

**A LEVEL  
OPTIONS BOOKLET  
2016 - 2018**



## **WHY ABBOTSHOLME SIXTH FORM?**

Abbotsholme's philosophy of educating the whole person is integral to our view of the Sixth Form pupil: a person, who excels in their academic study, achieves a broad cultural awareness and fully develops their personal and life skills. This booklet will cover our academic programme alongside the wide range of extracurricular programmes we offer designed to develop such skills, which include responsibility, ability to respect and work with others, leadership, organisation and independence. Abbotsholme has a strong spirit of community, akin to a family atmosphere, and we see the links between the Sixth Form and the rest of the school as playing an important part in the development of the skills and qualities that enhance the life chances of our young people; therefore all Sixth Form pupils share in the responsibility of the running of the school, taking on significant roles in shaping the life and culture of the school.

Members of our Sixth Form have a number of privileges and the use of the Sixth Form Centre for relaxation. Boarders are able to build close friendships with their peers and experience 'independent' living as they prepare for University and beyond. In their free time, during evenings and weekends, pupils have access to events and activities arranged especially for the Sixth Form, such as visiting speakers and theatre visits. A Social Committee, run by the pupils, help to organise and run events from cinema trips to bowling, paint-balling, charity events and formal dinners.

### **Support and guidance: academic achievement**

In the Lower Sixth pupils are allocated a tutor who will monitor their progress both within the classroom and in extra-curricular activities, discussing any problems or challenges that may be experienced. The tutor offers one to one support and, with our small tutor groups, the pupil benefits from the in depth knowledge their tutor will have of them, their interests and their aspirations. This becomes especially important in the Upper Sixth, where pupils work closely with their tutor to choose a suitable degree course and prepare their application.

Teaching at Abbotsholme enables pupils of all abilities, including the most able, those with specific learning differences and those for whom English is an additional language, to increase their knowledge and understanding. Staff regularly arrange extra sessions with pupils, whether to extend the able further or to give support to those who face a challenge for whatever reason with a particular topic. We recognise excellence in individual pupils and will stretch them accordingly. This may take the form of more demanding work within the classroom, or work that is possibly outside the narrow confines of the examination specifications and, within small classes, we can cater for a broad ability range.

All dyslexic pupils attend sessions in the Learning Skills department for at least one lesson per week to support their learning. They are also welcome to use the department for quiet study if they find this more beneficial than using the other areas available to them. The department makes the appropriate applications to the exam boards for access arrangements. These always need to be updated on the transition from Year 11 to Lower Sixth. We can arrange for dyslexic pupils to be assessed by an educational psychologist so that they have the evidence needed for their application for Disabled Students Allowance for university.

Alongside the support available from subject teachers, the Head of Sixth Form, the Assistant Head, the Headmaster, house parents and tutors work in partnership to nurture and guide each Sixth Form pupil throughout the two years.

## **Support and guidance: Careers Guidance**

The majority of pupils leave the school to enter courses at university or colleges of Higher or Further Education. Some do leave to find employment and a few will take a gap year before entering university. The Head of Sixth Form, the Director of Curriculum, tutors and careers guidance staff work closely with the ISCO (Independent Schools Career Organisation) so each pupil can make an informed choice on career. To support this process a programme of tutorials and forums encourage discussion on a variety of personal, social and life-skill topics, encouraging independent thought and confidence. We organise talks from professionals with a wide range of experiences in a number of fields and welcome back Old Abbotsholmian's who share their experiences of the wider world with our pupils and can give first hand advice to our Sixth Form pupils.

The following is a summary of key elements of the guidance we offer:

- a) Meetings with the careers department to provide general advice.
- b) Interviews between pupil and tutor, Head of Sixth Form and Headmaster as well as meetings with careers organisations to make a more informed choice.
- c) Careers Fair; the school holds an event biannually.
- d) Lectures, films and videos to provide thought and discussion.
- e) Open Days; the school takes all pupils to visit a Higher Education Fair. Pupils are also encouraged to make arrangements for individual visits to open days.
- f) Assistance with application and preparation for interviews. Tutors and the Head of Sixth Form give advice, plan and discuss applications and help to complete all the relevant forms. The tutorial programme provides pupils with in depth knowledge of the UCAS application process.
- g) Post 'A' level guidance. The Headmaster, Director of Curriculum and Head of Sixth Form are available for immediate help on the day of the results, in case pupils do not achieve the required grades for their chosen universities.

## **THE AS AND A LEVEL SYSTEM**

The heart of the academic programme for pupils in the Sixth Form at Abbotsholme is the AS, A2 and BTEC examinations system. The government has introduced a number of changes to the national post-16 qualifications. There are significant changes to the structure in most subjects. French, Spanish, Geography, Drama, English, Biology, Chemistry, Physics, History, Art and Business Studies are now linear courses and assessment will be at the end of the 2 year course. It is still possible to take an AS exam in these subjects, but this will be a separate standalone qualification, it does not count towards the final A level grade and all work will be re-assessed at the end of the 2 year course.

Some subjects (Mathematics, Further Mathematics, Technology) are continuing with the existing structure of AS and A2 exams with AS contributing towards the final A level grade. In these subjects your child will study for an AS level and will be assessed either by examination or coursework in June 2017, at the end of L6. They can then choose whether to continue or not with the subject and sit A2 exams at the end of U6. Both AS and A2 units count towards the overall final A level grade.

In summary:

AS/ A level legacy subjects

- Mathematics, Technology are modular subjects.
- The A Level consists of two parts – AS which will be taken during Lower Sixth year, and A2, sat in June of the Upper Sixth year.
- AS will consist of two or three units, which will be at a level of difficulty approximately half way between GCSE and A Level

- A2 will consist of a further two or three units and most contain some synoptic papers, which will assess skills gained over all the AS and A2 modules
- AS and A2 will each contribute 50% towards the final A level result
- Each unit will be graded A-E, U.
- A\* is available for exceptional performance at A level
- AS results from the Lower Sixth will be part of a student's UCAS application

#### AS/A level new courses

- French, Spanish, Geography, Drama, English, Biology, Chemistry, Physics, History, Art and Business Studies are linear.
- AS will consist of two or units. These could incorporate a coursework unit.
- A2 will consist of a further two units. These could incorporate a coursework unit
- All units for the A level will be examined in June of the Upper Sixth year.
- AS is a separate qualification. It does not count towards the A level grade.
- Each unit will be graded A-E, U.
- A\* is available for exceptional performance at A level

#### BTEC

- Pupils may choose to follow at BTEC level 3 certificate alongside their A levels.
- Successful completion of two years BTEC is the equivalent to an A level
- Successful completion of one year BTEC is the equivalent to an AS level
- For some pupils, it may be possible to achieve a double award
- BTEC courses are internally assessed
- Each unit will be graded at pass, merit, distinction, with starred distinction available for exceptional performance.

#### Which subjects can I choose?

Abbotsholme School offers a wide choice of subjects in the Sixth Form:

Subject	Board
Agriculture	BTEC Edexcel
Art	Edexcel
Biology	OCR
Business Studies	AQA
Chemistry	OCR
Design and Technology	Edexcel
Drama and Theatre Studies	AQA
English Literature	AQA
Extended Project Qualification	Edexcel
French	Edexcel
Further Mathematics	Edexcel
Geography	Edexcel
History	OCR
Hospitality and Catering	BTEC Edexcel
Mathematics	Edexcel
Outdoor Education	BTEC Edexcel
Photography	Edexcel
Physics	OCR
Spanish	Edexcel
Sport	BTEC Edexcel
IELTS	Cambridge ESOL
Young Enterprise	OCR

You can find summaries of the content and assessment procedures of these courses in this booklet and a more detailed breakdown of each course can be found on our website.

Details of all A level and BTEC syllabuses can be found on the following websites:

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.edexcel.org.uk](http://www.edexcel.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.wjec.co.uk](http://www.wjec.co.uk)

The normal entry requirement for the Sixth Form at Abbotsholme School is five GCSEs at grade C or above. If you have not been educated up to 16 in the UK system, you will be asked to provide a transcript with an explanation of the levels achieved.

Sixth Form pupils will study three subjects in the Lower Sixth and three in the Upper Sixth. We would advise that only students of proven high ability should embark on an extra AS or A2 course and they should discuss this with their tutor, the teacher of the subject, the Head of Sixth Form and the Director of Curriculum before completing their A level choices.

For the purpose of timetabling, subjects are arranged into four blocks which are given an equal time allocation of 8 periods per week; lessons in all the subjects in one block are taught simultaneously; therefore only **ONE subject** may be taken in each block.

Due to the numbers expressing interest in some subjects, these option blocks will be fixed after you have made your choices in February. They will then be fixed in order to produce the school timetable. If a pupil cannot study the subjects of their choice, the Director of Curriculum will discuss alternatives before the end of March. It may be possible to make changes to subject choices thereafter, but any changes will have to conform to the option blocks then in place. Pupils will not be allowed to change subjects in the first two weeks of the new course. Choices must be returned to the Director of Curriculum, Mr. G. C. Selwyn, by **Monday 22 February**.

NOTE: In the unlikely event that an AS course is undersubscribed Abbotsholme School reserves the right to withdraw the course for that academic year.

### **The Timetable of A level choices and other significant Sixth Form events**

	<b>Year 11</b>
February	A level choices made
August	Confirmation of subject choices after receiving your GCSE results
	<b>Lower Sixth</b>
September	Tutor allocation Lower Sixth Induction Programme Introduction to study skills
October	Hikes Assessments Founders Day Dinner
November	Parents evening for Lower Sixth
December	Assessments
November – March	Introduction to the mechanics of the UCAS system (Higher Education applications)
February	Assessments Formal dinner

March	Full school report to parents
March – May	Visit to the Higher Education Convention. All pupils interviewed by the Head of Sixth Form (Higher Education applications)
May	Assessments Parents' evening for Lower Sixth AS external examinations
June	AS external examinations.
June	Lower Sixth Camps Decision on which subjects to continue after discussion with teachers, tutor, Head of Sixth Form, Director of Curriculum. Final decisions made on Oxford and Cambridge applicants. Opportunities for personal visits to University Open Days. "Beyond Abbotsholme" week Assessments
August	AS Results

	<b>Upper Sixth</b>
September - December	Completion of UCAS applications and confidential reports. Final decision on Higher Education and Gap Years.

