Sandringham School

'Everybody can be Somebody'

Into the Sixth Form
Information Evening

A Subject Information Guide
Thursday 11th January 2024

Alban Academies Trust

Subject Information 2024

This booklet explains the different courses available at Sandringham Sixth Form for entry in 2024. We have a very wide range of subjects on offer, and we are confident that you will find a lot of things which interest you. The CTEC and BTEC courses have the same value as single A-level qualifications. The Extended Project Qualification and Mathematical Studies are additional subjects which can be taken as a fourth subject in addition to three full A-levels or equivalent courses. Please see the back of the booklet for individual subject entry criteria. Further information and online subject presentations can be found on our website: https://sandringham.herts.sch.uk/sixth-form-admissions/

Consorting Policy:

Where numbers for particular subjects are low, it may not be possible to run these subjects in all schools. Students would still be offered a place on the basis that they will consort for said subject. The same will occur if numbers for particular subjects are very high, whereby we have to limit class sizes. In this case, decisions about which students consort will be made based on random selection.

Sandringham School Sixth Form
'Into the Sixth' Information Evening (11th January 2024)
Subject talks and rooms

Headteacher will speak in the main hall at the following times: 6.00pm and 6.40pm

6.20	6.40	7.00	7.20	7.40	8.00	Room	Subject	Staff
✓	✓	✓		✓	✓	I3	Biology	L Bonass
✓	✓	✓	✓	✓		I4	Chemistry	H Reynolds
✓	✓	✓	✓	✓	✓	I15	Computer Science	S Qanungo
	✓	✓	✓	✓		S7	Dance	A Davies
✓	✓		✓	✓		J1	Drama	C Hardacre
✓	✓	✓	✓	✓	✓	S1	Economics	R Harding
✓	✓	✓	✓	✓	✓	S2	Business & BTEC Business	M Brown
✓	✓	✓	✓	✓	✓	I12	English Language	E Summers
✓	✓	✓	✓	✓	✓	I13	English Literature	A Nicholls
✓	✓	✓	✓	✓	✓	F3	Fine Art	S Gidden
✓	✓	✓	✓	✓	✓	A5	Geography	N Miller
✓	✓	✓	✓	✓	✓	A1	History	A Constable
✓	✓	✓	✓	✓		I7	Mathematics and Further Maths	D Chopping
	✓	✓	✓	✓	✓	I8	Mathematics and Further Maths	E Gibson
	✓	✓	✓	✓	✓	I11	Media Studies	S O'Connor
	✓	✓	✓	✓		F5	Music	A Stothard
	✓	✓	✓	✓		F6	Music Technology	C Turton
✓	✓	✓	✓	✓	✓	I2	Physical Education and CTEC Sport	H Cracknell
✓	✓	✓		✓	✓	S6	Philosophy, Religion & Ethics	O Lacey
✓	✓	✓	✓	✓	✓	F1	Photography	E Kelly and C Bloomfield
✓	✓	✓	✓	✓	✓	I5	Physics	J Powell
✓	✓	✓	✓	✓	✓	A2	Politics	L Edwards
	✓	✓	✓	✓		B5	Product Design	A Neville
✓	✓	✓	✓	✓	✓	S11	Psychology	A Stidever
✓	✓	✓	✓	✓	✓	S3	Sociology	K Roskilly
✓	✓	✓	✓	✓	✓	S4	French/ German/ Spanish	F Baikie (L Hill, E Kincaid, C Unsain)
✓	✓	✓	✓	✓	✓	F4	Textiles	S Button and D Stephen

S10	The Extended Project Qualification	H Coy
S10	Herts Services for Young People	N Honeywell
S10	SEND team	C Durrant and E Weston
I10	Mathematical Studies and Mathematics related University admissions	M Hooda and K Mauldridge

Art - Fine Art

Liz Kelly

Course Aims

Fine Art forms the foundation for all of the subjects within the Visual Arts. It allows students to develop a high level of practical skill and stunning final outcomes whilst studying the history of art. We aim to equip students with an understanding and practical knowledge of Fine Art techniques. The course will provide students with the opportunity to prepare a sketchbook and final pieces. Students will look at the work of artists and work alongside highly experienced Art teachers. Students are encouraged to visit galleries in London to develop their knowledge and understanding. Students are also encouraged to visit open studios.

Qualifications and Qualities Needed

Candidates will be visually creative, imaginative and keen to express themselves through their artwork. A GCSE in Art grade 6 or above is desirable. You will also be keen to analyse and evaluate the work of professional artists.

Course Structure

OCR Fine Art (H601). *www.**ocr**.org.uk*

The A-level is made up of two components:
Component 1 (60% of overall A-level): Personal Investigation. For this unit, students must create a major project that is of personal interest and relevance. Students should work through a range of art and design experiences.
The project must include: evidence of planning and preparation, a related personal study of 3000 words and final pieces that show considered personal responses.
Component 2 (40% of overall A-level): Externally set task (work leading to a 15 hour response). For this unit, students will receive an early release question paper that will enable students to develop a personal response. They will develop a sketchbook of preparatory studies and complete a final piece in exam conditions.

Trips and Textbooks

Students are required to purchase materials and sketchbooks from the Art shop. Students are required to purchase a range of materials to assist with the construction of their final pieces. Students are encouraged to visit galleries and attend events throughout the year.

