely digital piece using music software

Option A

You will need to fulfil the tasks in Option B and also complete a set of technical exercises in a specific style.

THE DEPARTMENT

Music is a key feature of the Blue Coat School and there are a wide variety of choirs, orchestra and bands which support an engaging and exciting concert programme. Important annual performances include the Carol Concert and concert of Festive music, the school musical, spring and summer concerts as well as a variety of smaller recitals. Sixth Form students play an important leadership role in all of these groups. Instrumental lessons can also be facilitated through school and are given by a team of highly qualified and experienced teachers.

What Can We Do With An A Level In This Subject?

Our students go on to a variety of careers. Many go on to University or Conservatoire to study music at degree level and are currently engaged in careers as performers, choral singers, academics, music producers, music librarians, and teachers. Others use the skills and discipline learned through music A level to enhance careers in business, finance and the fashion industry,

ANY QUESTIONS?

Please contact Mr Emery, Director of Music, who will be happy to give you further guidance.

Physics

PRE-CONDITIONS FOR TAKING THE COURSE

A grade 7 or above in GCSE Physics is needed or a grade 8 7 or 7 7 7 or above in Core Additional or Further Science.

Overall, at least 40% of the marks in assessments will require the use of mathematical skills. These skills will be applied in Physical contexts and will be at least the standard of higher tier GCSE mathematics but it is NOT necessary to be studying Mathematics at A level to pursue this course. You **are** advised to take mathematics with your Physics, as students who choose all arts based subjects combined with Physics will need to do extra work and may find some of the Y13 work difficult.

Course code AQA Physics (7408)

SUBJECT MATTER

The qualification is linear so that all students will sit all of their examinations in the summer of Year 13.

Assessment structure

The Content is listed below and the assessments in the table.

Core content

- 1 Measurements and their errors
- 2 Particles and radiation
- 3 Waves
- 4 Mechanics and materials
- 5 Electricity
- 6 Further mechanics and thermal physics
- 7 Fields and their consequences
- 8 Nuclear physics

Option (Y13)

Turning points in physics – covering the development of quantum physics and relativity.

Assessments

Paper 1	+	Paper 2	+	Paper 3
What's assessed Sections 1–5 and 6.1 (Periodic motion)		What's assessed Sections 6.2 (Thermal Physics), 7 and 8 Assumed knowledge from sections 1 to 6.1		What's assessed Section A: Compulsory section: Practical skills and data analysis Section B: Students enter for one of sections 9, 10, 11, 12 or 13
Assessed <ul style="list-style-type: none"> • written exam: 2 hours • 85 marks • 34% of A-level 		Assessed <ul style="list-style-type: none"> • written exam: 2 hours • 85 marks • 34% of A-level 		Assessed <ul style="list-style-type: none"> • written exam: 2 hours • 80 marks • 32% of A-level
Questions 60 marks of short and long answer questions and 25 multiple choice questions on content.		Questions 60 marks of short and long answer questions and 25 multiple choice questions on content.		Questions 45 marks of short and long answer questions on practical experiments and data analysis. 35 marks of short and long answer questions on optional topic.

PRACTICAL WORK

Practical work will be assessed in the written papers. 15% of the total A level marks will be awarded for practical knowledge and understanding. A separate “endorsement” of practical work will be assessed by teachers. This will not be graded (simply a pass or fail mark). If students pass it will be reported on their certificate, otherwise it will not be reported. Students must carry out a minimum of 12 set practical activities across the two year A level. At the Blue Coat, students will have more opportunities to learn and use practical skills to link theory with practice, deepening their knowledge and understanding. You can find out more about the practical based questions by viewing the specimen examination questions and mark schemes at www.aqa.org.uk

Teaching & Learning Methods

A mixture of note taking, group and discussion activities, practical work and problem solving will be used. All the laboratories and teaching rooms have interactive whiteboards (IWB). Consequently, all teachers use the IWB on a regular basis and complement this with a range of activities. Progress tests are a regular feature as well as homework assignments geared to reinforce and enhance understanding. Independent research activities involving the internet are included throughout.

Subject Combinations

Most pupils support Physics by studying Chemistry, Mathematics or Further Maths. Geography and Economics also combine the numeracy and literacy skills necessary for success in this demanding subject.

What Can We Do With An A Level In This Subject?

Many students choose Physics because it develops a range of skills and equips them for a wide range of undergraduate courses. Physics provides an ideal preparation for Engineering, Science, Medicine and Financial courses. However, a Physics A Level shows that you have the skills for to follow many career paths.

Any Questions?

Please contact Mr Doherty, Curriculum Team Leader, and he will be happy to advise you further. Specimen papers and mark schemes are available at: www.aqa.org.uk

PSYCHOLOGY

PRE-CONDITIONS FOR TAKING THIS COURSE

A grade 6 or above in either English Language or English Literature is required. An interest in social processes, biological influences on behaviour and how our early experiences can affect us in later life, is really important, as these are studied alongside more contemporary psychological concepts and traditional (or classical) Psychology.