October	Hikes Assessments Founders Day Dinner
October – April	University interviews and decisions
November	Parents meeting for Upper Sixth
December	Assessments
February	Assessments Formal Dinner
March	Full school report to parents
May	Assessments
May – June	A2 examinations
July	Full school report to parents
August	A level results and confirmation of University places

All of you will be given individual advice on choosing degree courses, writing applications and making decisions in consultation with your tutors, Heads of Department, Head of Sixth Form, Houseparent and Director of Curriculum. The careers advisor will also help and advise on gap year projects.

## SUBJECT REQUIREMENTS for First Degree Courses, 2018

The following is only a rough guide: **ALWAYS** consult the UCAS website, University and College Entrance Guide (copy in the Careers Room), individual university websites and the individual prospectus for details of requirements for particular courses at particular universities.

The list of degree subjects is necessarily a selection only of what is available and the A-levels shown represent the usual minimum requirement for a particular degree. Students and their parents can find specific information in the subject entries in this booklet on the areas to which individual A-level courses can lead.

DEGREE	A-Levels to be included in the 3 A2 subjects
Accountancy	Mathematics sometimes required or preferred
Agriculture	Usually a science or Geography or sometimes 2 sciences or science plus mathematics
American Studies	English or History usually required or preferred
Anatomy	2 Science/Mathematics <b>including</b> Chemistry and sometimes Biology
Anthropology	No special requirements
Archaeology	No special requirements
Architecture	Sometimes Mathematics required or a portfolio
Art	Art (often foundation year desirable)
Biochemistry	2 / 3 Science/Mathematics <b>including</b> Chemistry
Biology	Usually Biology, often with 1/2 sciences <b>including</b> Chemistry and/or Mathematics
Business Studies	No special requirements
Chemistry	Usually Chemistry, mainly with other science(s)/Mathematics
Classical Civilisation	No special requirements
Combined Arts	No special requirements
Combined Science	1 / 2 Science/Mathematics
Computer Studies	Usually Mathematics required
Dentistry	2 / 3 Science/Mathematics <b>including</b> Chemistry
Drama	Sometimes English
Economics	Sometimes Mathematics (but GCSE often enough)
Education	Should include a mainstream school subject
Engineering	Mathematics and 1 / 2 sciences, often <b>including</b> Physics
English	English
European Studies	1 or sometimes 2 modern foreign languages
French	French
Geography	Geography (some courses emphasise arts, other sciences)
German	German
History	History preferred
History of Art	No special requirements
Law	No special requirements
Material Science	Mathematics preferred and 1 / 2 sciences
Mathematics	Mathematics, and sometimes Physics or Further Mathematics
Medicine	Usually 3 or sometimes 2 Science/Mathematics <b>including</b> Chemistry
Music	Music
Nursing	A science often preferred, sometimes required

Pharmacology/Pharmacy	2 Science/Mathematics <b>including</b> Chemistry
Philosophy	No special requirements
PE	No special requirements
Physics	Mathematics and Physics often required
Physiotherapy	Usual 1 / 2 sciences; often a Biological Science preferred
Politics	No special requirements
Psychology	Some courses emphasise arts, others require 1 / 2 sciences
Russian	Russian preferred
Sociology	No special requirements
Spanish	Spanish
Sports Science	1 science often preferred
Surveying	No special requirements (except Mathematics sometimes)
Theology	No special requirements
Veterinary Science	3 Science/Mathematics <b>including</b> Chemistry and usually Biology
Zoology	2 Science/Mathematics <b>including</b> Biology and sometimes Chemistry

**Note:**

**Medicine:** Students hoping to apply for Medicine and Dentistry must take Chemistry or Biology. Physics or Mathematics is also desirable but not always essential. It is possible to study Medicine without having taken science A Levels but only a few medical schools offer this course and places are limited in number and much sought after.

**Modern Languages:** Universities usually expect applicants for French, German and Spanish to have A Level. In other languages it is not essential but obviously an advantage. In any case the applicant must show evidence of linguistic ability (as least one language A Level and good grades at GCSE).

**Competitive subjects:** Although popular subjects such as Law or Psychology have no special subject requirements, they will ask for high grades. These are a top priority for anyone intending to study them.

Students applying for Law, Medicine and Veterinary studies are now required to take an admissions test to gain entry to many universities, (Further information in U.C.A.S. web site) these must be decided upon by October of the Upper Sixth.

### **Social Life & Extracurricular activities**

Being a Sixth Form pupil at Abbotsholme involves more than academic achievement and our extensive range of activities form an essential part of our academic programme, providing both mental and physical opportunities to educate the whole person.

Abbotsholme's outdoor education programme is one of the most comprehensive in the country, promoting invaluable cultural experiences and a healthy lifestyle, and many Sixth Form pupils take advantage of opportunities to take part in regular weekend trips within this country, or join international expeditions, such as recent trips to Canada, France and Nepal. There is an induction weekend for the whole Lower Sixth group, early in the year and a Lower Sixth camp, in the summer term, after AS examinations. Pupils in Upper Sixth also take on leadership roles helping to look after younger pupils on the annual Hikes, or on summer camps.

A large percentage of pupils also choose to undertake the Gold Duke of Edinburgh Award and thus accumulate an impressive range of skills and experiences that help to give them a head start in university and career applications.

Abbotsholme is also one of a handful of U.K. schools that are members of Round Square, an international grouping of schools from six continents that share our holistic philosophy of educating the whole person. Sixth Form pupils have the opportunity to undertake service projects and some take advantage of opportunities for exchange visits to other countries, international service projects (common destinations being Thailand, Kenya and India) and to be delegates to the Round Square International Conference, held in one of the member schools each year. There are also periodic regional conferences, held in one of the European schools. There is a thriving Round Square committee within school, led by Sixth Form pupils, helping to organise fundraising events and fostering international and environmental awareness. We welcome regular exchange visitors from South Africa, Australia and India, which helps contribute to an internationalist environment.

All Sixth Form pupils have Games lessons within the timetable, which we see as important in developing a healthy lifestyle. There is a wide range of choice of sporting activities. Competitive games are held in many sports and there is generally a fixture each week, on a Wednesday afternoon. There is also a range of alternative activities and sports to opt from, such as fencing, basketball, horse riding, climbing and dance.

# AGRICULTURE

**About the course:** BTEC National Awards are designed to provide specialist work related qualifications in industry. Access to the school farm and estate make it possible for a practical course of this nature to be run within the school.

This Subsidiary Diploma is recognised as equivalent to one 'A' level. It is nationally recognized and carries the same number of UCAS points as an 'A' level for the purpose of University entrance.

**Structure of the Subsidiary Diploma:** The course is constructed of six units, although there is some flexibility in this so the course can be tailored to individual pupils:

- Animal Anatomy and Physiology
- Investigative project in the agricultural sector
- Understand and promote animal health
- Sheep production
- Grassland management
- Understand and carry out livestock husbandry

**How the course is delivered:** Pupils will spend approximately half of their time in the classroom and the other half carrying out practical projects on the farm and estate.

In class pupils will be required to record, analyse and report on work related projects and issues. Many of these issues will be current and pupils also look at the role of the Health and Safety Executive and have learned to carry out risk assessments on the farm. They keep a spread sheet to monitor the health and productivity of the schools flock of breeding ewes and herd of British White cattle. Pupils are also involved in preparing and showing these cattle at local and national shows.

Outside, pupils will help with routine livestock care, estate work such as fencing, path maintenance, plumbing and structural work. They will also maintain their own allotment, grow vegetables and flowers, take cuttings etc.

**How this fits into the school week/year:** The course is usually spread over two years. There will be 8 timetabled lessons per week. In addition pupils are required to help with routine animal husbandry duties which may involve coming into school earlier than usual on some occasions. There is also scope for pupils to be involved in relevant activities in their free time through involvement with the farm team e.g. lambing, conservation work. Agricultural work outside of school may also be used as evidence to meet some of the grading criteria.

**Assessment:** There are two forms of assessment:

- Assessment of written course work
- Assessment of practical work

There are no exams. Assessment is continuous and therefore pupils need to apply themselves consistently throughout the course.

**Entry Requirements:** Pupils are normally required to have 4 GCSE passes at grade C or above. It is also an advantage to have practical work experience in the Land Based sector e.g. gardening, farm, equestrian or conservation work. Completion of Environmental and Land Based Science GCSE would be an advantage but not essential.

# ART AND DESIGN

The A Level course is structured around two modules or units, a coursework unit and an externally set exam. The course follows the Edexcel specification.

## A Level

### Unit 1

*Coursework*  
*60% of the A Level*

During the first year of the course candidates will produce a range of work based on a theme or idea established by the student through discussion with their teacher, after an initial induction period where pupils produce work based on the theme of 'architecture'. Pupils will be able to explore the theme in a variety of painting, drawing, graphic design and 3-dimensional media. They will also document their observations, insights and ideas in a journal/sketchbook which will show the progression of their work from beginning to end. During the second year of the course (the Upper Sixth) pupils will develop independent work based on the theme of 'collections'.

From this work a written element (the Personal Study) will evolve in which they establish coherent links between their practical work and the work of other artists. This can be in a number of forms: a written/illustrated thesis between 1000 and 3000 words; an annotated display with a written text of no fewer than 1000 words; a CD, DVD or moving image presentation with a text of no fewer than 1000 words.

### Unit 2

*Externally Set Assignment*  
*40% of the A Level*

From a question paper made available in the early part of the autumn term candidates are asked to undertake investigative preparatory work on a theme provided by the exam board that will culminate in a timed (15 hour) period towards the end of the year.

# BIOLOGY

Biology is the study of living organisms, how they work and how they interact with each other. It is an excellent foundation for many university courses and careers, especially those in medicine, animal care, agricultural, environmental science and food and should be a subject of first choice for sixth formers interested in those disciplines. Biology is also an ideal complement to subjects such as Chemistry and Geography. The syllabus covers all aspects of biology including human, animal and plant biology and as such, is intrinsically interesting to most students.

The course has been written for students who wish to continue their Biology study after GCSE. It is recommended that a pupil has achieved at least a grade B in the Science and Additional Science courses (or a B in Biology).

## Course overview

Module 1: Development of Practical Skills

Module 2: Foundations in biology

Module 3: Exchange and transport

Module 4: Biodiversity, evolution and disease

Module 5: Communications and homeostasis and energy

Module 6: Genetics, evolution and ecosystems

## Assessment overview

### AS Level Biology

Paper 1: Breadth in biology

Modules 1, 2, 3 and 4

1 hour 30 minutes (50%)

Paper 2: Depth in biology

Modules 1, 2, 3 and 4

1 hour 30 minutes (50%)

### A Level Biology

Paper 1: Biological processes

Modules 1, 2, 3 and 5

2 hours 15 minutes 37%

Paper 2: Biological diversity

Modules 1, 2, 4 and 6

2 hours 15 minutes 37%

Paper 3: Unified biology

Modules 1, 2, 4 and 6

1 hour 30 minutes 26%

Practical endorsement for Biology

Non-examined series of practicals

# **BUSINESS STUDIES**

## **What is Business Studies?**

Knowledge of the workings of business is important to everyone. As consumers, we depend on business to provide us with the things we want, from mobile phones to loaves of bread. Many people derive their livelihoods from businesses, as owners, employees or managers. Everyone is affected by the activities of businesses in their impact on society, the environment and the economy. Certain business people achieve a degree of fame or notoriety, from Alan Sugar to Richard Branson. For these reasons, the study of business can be seen as important in preparing young people to be effective workers, informed citizens and sophisticated and critical consumers.

People running businesses have many problems to deal with and decisions to make: What product should be made? How should it be produced? How should the product be marketed? How should the people in the business be recruited, trained and motivated? Where can the finance come from to set up or expand?

The course focuses on these and many other decisions, building up detailed knowledge on the process of setting up, running and developing a business. Attention is also given to the legal, social, moral and economic context in which businesses operate and how they respond to this dynamic external environment.

## **Who is the course aimed at?**

The course is aimed at anyone with an interest in learning more about business activity. The subject is topical, directly relevant to the day-to-day experiences of young people and of considerable vocational significance.

There are no specific pre-requisites for studying Business AS or A Level, other than the normal entry requirements for the Sixth Form. Given that the subject involves both extended written answers and numerical data handling, a reasonable grounding in both English and Mathematics at GCSE level is expected.

## **What can the course lead to in terms of higher education and future careers?**

As many degree courses relate to the business world it is no surprise that A-level Business Studies students continue to take business related courses such as Management, International Marketing and Accountancy and Finance at university. Business Studies prepares you for a variety of careers ranging from marketing, banking, accountancy and finance, management consultancy, law and actuarial work. If you combine Business with a language, this can lead to many opportunities working abroad.

# BUSINESS STUDIES

Students of this course will study business in a variety of contexts (eg large/small, UK focused/global, service/manufacturing) and consider:

- the importance of the context of business in relation to decision making
- the interrelated nature of business activities and how they affect competitiveness
- the competitive environment and the markets in which businesses operate
- the influences on functional decisions and plans including ethical and environmental issues
- the factors that might determine whether a decision is successful eg the quality of data and the degree of uncertainty
- how technology is changing the way decisions are made and how businesses operate and compete
- the impact on stakeholders of functional decisions and their response to such decisions
- use of non-quantitative and quantitative data in decision making

The course then builds upon business strategy. Students will consider:

- the impact of technology on strategic decision making
- the influences of Corporate Social Responsibility, ethical and environmental issues on strategic decisions
- the difficulties in forecasting future trends
- the importance of assessing feasibility and risk when making strategic decisions
- the impact on stakeholders of strategic decisions and their response to such decisions

The topics lend themselves to studying and engaging with the business world. The specification and assessment should encourage students to follow business developments and think critically about contemporary business issues. Most of the assessment material is based on real business situations.

By examining and thinking critically about real business situations as they study the subject, students will gain an insight into different contexts which will help them to understand the key issues in any situation and compare and contrast this with other situations and apply their understanding.

# CHEMISTRY

## Why study Chemistry?

Chemistry is the study of the elements and their compounds. It is a science subject, so practical work is an important part of the course. With a qualification in Chemistry you could go on to further or higher education, studying Chemistry or one of the other sciences or related topics, or work in science based industry such as chemical engineering, materials science or biotechnology. It is essential for the medical field, pharmacy and environmental science. Chemistry is also a well-respected subject in its own right and suitable for entry into a wide range of professions.

Other subjects that go well with Chemistry are Biology, Physics and Mathematics. However, very many other combinations of subjects are also suitable. You may be concentrating on arts, humanities or modern language subjects and wish to take Chemistry to broaden your studies by continuing to take a science subject.

It is recommended that a pupil has achieved at least a grade B in the Science and Additional Science courses (or a B in Chemistry).

## Course overview

Module 1: Development of Practical Skills

Module 2: Foundations in chemistry

Module 3: Periodic table & energy

Module 4: Core organic chemistry

Module 5: Physical chemistry and transition elements

Module 6: Organic chemistry and analysis

## Assessment overview

### AS Level Chemistry

Paper 1: Breadth in chemistry

Modules 1, 2, 3 and 4

1 hour 30 minutes (50%)

Paper 2: Depth in chemistry

Modules 1, 2, 3 and 4

1 hour 30 minutes (50%)

### A Level Chemistry

Paper 1: Periodic table, elements and physical chemistry

Modules 1, 2, 3 and 5

2 hours 15 minutes 37%

Paper 2: Synthesis and analytical techniques

Modules 1, 2, 4 and 6

2 hours 15 minutes 37%

Paper 3: Unified chemistry

Modules 1, 2, 4 and 6

1 hour 30 minutes 26%

Practical endorsement for Chemistry

Non-examined series of practicals.

# DESIGN AND TECHNOLOGY

## PRODUCT DESIGN

**Examination board: Edexcel**

**Syllabus code AS (8RM01)  
A2 (9RM01)**

### **AS Unit 1: Portfolio of Creative Skills \*Unit code 6RM01**

In this unit students are given the opportunity to develop their creative, technical and practical skills through a series of product investigation, design and manufacturing activities. Students will produce one portfolio with three distinct sections which will demonstrate their creativity and flair when investigating, designing and making products. Ideally different products should be chosen for the three distinct sections as students are not being asked to carry out one large design and make exercise but three smaller and more focused tasks which build up to provide a detailed portfolio of their skills.



#### **How will I be assessed?**

This unit is internally set and marked by the school and externally moderated by Edexcel.

Students will produce one portfolio that contains evidence for all three distinct sections. It is important that all stages of the manufacturing process are photographed in order to evidence that the product is complete, expertly made and well finished.

<b>Unit 1 Content</b>	<b>Assessment</b>
<p><b>Coursework</b></p> <p><b>Overview of content</b> Students will develop skills in researching, designing, reviewing, planning, making, testing and evaluating.</p> <p><b>Overview of assessment</b> This unit is internally assessed under controlled conditions. Students must complete a design and make activity. These activities can be linked (combined design and make) or separate (design one product, manufacture another). Students need to complete their designing and making within 40 hours of informal supervision. Marking of a task(s) will be carried out by teachers and moderated by Edexcel.</p>	<p><b>Internal assessment</b> The coursework is initially assessed internally within school against the exam board criteria. The marks are then submitted and will be moderated by the examination board.</p>

This unit has been designed to be as flexible as possible, offering students a wide range of valid approaches in producing their portfolio of creative skills. Students are encouraged to be as creative as possible and there are no barriers to choices of product investigation, product design or product manufacture, as long as the work submitted by students targets the assessment criteria effectively and has a high level complexity.

### **AS Unit 2: Design and Technology in Practice \*Unit code 6RM02**

In this unit students will develop their knowledge and understanding of a wide range of materials and processes used in the field of Design, Technology and engineering.

The knowledge and understanding students develop in this unit can be easily applied to *Unit 1: Portfolio of Creative Skills*.

**Assessment:**

1 hour 30 minute examination set and marked by Edexcel.  
The paper will be a question and answer booklet, consisting of short-answer and extended-writing type questions, all of which are compulsory.

Unit 2 Content	Assessment
<p><b>Core Knowledge and Understanding (Unit 2)</b> Students will develop knowledge and understanding of a wide range of materials and processes used in design and technology. Students will learn about industrial and commercial practices and the importance of quality checks, and the health and safety issues that have to be considered at all times. The knowledge and understanding students develop in this unit can be easily applied to <i>Unit 1: Creative Design and Make Activities</i>.</p>	<p><b>External assessment</b> This unit is assessed through a 1-hour and 30-minute examination paper set and marked by Edexcel.</p> <p>The examination paper will be:</p> <ul style="list-style-type: none"> <li>• Structured in the same way each year so that it is accessible to all students</li> <li>• A question and answer booklet and all questions are compulsory consist of multiple-choice, short-answer and extended-writing type questions.</li> </ul>

**A2 Unit 3: Designing for the Future \*Unit code 6RM03**

In this unit students will develop their knowledge and understanding of a range of modern manufacturing techniques, contemporary design issues and future technologies. The modern designer must have a good working knowledge of the use of CAD/CAM and ICT in the design/manufacturing of products.



They must also be aware of the important contributions of designers from the past which may provide inspiration for future design, Retrospective design and art movements that give us inspiration

It is increasingly important that students develop an awareness of the impact of design and technological activities on the environment. Sustainable product design is a key feature of modern design practices.

**How will I be assessed?**

Students complete a 2-hour examination paper set and marked by Edexcel.

**A2 Unit 4: Commercial Design \*Unit code 6RM04**

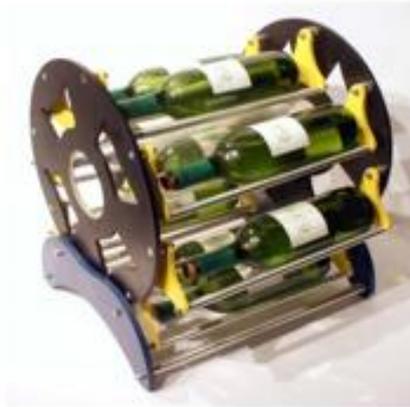
In this unit students are given the opportunity to apply the skills they have developed to design and make a product of their choice that presents a 'significant challenge', utilising a large range of materials, processes and technologies.