EXAM BOARD AQA

Year 1

Module 1: Developmental Psychology

We study human infant attachment behaviour and orphanage case studies. The module finishes with how our early experiences may affect our later behaviour.

Teaching and Learning Methods

Topics may not be taught in order but will reflect the underpinning principles of the main psychological approaches which are present throughout the course. Discussion and group work are a key feature and a positive attitude to analysing and learning research evidence is essential.

Module 2: Psychology in Context

In **Psychology in context** we will discover how psychology is studied in the real world by practical investigations (which will require some statistical analysis).

In **Approaches in Psychology** we discover how the classical explanations of human behaviour have emerged, together with the emergence of psychology as a science and cutting edge processes such as cognitive neuro-science.

In **Biological Psychology** we look at the body's role in behaviour including the nervous, endocrine and autonomic nervous system together with specialised areas of the brain. We see how the brain can recover from trauma and transfer functions from a damaged area to a novel one.

In modules 1 and 2 assessment will be a combination of multiple choice, short extended answers and contextualised application questions.

Year 2

The scope of study widens and expects you to develop knowledge and skills learnt during Year 1 A Level. There is ONE further module to complete the A Level content. Due to the Linear nature of the A Level, the teaching of some Year 1 and Year 2 topics may be combined to keep similar topics together and to ensure excellent coverage of such topics at a higher level for student progress.

Module 3: Issues and Options in Psychology

In this module **three** options are chosen together with issues and debates in Psychology. Assessment will be in sections with a combination of multiple choice, short and extended answers.

- **Gender Development** – sociocultural, biological and psychological explanations are critically considered.
- **Issues and Debates** – issues of culture and gender, free will and determinism, nature-nurture, holism and reductionism are explored in context.
- **Schizophrenia** – characteristics, causes and treatments are examined.
- **Forensic Psychology** – This fascinating topic is chosen. Forensics looks at crime, the criminal mind, explanations of psychopathy, how crime has evolved and any criminal behaviour modification and the functions and aims of the prison system.

This module will involve extended writing, research design, multiple-choice and short and extended answers.

Further studies and careers in psychology

People who undertake a psychology degree tend to go into the caring profession, the A level is very useful for medicine but the skills are relevant to ANY degree.

The best undergraduate course is the C800. This is available at any University and the content is standardised throughout. This is a B.Sc. (Hons) - Bachelor of science course. From this, in order to be a Psychologist of any kind, you will need a Masters or PhD. Some of the areas that you can specialise in for a career choice are:-

Organisational (business psychologist)
Educational psychologist
Health Psychologist
Forensic Psychologist
Sports Psychologist
Counselling Psychologist
Research Psychologist
To name but a few

Psychology graduates also go into
Social Work
Nursing
Management
Stress Counselling
Teachers

ANY QUESTIONS?

**Please contact Ms Murphy, Subject Co-ordinator, who will be happy to help and advise you.
Specimen papers are available at www.aqa.org.uk**



The Blue Coat School

Our A Level Courses

Church Road, Wavertree
 Liverpool, L15 9EE
 T: 0151 733 1407

The Blue Coat School offers students the opportunity to study 3 or 4 A Levels:

To study 3 A levels you must have a minimum of:
<ul style="list-style-type: none"> ✓ GCSE Mathematics Grade 6 ✓ GCSE English Grade 6 ✓ 52 points from your best 8 GCSE's

To study 4 A Levels you must have a minimum of:
<ul style="list-style-type: none"> ✓ GCSE Mathematics Grade 6 ✓ GCSE English Grade 6 ✓ 62 points from your best 8 GCSE's

You must also satisfy the minimum requirements for the subjects you choose to study:

Subject	GCSE minimum requirement	Or
Art	Art: Grade 7	Art BTEC: Distinction
Biology	Biology: Grade 7	Core/Additional/Further Science: Grades 8 7 or 7 7 7
Chemistry	Chemistry: Grade 7	Core/Additional/Further Science: Grades 8 7 or 7 7 7
Computer Science	Computer Science: Grade 7 and Mathematics: Grade 7	
Economics	Mathmatics: Grade 7	
English (Language & Literature)	English Language: Grade 7	
English (Literature)	English Literature: Grade 7	
French	French: Grade 7	
Further Mathematics (can only be taken as a fourth A Level)	Mathematics: Grade 8	
Geography	Geography: Grade 7	
Government & Politics	History: Grade 7	English Language or Literature: Grade 7
History	History: Grade 7	
Latin	Latin: Grade 7	
Mathematics	Mathematics: Grade 7	
Music	Music: Grade 7	ABRSM: Grade 5 Theory & Practical
Physics	Physics: Grade 7	Core/Additional/Further Science: Grades 8 7 or 7 7 7
Psychology	English Language or Literature: Grade 6	
Spanish	Spanish: Grade 7	