In order to reach high attainment levels, students must embrace a commercial design approach to their work in much the same way professional designers meet the design criteria for a client.



The choice of design problem should have a real commercial use to meet a wider range of users beyond an individual, unless it has been specifically commissioned as a 'one-off'. The design problem should provide opportunities for a client or user-group to have input in the decision making at various stages of the design and make process.

### **The Client**



A client or user-group is defined as any third party identified by the student. The purpose of identifying a real client is to give informed critical feedback at various stages throughout the design process. This is real designing, orientated to designing like a commercial designer to meet the needs of the user.

Clients and user-groups do not need to be specialists or experts, they can be drawn from any relevant group of people and may include other students, friends or family members.

A key feature of this unit is that students consider issues related to sustainability and the impact their product may have on the environment. A student may choose to design and make a sustainable product, but if they do not, they should still consider the issues of sustainability at relevant points in their designing and making activities.

### **Assessment:**

This unit is internally set and marked by the centre and externally moderated by Edexcel.

Students are given the opportunity to design and make a product of their choice. This unit results in the development of an appropriate product supported by a design folder.

It is important that all stages of the manufacturing process are photographed in order to evidence that the product is complete, expertly made, well finished etc.

## DRAMA AND THEATRE STUDIES

*Please note: Changes in the specification from September 2016 mean that only a two year A-Level Drama and Theatre Studies course will be offered at Abbotsholme from the beginning of the new academic year. The option to complete only the AS Level course will no longer be available.*

An A-Level in Drama and Theatre Studies can open the doors to all sorts of opportunities, whether you want to work in the field of drama and theatre or further afield. Please find below an overall course summary and a more in depth description of the three components that make up this A Level.

### Course Summary

- A level Drama and Theatre will be assessed through a combination of a 40% written exam and 60% Non-Examined Assessment (NEA) (practical and written coursework).
- Specifications require students to demonstrate a practical understanding of a minimum of two complete and substantial performance texts and at least three key extracts from three different texts placed in the context of the whole text.
- Students must study the work and methodologies of two influential theatre practitioners (individual or companies).
- Specifications in drama and theatre require students to participate in a minimum of two performances, one devised and one from a performance text studied during the course.

### The Course in more depth

#### Component 1 – ‘Devising’:

*Internally assessed / externally moderated. 40% of the A-Level*

- Portfolio (60 marks) can be written (max 3000 words) or verbally recorded/filmed (max 14 minutes) or a combination of both.
- Devised performance (20 marks) Stimuli must be one key extract from a play AND a practitioner

#### Component 2 - ‘Text in Performance’:

*Externally examined. 20% of the A-Level*

- Group performance of one key extract from a performance text (36 marks)
- Monologue or duologue performance of one key extract from a different performance text (24 marks)

#### Component 3 - ‘Theatre Makers in Practice’:

*Written exam. 40% of the A-Level*

- Section A: one question, from choice of two, on live theatre performance. 500 words of notes permitted.
- Section B: two extended responses on an unseen extract from a modern play studied (list of 6 options). Perspective of performer and designer. Closed book.

- Section C: one extended response, from choice of two questions, re-imagining a classic text with influence of practitioner for a contemporary audience. (choice of 8 practitioners). Clean copy of text allowed.

Aside from the information and experience you will gain studying Drama and Theatre, this course also offers a range of transferrable skills that will prepare you for life after Sixth Form study. These include:

#### Cognitive skills

- Non-routine problem solving – expert thinking, metacognition, creativity.
- Systems thinking – decision making and reasoning.
- Critical thinking – definitions of critical thinking are broad and usually involve general
- Cognitive skills such as analysing, synthesising and reasoning skills.
- ICT literacy – access, manage, integrate, evaluate, construct and communicate.

#### Interpersonal skills

- Communication – active listening, oral communication, written communication,
- Assertive communication and non-verbal communication.
- Relationship-building skills – teamwork, trust, intercultural sensitivity, service
- Orientation, self-presentation, social influence, conflict resolution and negotiation.
- Collaborative problem solving – establishing and maintaining shared understanding,
- Taking appropriate action, establishing and maintaining team organisation.

#### Intrapersonal skills

- Adaptability – ability and willingness to cope with the uncertain, handling work stress,
- Adapting to different personalities, communication styles and cultures, and physical
- Adaptability to various indoor and outdoor work environments.
- Self-management and self-development – ability to work remotely in virtual teams,
- Work autonomously, be self-motivating and self-monitoring, willing and able to acquire
- New information and skills related to work.

# EAL

## Pre-A level

Those students who wish to study in Year 12 but do not yet have CEFR level B1 have the option of coming to Abbotsholme for the 'Pre-A level' course.

A2	The students will be offered an EAL course at CEFR level B1, usually the 'PET' Cambridge exam. Pre-A level students are expected to complete this exam before moving into Year 12. MAPs will complete further preparation, possibly reaching the 'First' exam (level B2).
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## Year 12 and 13

International students arriving in Year 12 will have a minimum English level of CEFR B1.

B1 and above	These students will be offered the opportunity to train for the IELTS exam, to be taken at the end of Year 12 or during the early part of Year 13. There is also the possibility of studying for the Cambridge 'Advanced' exam.
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What is IELTS?

IELTS is the International English Language Testing System, is designed to assess the language ability of candidates who need to study or work where English is the language of communication.

IELTS is jointly managed by the University of Cambridge ESOL Examinations (Cambridge ESOL), British Council and IDP: IELTS Australia. IELTS conforms to the highest international standards of language assessment. It covers the four language skills – listening, reading, writing and speaking.

IELTS is recognized by universities and employers in many countries, including Australia, Canada, New Zealand, the UK and the USA. It is also recognized by professional bodies, immigration authorities and other government agencies.

The Academic Reading and Writing Modules assess whether a candidate is ready to study or train in the medium of English at an undergraduate or postgraduate level. Admission to undergraduate and postgraduate courses is based on the results of these Modules.

IELTS Band Scores

<b>9</b>	<b>Expert user</b>	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
<b>8</b>	<b>Very good user</b>	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstanding may occur in unfamiliar situations. Handles complex detailed argumentation well.
<b>7</b>	<b>Good user</b>	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings. Generally handles complex language well and understands detailed reasoning.

<b>6</b>	<b>Competent user</b>	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
<b>5</b>	<b>Modest user</b>	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
<b>4</b>	<b>Limited user</b>	Basic competence is limited to familiar situations. Has a frequent problem in understanding and expression. Is not able to use complex language.
<b>3</b>	<b>Extremely limited user</b>	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
<b>2</b>	<b>Intermittent user</b>	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
<b>1</b>	<b>Non user</b>	Essentially has no ability to use the language beyond possibly a few isolated words.
<b>0</b>	<b>Did not attempt test</b>	No assessable information provided.

## Results

Assessment of performance in IELTS depends on how the candidate's ability in English relates to the language demands of courses of study or training, not on reaching a fixed pass mark.

The table below gives guidance on acceptable levels of performance for different courses.

Language skills can be matched to particular courses. For example, if a course has a lot of reading and writing, but no lectures, listening comprehension might not be quite as important and a score of, perhaps, 5.5/6 in Listening might be acceptable if the Overall Band Score was 7. However, for a course where there are lots of lectures and spoken instructions a score of 5.5/6 in Listening might be unacceptable even though the Overall Band Score was 7.

<b>Band</b>	Linguistically demanding <b>academic</b> courses e.g. Medicine, Law, Linguistics, Library Studies	Linguistically less demanding <b>academic</b> courses e.g. Agriculture, Pure Mathematics, Technology, Computer-based work, Telecommunications	Linguistically demanding <b>training courses</b> e.g. Air Traffic Control, Engineering, Pure Applied Sciences, Industrial Safety	Linguistically less demanding <b>training courses</b> e.g. Animal Husbandry, Catering, Fire Services
<b>9.0 – 7.5</b>	Acceptable	Acceptable	Acceptable	Acceptable
<b>7.0</b>	Probably Acceptable	Acceptable	Acceptable	Acceptable
<b>6.5</b>	English study needed	Probably Acceptable	Acceptable	Acceptable
<b>6.0</b>	English study needed	English study needed	Probably Acceptable	Acceptable
<b>5.5</b>	English study needed	English study needed	English study needed	Probably Acceptable

There are several IELTS test centres within reasonable distance of Abbotsholme (such as Birmingham and Coventry) so our students have a wide choice of examination dates. Abbotsholme students sit the examination either in March or June. The students' level of English will be assessed by the EAL department at the beginning of the Lower Sixth to determine whether they will follow a one-year course or a two-year course. In the Upper Sixth, their level will again be assessed to decide whether they sit the exam in March or in June. Special arrangements can be made for students to sit at other times if necessary.

### **Candidates with Specific Learning difficulties (e.g. dyslexia)**

If candidates have dyslexia or other specific learning difficulty, they may need extra time to complete a paper. This might be necessary if, for example, it takes a candidate a long time to read the question or write their answers.

They may normally apply for up to 30 minutes extra time for completion of the Reading and Writing Modules.

Up-to-date certification, translated into English, is required by the exam board.

## ENGLISH LITERATURE

To study English literature at AS/A2 level students must love reading or have a desire to extend their reading experience. Throughout both the AS and A2 courses, the emphasis is very much upon the active, autonomous reader. Reading literature is not simply a passive task; it is one for the inquiring mind. By delving deep into the social, historical, and cultural contexts of novels, plays and poetry and by considering the many ways in which literature entertains, shocks, informs, challenges and delights readers, pupils will broaden their minds and increase their understanding of human nature.

It is a rigorous, academic A level but also thoroughly engaging and rewarding. All students will develop a vital range of skills for life: they will read, talk, argue, debate, analyse, present, explore, discuss, interpret and evaluate texts from a wide range of writers and eras. They will have the opportunity to go and see a wealth of fine dramatic productions live at regional theatres and will also develop their understanding of the history of literature, and the many issues that affect and inform this academic pursuit.

We follow the AQA English Literature spec A syllabus at AS and A-Level: this is a new syllabus that will be examined for the first time at AS in **May 2016** and at A Level in **May 2017**

AS and A level courses are structured to ensure teachers can deliver them simultaneously, giving students the option of sitting AS only after one year. All texts except one prose text studied at AS will be carried over to the full A Level.

N.B: AS results do not count towards the final A Level, it is a one- year course and intended as a stand-alone qualification. Those wishing to study English Literature to A level will take the AS exam at the end of Year 12 to show progress and to help them decide on their final A Level choices. It will not count on UCAS forms unless it is 'cashed in' as an AS qualification.

Both AS and A Level courses are linear, which means that students will sit exams at the end of their chosen course: AS exams at the end of Year 12, A Level exams at the end of Year 13.

## AS ENGLISH LITERATURE

This course is available for examination in May/June 2016. It is a one- year course.

### AS Subject Content:

**Love through the Ages-** a programme of study including set texts: one Shakespeare play, one AQA Anthology of Love Poetry (Pre-1900 or Post-1900), and 2 prose texts (Pre or Post-1900).

### Assessment

There will be 2 written examinations at the end of Year 12:

**Paper 1: Love Through the Ages- based on the Shakespeare play and the AQA Anthology of Love Poetry. (1 hour 30 minutes)**

**Closed book.**

**50 marks- 50% AS assessment**

- Section A: Shakespeare- one passage-based question. 25 marks.
- Section B: Poetry- one question based on printed poem from the AQA Anthology. 25 marks

**Paper 2: Based on the study of 2 prose texts, including an unseen prose extract. (1 hour 30 minutes)**

**Open book.**

**50 marks- 50% AS assessment**

- Section A: Unseen prose extract- one compulsory question. 25 marks.
- Section B: Comparison of prose texts studied- one question based on 2 texts. 25 marks.

## A LEVEL ENGLISH LITERATURE

This course is available for examination in May/ June 2017. It is a 2 year course.

### A Level Subject Content:

**Love through the Ages-** a programme of study including set texts: one Shakespeare play, one collection of poetry and one prose text. (Of the poetry and prose, one text must be pre-1900, the other post-1900)

**Texts in Context-** a programme of study based on the literature of World War I and its aftermath. Students will study one core set text and 2 comparative texts, covering prose, poetry and drama, one of which will be post-2000.

**Independent Critical Study-** Students will produce a non-exam assessment based on 'Texts across Time'. They will write a comparative critical essay on two texts, at least one of which must have been written pre-1900. The essay will be approximately 2500 words and include a bibliography.

## Assessment

There will be 2 written papers plus a non-exam coursework unit.

### **Paper 1: 'Love through the Ages'. (3 hours) 75 marks- 40% A Level assessment.**

- Section A: Shakespeare- one passage –based question with linked essay task. Closed Book. (25 marks)
- Section B: Unseen Poetry-compulsory essay question on 2 unseen poems. (25 marks)
- Section C: Comparing texts. One essay question linking two texts, which address the theme of love. Open book. (25 marks)

### **Paper 2: 'Texts in Shared Context' (World War I Literature) (2 hours 30 minutes) 75 marks-40% A Level assessment**

- Section A: One essay question on core set text. Open book. (25 marks)
- Section B: Contextual linking- one compulsory question linking 2 set texts. Open book. (25 marks)
- In addition, students will submit a **coursework essay (non-exam assessment)**, comparing 2 texts from different literary eras. 50 marks-20% A Level Assessment.

# **THE EXTENDED PROJECT QUALIFICATION EPQ**

The Extended Project qualification (EPQ) provides students with the skills that universities look for, helping them to stand out from the crowd. It is a straightforward and inspiring qualification, where students can enjoy the freedom of working in their own way as they undertake a project of their own choosing, based on a subject they are studying or an area of personal interest.

The Extended Project is a stand-alone qualification that is equivalent to an AS Level and worth up to 70 UCAS points with an A\* achievable for the best work. It aims to develop students beyond their existing study programme by giving them the freedom to complete a project on an area of personal interest or benefit, while developing project management skills along the way. As a consequence it has enormous benefits to the students who complete it:

- It encourages students to think and perform independently, allowing them to manage a longer-scale project from start to finish.
- It prepares students for university or employment, developing skills in decision making, problem solving, planning, researching and evaluating.
- Students gain confidence and improve time management skills.

## **WHAT DO STUDENTS HAVE TO DO?**

Following a simple “Plan, Manage, Do, Review” structure, students consider what project appeals most to them before producing an outcome over many months that can take a variety of formats:

- Write a dissertation/investigation/report
- Create an artefact or design
- Organise an event
- Put on a performance of some kind

Alongside the chosen outcome, students need to keep a documented record of the project management process. They are assessed on their ability to manage their project so these appendices are an extremely important part of their submission. Having concluded the project, students are required to deliver a presentation to a non-specialist audience, where they will evaluate and document their key learning experiences and demonstrate competence and confidence in a final skill: that of presenting to an audience.

## **THE STRUCTURE OF THE COURSE**

Students are assigned a supervisor who provides support and guidance throughout the process but who may not offer specialist skills in the area that the student is planning to research. Support will therefore focus on the project management rather than the content. The emphasis is very much on the student providing the evidence of their project management process rather than simply reproducing the knowledge of the supervisor.

The students also receive specific sessions of ‘taught material’ for the qualification which are designed to help them to develop the skills needed to complete their EPQ successfully. These will include guidance on how to choose a topic, how to manage a long-term project, how to manage time effectively, how to conduct effective research, and how to evaluate both the research and the whole project management process.

## **ASSESSMENT**

There is no examination. Projects are assessed in four areas:

- Project planning and time management (12 marks max)
- Conducting and using research (12 marks max)
- Developing and realising a project (24 marks max)
- Reviewing and evaluating a project (12 marks max)

Students are given a total mark out of 60 and supervisors assess how well they have performed in four categories detailed above, based on the evidence that the student provides. As the project is marked predominantly on the management process, it is often the non-specialist supervisor who can best guide the student and who is less likely to critique a project on the content.

## **WHAT UNIVERSITIES SAY**

### ***University of Cambridge***

“We welcome the introduction of the Extended Project and would encourage you to undertake one as it will help you develop independent study and research skills and ease the transition from school/ college to higher education.”

### ***University of Glasgow***

“The University very much values the Extended Project and its role in preparing students for a successful higher education experience.”

### ***University of Leeds***

“We recognise the value, effort and enthusiasm applicants make in the Extended Project and we encourage them to provide further information on their project in their personal statement ... In some cases admissions tutors may wish to make an alternative offer to applicants, one of which involves successful completion of the Extended Project.”

## FRENCH

Choosing French at A-level is a good idea if you want a fascinating subject that offers you a range of career possibilities at the end. A-level language courses are interesting and varied subjects to study and will help you to develop a broad range of knowledge and skills. As an increasing number of jobs in all areas of the economy require knowledge of a second language, there has never been a more important time to continue with a language. Of all the subjects studied within school language graduates enjoy the highest rates of employment.

Learning a language is a never-ending process; languages are constantly changing, bringing in new words and getting rid of old ones. This is one of the great things about learning languages; you're always up to speed with the world! The skills and qualifications that you gain from studying a language at A-level are incredibly important tools to have under your belt, regardless of the career path that you choose later.

### FRENCH AS LEVEL

The aims and objectives of this qualification are to enable students to:

- Enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken.
- Develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language.
- Develop their ability to interact effectively with users of the language in speech and in writing, including through online media.
- Develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence.
- Engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context.
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken.

At AS level the units are assessed with the following weightings:

AS Level	Paper 1	Listening, reading and translation	1 hour 50 mins	40% of AS qualification
AS Level	Paper 2	Written response to work, grammar and translation	1 hour 40 mins	30% of AS qualification
AS Level	Paper 3	Speaking	15 mins	30% of AS qualification

## COURSE CONTENT

As well as the usual grammar expectations the emphasis throughout the two years will be on independence involving research on topics and greater cultural awareness.

Papers 1 and 3 are will draw their content from the following themes:

### **Theme 1: The evolution of French Society**

- (a) The changes in family structure
- (b) Education in France
- (c) The world of work

### **Theme 2: The artistic and political culture of the French-speaking world**

- (a) Music
- (b) The media
- (c) Festivals and traditions

Paper 2 will include a translation task from French into English, followed by a grammar exercise. In addition pupils will study a literary text (e.g. *Un Sac de Billes: Joseph Joffo*) and a film. (e.g. *Les Choristes: Christophe Barratier*)

For those wishing only to continue for the first year of sixth form, the AS course gives a good opportunity to broaden their language skills and knowledge of the country as well as supporting the rigours of further study at A-Level in the second year.

## FRENCH A LEVEL

In addition to the aims of the AS qualification, the objectives of the A level are to:

- Mediate between cultures and between speakers of the language and speakers of English.
- Foster their ability to learn other languages.
- Equip pupils with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.
- Develop their capacity for critical and analytical thinking through the language of study.
- Develop as independent researchers through the language of study.

At A level the units are assessed with the following weightings:

A Level	Paper 1	Listening, reading and translation	1 hour 50 mins	40% of A level qualification
A Level	Paper 2	Written response to work, grammar and translation	2 hour 40 mins	30% of A level qualification
A Level	Paper 3	Speaking	15 mins approx	30% of A level Qualification

### **COURSE CONTENT**

The two key themes covered at AS (*the evolution of French Society and The artistic and political culture of the French-speaking world*) will be further developed in the second year of study. At A level there are two additional themes.

#### **Theme 3: Immigration and the French multicultural society**

- (a) Integration and multiculturalism
- (b) The Rise of the extreme right wing

#### **Theme 4: The Occupation and the Resistance**

- (a) Vichy France, Maréchal Pétain and collaboration
- (b) The French Resistance, Jean Moulin and Charles De Gaulle

# GEOGRAPHY

Geography will be available at AS level and at A2 following the Edexcel Specification.

What will you gain from studying A Level Geography?

This qualification is engaging and relevant to today's geographers – a qualification that enables students to engage critically with real world issues and places, apply their own geographical knowledge, understanding and skills to make sense of the world around them, and to help prepare them to succeed in their chosen pathway. There has never been a better or more important time to study geography. Students undertaking a geography A Level will study a range of contemporary issues which are relevant to our changing world today. Issues such as global hazards, climate change, globalisation, sustainable development, migration, environmental degradation, water conflicts, superpowers, technology, energy security and social inequality. With the breadth of knowledge that can be gained by studying geography, it is one of the most relevant subjects you could choose to study.

Geography is a highly regarded academic subject. An A Level in Geography is recognised for its academic 'robustness' and, most importantly, it also helps young people into the world of work and into careers that are professionally and financially rewarding and enjoyable. Geography allows you to see why and how it is changing. You will learn and use a variety of transferable skills throughout the course. These skills are in great demand and are recognised by employers and universities and colleges as being of great value. It will enhance your communication skills, literacy and numeracy, IT literacy, spatial awareness, team working, problem solving and environmental awareness. You will undertake fieldwork and more extended pieces of work which will include an individual research project.

## Course Content

The AS and A level qualifications are co-teachable. In the lower sixth we will study Dynamic Landscapes and Dynamic Places, allowing students to be entered for the AS at the end of the first year. An additional two modules are studied to complete the A2 qualification (see course content table).

Background knowledge in Geography is useful, although students who have not studied GCSE Geography can take the course. This requires them to complete extra reading to build up their knowledge of the subject. All Geography students need to be prepared to keep themselves informed of current affairs, and are encouraged to read subject related magazines such as Geography Review, to which the department subscribes.

Fieldwork is an integral part of the course, allowing students to observe, record and identify geographical processes first hand. Students opting for the course are therefore expected to participate in a minimum of four days of fieldwork. The cost of this compulsory, term time fieldwork is covered by the all-inclusive fee. It is hoped that we will be able to run an additional, optional visit to either Iceland or Sicily during an October half-term holiday.

## Assessment

Which Exam Paper?	What is assessed?	How long?	How much is it worth ?
Paper 1	<p><u>Both As and A2.</u>            Topic 1: Tectonic Processes and Hazards            Topic 2: Landscape Systems, Processes and Change            The As exam includes a synoptic question.</p> <p><u>Additional topics for the A2 exam.</u>            Topic 5: The Water Cycle and Water Insecurity            Topic 6: The Carbon Cycle and Energy Security            Topic 7: Climate Change Futures</p>	<p>If As then 1 hour and 30 minutes.</p> <p>If A2 then 2 hours</p>	50% of As or 30% of A2
Paper 2	<p><u>Both As and A2.</u>            Topic 3: Globalisation            Topic 4: Shaping Places            The As exam includes a synoptic question.</p> <p><u>Additional topics for the A2 exam.</u>            Topic 8: Superpowers            Topic 9: Global Development and Connections</p>	<p>If As then 1 hour and 30 minutes.</p> <p>If A2 then 2 hours</p>	50% of As or 30% of A2
Paper 3 <b>(A2 only)</b>	This synoptic investigation will be based on a geographical issue set in a particular place that links to the three synoptic themes (players, attitudes and actions, futures and uncertainties) and is rooted in two or more of the topic areas from the other two exam papers.	1 hour and 45 minutes	20% of A2
Coursework: Independent Investigation <b>(A2 only)</b>	A school based project that is a write-up of fieldwork data.	Up to 3000 to 4000 words	20% of A2

## What do employers want?

The skills and knowledge you gain from studying geography at GCSE, A Level or university, are relevant to almost all jobs and workplaces. The job market has become increasingly competitive and international. Around 75% of businesses think the UK is in danger of being left behind unless young people learn to think more globally. However, the transferable knowledge and skills developed by studying geography are actively sought out by employers allowing graduate geographers to consistently experience lower than average levels of unemployment.

Geography graduates are currently less likely to be unemployed than graduates who have studied other degrees such as English, history, mathematics, finance and accountancy or computer science.

It is a myth that geographers can only do certain types of jobs. In fact there are a wealth of jobs geographers do spanning almost every employment sector. Geography combines well with many subjects. Taken with sciences like Mathematics, Physics, Chemistry and Biology, Geography supports applications for almost any science-based university course like engineering, psychology, environmental sciences, oceanography and geology; taken with

humanities like English, French or History, Geography supports an equally wide range of university courses such as business, law, media, politics and philosophy and is well regarded by employers because the world we live in is changing. Geography can also lead to further training in such areas as the law, accountancy and journalism. The Russell Group of universities has selected it as one of their preferred 'facilitating' A Level subjects to support an application to their degree courses.

*“Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world’s current problems boil down to geography, and need the geographers of the future to help us understand them. You will find geographers working in a wide range of jobs, from the City to planning, working in the environment to travel and tourism, or in international charities and retail. Studying geography can help young people achieve careers that are professionally and financially rewarding and also enjoyable. Geography illustrates the past, explains the present and prepares us for the future ... what could be more important than that?”*

*“Global warming, sustainable food production, natural disasters such as earthquakes and tsunamis, the spread of disease, the reasons for migration and the future of energy resources are just some of the great challenges facing the next generation of geographers.”*

**Michael Palin, CBE. Past President of the Royal Geographical Society (with I.B.G.)**

# HISTORY

## Introduction

A Level History is a study about peoples, societies, governments, and institutions in the past. It enables students to gain an understanding of significant events, ideas and issues; to understand the past through a range of different perspectives, and to appreciate the social, cultural, religious and ethnic diversity of men and women. It requires a study of national and international events underlining and supporting the importance on an international dimension in education.

It encourages the development of important literary skills.

## Development of skills and practices

A Level History builds on practices in earlier years –

- The value of comparing different sources of information, both primary and secondary, and evaluating them for reliability. Throughout the course, students are provided with a range of reading material, and guidance is provided in analysis of texts, and note making techniques.
- The skills of analytical writing, emphasising that ultimately students are judged by their ability to write effectively. The department places great value on the development of this technique, recognising that it is not an innate skill, but needs to be taught, and learned through conscientious effort. A Level History questions are not simply descriptions, accounts, or narratives: they require an answer to a problem or judgement or analysis of a source. This is achieved by bringing to bear a range of skills: selection of relevant material, used in a supporting role: analysis of the issue at regular and planned moments, and effective communication of the answer.
- History is at its best a unique combination of intellectual and linguistic skills, resulting in the presentation of carefully crafted writing.
- The course provides a broad and diverse perspective by exposing students to British, European and World History. It is hoped that this will provide insight into the common humanity between different countries.

## Suitability for the course

- It is useful, but by no means essential, for candidates to have completed GCSE History to a satisfactory level.
- Those that fit most easily into the course, are those of a literary bent, who find reading and writing congenial occupations, and who look forward to learning new skills, and discovering fresh material.

## Extracurricular events

- The department organises various historical events and we particularly encourage participation by our Sixth Form.
- The department organises excursions throughout the age range such as Auschwitz and the Imperial War Museum.

## The Syllabus

2015 heralds a new specification at this level. The main change is that AS and A Level are now two separate qualifications and both will be examined at the end of Year 13. All four units below will run concurrently from the beginning of Year 12 through to the end of Year 13. AS

pupils will only continue with Unit 1 and 2 in Year 13. It is possible to study the AS units without the A Level units, but the course will still be over two years.

- Unit 1 - Britain 1900–1951
- Unit 2 - The Cold War in Europe 1941–1995
- Unit 3 - The Changing Nature of Warfare 1792-1945
- Unit 4 - Coursework

At AS Level (H105), Unit 1 and 2 both represent 50% of the final grade.

At A Level (H505), Unit 1 will represent 25% of the final grade, with Unit 2 representing 15%, Unit 3 40% and Unit 4 20%.

Even though the topics in Unit 1 and 2 are the same at both AS and A Level, the final exam papers are differentiated.

Unit 4 is a coursework module. The major difference with the new specification is that the student now has far more scope for choosing the topic they would like to research. The onus is therefore far more a pupil led piece of academic research rather than teacher led. However, the History Department has certain specialities that could facilitate both the choice of topic and the subsequent research.

These specialities are:

- Warfare throughout the ages
- British Politics in the late 19<sup>th</sup> and early 20<sup>th</sup> Centuries
- Conflicts in the Middle East since World War II
- The British Civil Wars
- Nazi Germany, especially the Holocaust
- The Cold War
- Russia in the 1920s and 1930s

# HOSPITALITY AND CATERING

Why choose Btec level 3 Certificate in Hospitality and Catering?

- You can do the course even if you did not take the subject for GCSE.
- It provides opportunities to progress into employment within the hospitality and catering sector.
- It offers an engaging vocational programme.
- It is coursework (unit) based with no exams.
- It provides opportunities to develop a range of culinary skills and techniques.
- It is the equivalent to an AS qualification and has UCAS points.
- Students can progress to the level 3 Subsidiary Diploma in Hospitality (equivalent to A levels)

What does the course consist of?

- 180 guided learning hours spread over 1 year.
- 3 units of work.

How is the Btec assessed?

- There is no written exam.
- In order to pass the unit, a portfolio of evidence must be provided to demonstrate skills, knowledge and understanding. This can be oral, visual, observational, written, and practical or involve multi-media.
- There are three grading criteria: Pass, Merit and Distinction.

What Units are covered in Level 3 Certificate?

Unit	Unit Name	Credits	A little about the unit
Unit 1 (mandatory)	The Hospitality Industry	10	You will learn about the industry; the size, scale and diversity. The classification system and the support functions within the industry.
Unit 10	European Food	10	You will learn about different types of food from various European Countries. The types of specialised equipment needed to prepare and cook those dishes.
Unit 12	World Food	10	You will learn about various foods from around the world, fusion foods and why food culture has changed in the last 25 years.

Level 3 Subsidiary Diploma in Hospitality

What is offered after AS level?

- In the second year, additional units can be taken, adding up to 60 credits in total.
- 2 of the units are mandatory.

What does the course consist of?

- 180 guided learning hours spread over 1 year.
- 3 units of work.

What Units are covered in Level 3 Subsidiary Diploma?

There are two mandatory units in the subsidiary diploma, one of them has an element of work experience involved. After the two mandatory units have been completed there are two other options that will be discussed between the teacher and the class to see what unit will best fit.

Unit	Unit name	Credits	A little about the unit
Unit 2 (mandatory)	Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	2	You will learn how to develop a customer service culture within a business. How to build teams and motivate colleagues through techniques such as on-site coaching. How to effectively monitor and communicate levels of customer service performance. <i>This is a work experienced based unit.</i>
Unit 3 (mandatory)	Providing Customer Service in Hospitality	8	You will learn about communication, presentation and teamwork in customer service hospitality. Be able to provide customer service to meet the needs of customers in different hospitality situations.

**Options for the additional unit you need to complete:**

Unit 11	Asian Food	10	You will learn about various foods from around Asia. The types of specialised equipment needed to prepare and cook those dishes.
Unit 13	Advanced Skills and Techniques in producing Desserts and Petit Fours	13	You will learn about the preparation, cooking and presentation of various desserts, petit four, the types of specialised equipment needed to prepare and cook those dishes and seasonality.

# MATHEMATICS

## COURSE SUMMARY

AS & A Level Mathematics is taught as a modular course leading to a number of different A and AS Level combinations. The first three units of the A level, gained in the Lower Sixth, will lead to an AS-level. Many of these students continue with Mathematics in their Upper Sixth, achieving a full A-Level.

### Edexcel AS level Mathematics (8371)

The Advanced Subsidiary qualification consists of three modules:

- Two in Pure Mathematics (Core)
- One in Applied Mathematics (Statistics, Mechanics, Decision)

### Edexcel A Level Mathematics (9371)

The A Level qualification consists of six modules:

- Four in Pure Mathematics (Core)
- Two in Applied Mathematics (Statistics, Mechanics, Decision)

It is usual for students at Abbotsholme to study the following modules, however we are flexible and will tailor the course to the strengths and desires of the groups and timetabling considerations.

## AS & A-LEVEL MATHEMATICS

Year	2 Compulsory (Pure)	1 Option (Applied)	Total
L6 (AS Maths)	C1, C2	One of: M1, S1, D1	3 units
U6 (A2 Maths)	C3, C4	One of: M1, S1, D1	3 units

## COURSE PREREQUISITE

The modular course makes Mathematics at AS and A level accessible to a wide range of students. However, at least a grade B at GCSE is our realistic minimum requirement. It is very important that students who have not achieved an A or an A\* grade at GCSE have shown us that they have an exceptional work ethic that will enable us to assist them in bridging the gap.

## COURSE DETAILS

### Pure Mathematics

Pure Mathematics at Advanced Level extends a students' knowledge of topics in mathematics such algebra, coordinate geometry, series and trigonometry as well as introducing new areas of mathematics such as calculus. Students who enjoyed the challenge of problem solving at GCSE using such mathematical techniques also enjoy the challenge of advanced level mathematics.

Although many of the concepts in Pure Mathematics are interesting in their own right, they also serve as an important foundation for other branches of Mathematics, known as 'Applied Mathematics' specifically, Mechanics, Statistics and Decision Mathematics.

## **Mechanics**

The study of Mechanics teaches students how to describe the motion of objects mathematically and how they respond to forces acting upon them, from cars in the street to satellites revolving around the planet. It involves the technique of mathematical modelling; which means turning a complicated physical problem into a simpler one that can be analysed and solved using mathematical models.

Many of the ideas met in the course form an almost essential introduction to such important modern fields of study such as cybernetics, robotics, biomechanics and sports science, as well as the more traditional areas of engineering and physics.

## **Statistics**

Statistics involves students in the analysis and summarising of numerical data in order to make predictions and in some cases arrive at conclusions. Many of the Data Handling concepts and techniques covered at Higher Level GCSE are revisited and extended including Probability Theory.

Statistics is important for careers in accountancy, actuarial work, medicine, banking, insurance and many other fields of scientific research.

## **Decision**

Decision Mathematics is part of the much wider area of mathematics referred to as *Discrete Mathematics*. Discrete Mathematics can be used to solve very complex problems. Decision Mathematics uses the techniques of discrete mathematics to solve real life problems in many areas.

Here are some examples of areas in which Decision Mathematics can be used:

- What is the best route for a gritting lorry to follow so that it covers every road in on its route in the minimum distance?
- What is the minimum quantity of cable needed to link a network of computers together?
- What is the best order to decorate a house?

# FURTHER MATHEMATICS

## COURSE SUMMARY

AS & A Level Further Mathematics is taught as a modular course leading to a number of different A and AS Level combinations. The first three units of the A level, usually gained in the Lower Sixth, will lead to an AS-level.

If there is the demand, we will be offering these students to take Further Mathematics in their Upper Sixth to achieve a full A-Level.

### Edexcel AS Level Further Mathematics (8372)

An Advanced Subsidiary qualification consists of three modules:

- One in Pure Mathematics (Further Pure)
- Two in Applied Mathematics (Statistics, Mechanics, Decision)

### Edexcel A Level Further Mathematics (9372)

The Advanced level qualification consists of six modules:

- Two in Pure Mathematics (Further Pure)
- Four in Applied Mathematics (Statistics, Mechanics, Decision)

It is usual for students at Abbotsholme to study the following modules, however we are very flexible and will tailor the course to the strengths and desires of the groups and timetabling considerations. This is especially relevant here due to the small size of this group.

### AS & A-Level Further Mathematics

Year	1 Compulsory (Pure)	2 Options (Applied or Pure)	Total
AS Further Maths	FPI	D1, M1, M2, S2	3 units
A2 Further Maths	FP2	M2, M3, S2, FP3	3 units

## COURSE PREREQUISITE

Pupils wishing to study this subject must show an aptitude for Mathematics that goes beyond the requirements of A level Mathematics. At least a grade A at GCSE is our minimum requirement although it will also depend on the opinion of the staff whether the student would be capable of meeting the challenges and demands of the course.

For the more able it is a good background for university courses in Mathematics, Physics and Engineering, but may also be taken in combination with a wide range of subjects.

# OUTDOOR EDUCATION

## BTEC level 3 Subsidiary Diploma in Sport

### Course description

Choose from a range of options focussed on sport or outdoor education. Participate in a range of adventurous outdoor activities on land and water - or sporting activities. Learn how to lead groups in land-based and water-based skills and how to lead, plan and undertake a variety of expeditions. Learn the practice and principles of outdoor education and develop a range of technical and theoretical aspects of outdoor activities.

### Is it for me?

This course is the equivalent of 1 A level in terms of teaching time and UCAS points and is normally taught over 2 years, with students completing 4 units in each year.

This course is designed to give pupils the experience and skills to start the progression towards a career working in sport and/or the outdoors. It primarily focuses on developing the knowledge, physical skills and leadership skills needed to work in the outdoor/sports industry. You do not need to be experienced but will certainly need to be very keen to go and develop your expertise. You will need to be organised, practically minded and prefer to learn and work on coursework.

Although there are no formal practical requirements, pupils should be able to demonstrate some relevant experience, aptitude and fitness to ensure they enjoy and can complete the practical units

On successful completion of a BTEC Level 3 National Subsidiary Diploma pupils can progress into higher education or within employment and/or continue their study in the same vocational area. The BTEC National Subsidiary Diploma in Sport (outdoor education) provides an introduction to the sector for pupils looking to build a career in sport or outdoor education.

### Course content

The Edexcel Level 3 BTEC Subsidiary Diploma in Sport is a 60-credit and 360 guided learning hour (GLH) qualification that consists of three mandatory units plus one mandatory specialist unit plus three optional units that provide for a combined total of 60 credits (where at least 45 credits must be at Level 3 or above).

- Principles of Anatomy and Physiology in Sport and Outdoor Education (5 credits) assessed in Lower Sixth
- The Physiology of Fitness(5 Credits) –assessed in Lower Sixth
- Assessing Risk in Sport (10 Credits) assessed in Lower Sixth
- Principles and practices in Outdoor Education (10 credits) – assessed in Lower Sixth
- Skills in Water based and Adventurous Activities (10 credits) - assessed in Lower and Upper Sixth
- Outdoor and Adventurous Activities (10 credits) - assessed in Lower and Upper Sixth
- Skills in Land-based Outdoor and Adventurous Activities (10 credits) - assessed in Lower and Upper Sixth

Throughout the course there are many opportunities to progress with a number of outdoor skills on the many OEd weekends in addition to the BTEC assessed work.

These include qualifications in:

- First Aid
- Navigation
- The Duke of Edinburgh Gold Award Scheme

## **Entry requirements**

School entry requirements

## **Assessment**

Assessment is continual throughout the course. There is no written exam. The programme of learning will consist of assignments which provide the opportunity for coverage of all grading criteria as set out in the grading grid for each unit.

A variety of assessment methods will be used, including case studies, assignments, along with projects, performance observation and time-constrained assessments where appropriate. Realistic scenarios will play an important part in pupil's assessment.

## **Further information**

### **Learning Strategies**

Delivery strategies will reflect the nature of the skills within this employment sector, encouraging pupils to research and carry out assessment in simulated outdoor working conditions.

Pupils should take responsibility for their own learning and achievement, taking into account school and industry standards for behaviour and performance. In addition pupils will be expected to take part in OEd weekends and expeditions and practical sessions at weekends and some holiday trips. Furthermore, pupils will be expected to have a positive attitude to outdoor adventure as they are expected to operate in hostile environments and adverse weather conditions.

# PHOTOGRAPHY

The A Level Photography course at Abbotsholme will follow the EDEXCEL specification for the GCE in Art & Design.

The course will consist of two components:

Component 1 – Coursework (60% of the total qualification).

This component will provide pupils to develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes (to include film-based photography, video and digital photography). It will incorporate three major elements: supporting studies (in the form of a portfolio of work and outcomes based on themes developed from negotiated starting points), practical work and a personal study (this consist of an essay, 1000words minimum, exploring independent research into the work of photographers and/or film-makers that have influenced the development of the pupil's work).

Component 2 – Externally Set Assignment (40% of the total qualification)

This component allows pupils opportunities to explore and develop ideas in response to an externally set theme. It will incorporate two major elements: preparatory studies and the 15-hour period of sustained focus under exam conditions.

The coursework and exam units are assessed using the following assessment objectives:

<b>Students must</b>		<b>% in GCE</b>
<b>AO1</b>	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	25
<b>AO2</b>	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	25
<b>AO3</b>	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	25
<b>AO4</b>	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	25
Total		100

## Breakdown of the course

Pupils will explore photography in the broadest sense, perhaps best summed up as 'light and lens based media'. Traditional, film-based photography will be explored along with film-making techniques and digital photography. Pupils will be taught the technical nature of each approach as well as having the opportunity to create work based on a number of themes/starting points set by the teacher. These may include

- Still Life Photography
- Documentary Photography
- Landscape Photography
- Photograms
- Abstract Photography

For the Film/Video element of the course pupils will explore

- Narrative and Genre
- The micro elements of film (mise-en-scene, cinematography, performance, sound, editing)
- Storyboarding
- Animation
- Experimental Film-making

# PHYSICS

To study Physics is to seek a better understanding of our universe. Physics is a science that is central to many other scientific disciplines and to all types of engineering. Physics A Level is an essential requirement for many career choices and is a preferred subject for many others. It is also seen as a good subject in some non-scientific degrees (e.g. Law)

Other subjects that go well with Physics are: Mathematics, Chemistry, Design and Technology and Biology. However, a wide range of combinations is possible and pupils may choose to take Physics alongside other subjects.

Pupils who do not take A Level Mathematics are expected to have achieved at least a grade C at GCSE and to be prepared to develop their mathematical skills. It is also recommended that a pupil has achieved at least a grade B in the Science and Additional Science courses (or a B in Physics).

AS and A Level Physics has been developed for students who wish to continue to study of Physics after GCSE. Some students may wish to follow a Physics course for only one year as an AS GCE, in order to broaden their curriculum. Others will continue their course for a further year extending their course to Advance GCE. Such a course will prepare students to progress into further education, to follow courses in Physics, Engineering, one of the other sciences or related subjects, or to enter employment where a knowledge of physics would be useful.

## Course overview

Module 1: Development of Practical Skills

Module 2: Foundations of Physics

Module 3: Forces and motion

Module 4: Electrons, waves and photons

Module 5: Newtonian world and astrophysics

Module 6: Particles and medical physics

## Assessment overview

### AS Level Physics

Paper 1: Breadth in physics

Modules 1, 2, 3 and 4

1 hour 30 minutes (50%)

Paper 2: Depth in physics

Modules 1, 2, 3 and 4

1 hour 30 minutes (50%)

### A Level Physics

Paper 1: Modelling physics

Modules 1, 2, 3 and 5

2 hours 15 minutes 37%

Paper 2: Exploring physics

Modules 1, 2, 4 and 6

2 hours 15 minutes 37%

Paper 3: Unified physics  
Modules 1, 2, 4 and 6  
1 hour 30 minutes 26%

Practical endorsement for physics  
Non-examined series of practicals

# SPANISH

Choosing Spanish at A-level is a good idea if you want a fascinating subject that offers you a range of career possibilities at the end. A-level language courses are interesting and varied subjects to study and will help you to develop a broad range of knowledge and skills. As an increasing number of jobs in all areas of the economy require knowledge of a second language, there has never been a more important time to continue with a language. Of all the subjects studied within school language graduates enjoy the highest rates of employment.

Learning a language is a never-ending process; languages are constantly changing, bringing in new words and getting rid of old ones. This is one of the great things about learning languages; you're always up to speed with the world! The skills and qualifications that you gain from studying a language at A-level are incredibly important tools to have under your belt, regardless of the career path that you choose later.

## Spanish AS Level

The aims and objectives of this qualification are to enable students to:

- Enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken.
- Develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language.
- Develop their ability to interact effectively with users of the language in speech and in writing, including through online media.
- Develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence.
- Engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context.
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken.

At AS level the units are assessed with the following weightings:

AS Level	Paper 1	Listening, reading and translation	1 hour 50 mins	40% of AS qualification
AS Level	Paper 2	Written response to work, grammar and translation	1 hour 40 mins	30% of AS qualification
AS Level	Paper 3	Speaking	15 mins	30% of AS qualification

## COURSE CONTENT

As well as the usual grammar expectations the emphasis throughout the two years will be on independence involving research on topics and greater cultural awareness.

Papers 1 and 3 are will draw their content from the following themes:

### **Theme 1: The evolution of Spanish Society**

- (d) The changes in family structure
- (e) The world of work
- (f) The impact of tourism in Spain

### **Theme 2: The artistic and political culture of the Spanish-speaking world**

- (d) Music
- (e) The media
- (f) Festivals and traditions

Paper 2 will include a translation task from Spanish into English, followed by a grammar exercise. In addition pupils will study a literary text (*Como agua para chocolate: Laura Esquivel*) and a film. (*Volver: Pedro Almodóvar*)

For those wishing only to continue for the first year of sixth form, the AS course gives a good opportunity to broaden their language skills and knowledge of the country as well as supporting the rigours of further study at A-Level in the second year.

## **Spanish A level**

In addition to the aims of the AS qualification, the objectives of the A level are to:

- Mediate between cultures and between speakers of the language and speakers of English.
- Foster their ability to learn other languages.
- Equip pupils with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.
- Develop their capacity for critical and analytical thinking through the language of study.
- Develop as independent researchers through the language of study.

At A level the units are assessed with the following weightings:

A Level	Paper 1	Listening, reading and translation	1 hour 50 mins	40% of A level qualification
A Level	Paper 2	Written response to work, grammar and translation	2 hour 40 mins	30% of A level qualification
A Level	Paper 3	Speaking	15 mins approx	30% of A level Qualification

### **COURSE CONTENT**

The two key themes covered at AS (the evolution of Spanish Society and The artistic and political culture of the Spanish-speaking world) will be further developed in the second year of study. At A level there are two additional themes.

#### **Theme 3: Immigration and the Spanish multicultural society**

- (c) Immigration in the past and today
- (d) Integration and multiculturalism

#### **Theme 4: Franco's dictatorship and the transition to democracy**

- (c) Franco's dictatorship
- (d) The journey from dictatorship to democracy

# BTEC LEVEL 3 SPORT

## BOARD EDEXCEL

The BTEC National Awards have been developed to focus on

- Giving pupils the opportunity to gain a nationally recognised vocationally specific qualification.
- Giving pupils the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life.

The subject specification has been structured to allow pupils maximum flexibility in selecting specialist units, so that particular interests and career aspirations within sport can be reflected in the choice of unit combinations. The beauty of this course is in the flexibility. Pupils can choose different A level values, which can change during the course, to suit future career needs.

BTEC National awards in Sport will give pupils a solid foundation in the sector, enabling them to develop essential skills required for gaining employment, securing career progression, or progressing to further qualifications and training required to achieve their goals.

The Edexcel Level 3 BTEC National Award in Sport consists of 9 Core Units plus 4 Specialist Units that provide for a combined total of 360 guided learning hours.

The Core Units are (all these units are compulsory)

- Principles of Anatomy & Physiology in Sport
- The Physiology of Fitness
- Assessing risk in Sport
- Fitness training and programming
- Fitness Testing for sport and exercise
- Sports Nutrition
- Psychology for sports performance
- Technical and Tactical Skills in Sport
- The Athletes Lifestyle

There are a number of units to choose from to make up the 3 Specialist Units. These range from

- Sports Coaching
- Sports Development
- Practical Team Sports
- Practical Individual Sports
- Current issues in sport
- Rules, regulations and officiating in Sport
- Work experience

This course will be assessed throughout the two years, through practical assessments and varying levels of coursework.

Assessments will be carried out using a combination of methods, such as

- Case Studies
- Written Assignments
- Practical sessions
- Fitness testing
- Work based assignments
- Projects
- Performance Observation

Pupils are internally assessed through their coursework, where they are required to demonstrate effective performance, the use of tactics and to observe rules. UCAS points are relative to A levels and widely accepted by universities including Oxford and Cambridge.

The grading has now been brought into line with A Level grading. For the BTEC National Award in Sports the grade is

Distinction = A grade at A Level

Merit = C grade at A Level

Pass = E grade at A Level

The course can result in the equivalent points of 1, 2 or 3 A Levels. For further information please speak to Mrs Askew.

# **YOUNG ENTERPRISE**

## **Introduction**

The Young Enterprise Company Programme is a well-established national scheme that aims to develop awareness of the importance of enterprise and business and to provide young people with the opportunity to 'learn by doing' in setting up and running a business.

At Abbotsholme, we offer Young Enterprise as a course of two timetabled periods per week in the Lower Sixth.

## **A Young Enterprise Company**

The members of a YE company take on different roles, such as Managing Director, Finance Director and Marketing Director. The business sells shares to raise start-up capital, decides on a product to make, prepares a business plan, manufactures or buys in the product, markets it, keeps accounts and then liquidises at the end of the year, distributing profits to shareholders.

The company is advised by several advisers from local businesses. We have an excellent relationship with our advisers, who are usually drawn from JCB. There is a link teacher within school who liaises with the business advisers and guides the pupils, too.

## **East Staffordshire Area Competition**

The company takes part in a competition locally and is assessed on various elements:

- Trade Fair stand: the pupils takes part in a trade fair, setting up a stall in Burton-upon-Trent and answering questions from judges.
- Company presentation: the company makes a Powerpoint presentation to a panel of judges, outlining its history and performance.
- Company report: a written report is submitted, explaining what the company has done and presenting interim accounts.

## **Life Skills**

Besides learning about business, pupils learn a valuable range of life skills, such as in communication, problem solving, time management, presentation, negotiation, teamwork, leadership and personal confidence. The YE scheme is widely recognised by and valued by employers and universities and YE 'achievers' commonly go on to take on leadership roles within school and beyond. The scheme also counts for the skills element of the Gold D of E Award.

# ABBOTSHOLME SCHOOL

## A LEVEL SUBJECT CHOICES FOR SIXTH FORM

### SEPTEMBER 2016

To: The Director of Curriculum  
Abbotsholme School  
Rocester  
Uttoxeter  
Staffordshire  
ST14 5BS

Student Name:.....

Preliminary A level Subjects in order of priority

1. ....
2. ....
3. ....
4. ....

Reserve .....