Future Pathways

Students are advised on future progression and helped with any college applications in Year 13. Students often progress onto an Art Foundation course to prepare them for university or progress straight onto a Fine Art course at university.

Art - Photography

Liz Kelly

Course Aims

Photography is a very popular choice at GCE A-level and students seem to enjoy the creativity and exploration of photographic media most. A range of themes are explored including; Fashion photography, landscapes and still life. We aim to equip students with an understanding and practical knowledge of photography techniques including camera controls and settings, Photoshop techniques and dark room image manipulation. The course will provide students with the opportunity to prepare a sketchbook and a portfolio of final images. Students will look at the work of photographers and will also have the opportunity to work alongside highly experienced teachers. Students are encouraged to visit areas of local beauty such as Ashridge to take photographs and also to galleries in London to develop their knowledge and understanding.

Qualifications and Qualities Needed

Candidates will be visually creative and imaginative and keen to develop their skills in self-expression through various photographic means. They will also be keen to extend written analytical skills when looking at the work of others. A GCSE in art or photography is beneficial but not essential as long as the candidate can demonstrate visually expressive abilities and skills of analysis.

Course Structure

Exam board: OCR www.ocr.org.uk

The A-level is made up of two components:
Component 1 (60% of overall A-level): Personal Investigation. For this unit, students must create a major project that is of personal interest and relevance. Students should work through a range of art and design experiences.
The project must include: evidence of planning and preparation, a related personal study of 3,000 words and final pieces that show considered personal responses.
Component 2 (40% of overall A-level): Externally set task (work leading to a 15 hour response). For this unit, students will receive an early release question paper that will enable students to develop a personal response. They will develop a sketchbook of preparatory studies and complete a final piece in exam conditions.

Students are required to purchase photography materials and sketchbooks from the Art shop, and students are required to pay for their own printing. Students are required to purchase a portfolio and materials for window mounting through the year. Students may wish to purchase an entry level Digital SLR.

Future Pathways

Students are advised on future progression and helped with any college applications in Year 13. Students often progress onto an Art Foundation course to prepare them for university or progress straight onto a photography course at university.

Art - Textiles

Liz Kelly

Course Aims

Textiles at GCE A-level is a popular choice for students with a love of the Arts. Students enjoy working in the studios developing personal finished pieces, samples and sketchbook work. Our aim is to equip students with an understanding and practical knowledge of textiles techniques and processes. We also hope that they will develop a love of the subject and develop as textile artists with a passion for this area of the Visual Arts. The course will provide students with the opportunity to prepare a variety of textiles samples and develop a final piece. Students will look at the work of textile artists and work alongside highly experienced textiles teachers. Students will also enjoy visits to key events such as the Knit and Stitch show.

Qualifications and Qualities Needed

Candidates will be visually creative, imaginative and keen to express themselves through work made from fabrics and fibres. They will also be keen to analyse and evaluate the work of professional textile artists. A GCSE in Art or Textiles at grade 6 or above is desirable.

Course Structure

OCR Art and Design: Textile Design

The A-level is made up of two components:
Component 1 (60% of overall A-level): Personal Investigation. For this unit, students must create a major project that is of personal interest and relevance. Students should work through a range of art and design experiences.
The project must include: evidence of planning and preparation, a related personal study of 3000 words, final pieces that show considered personal responses.
Component 2 (40% of overall A-level): Externally set task (Work leading to a 15 hour response). For this unit, students will receive an early release question paper that will enable students to develop a personal response. They will develop a sketchbook of preparatory studies and complete a final piece in exam conditions.

Trips and Textbooks

Students are required to purchase materials and sketchbooks from the Art shop. Students visit The Knit and Stitch Show and The New Designers exhibition. These visits play a crucial role in developing knowledge and understanding.

Future Pathways

Students are advised on future progression and helped with any college applications in Year 13. Students often progress onto an Art Foundation course to prepare them for university.

Biology

Laura Bonass

Course Aims

A-level Biology is a challenging, rewarding course that helps students develop skills and knowledge necessary for a successful career. Biology is one of the most popular A-level subjects in the country, attracting students studying a wide range of other subjects. Many of these students enjoy the subject so much they eventually choose a biology related degree course. Others go on to careers in law, computing, accounting or teaching. So, whatever field you will eventually work in, you will find biology a very rewarding and challenging course which will develop many of the skills essential for a successful career.

Students will develop a critical awareness of current social and environmental issues and an understanding and respect for living things; analytical, evaluative and synoptic writing skills; and practical competence, including the ability to plan and manipulate data.

Qualifications and Qualities Needed

An APS of 6+ and 6s in GCSE Science (including a 6 in Biology/Biology components of Triple or Combined Science) and a grade 6 in Maths. Students must appreciate this is a hard course (definitely not the 'easy' Science). As such, they should be motivated, willing to get involved and have a fundamental interest in Biology. In some ways, Biology is like learning a new language there is a huge volume of material to remember.

Course Structure

AQA Biology (7402)

Year 1	Year 2
Biological Molecules	Energy transfers in and between organisms
Cells	Genetics, populations, evolution and ecosystems
Organisms exchange substances with their environment	The control of gene expression
Genetic information, variation and relationships between organisms	Organisms respond to changes in their internal and external environment

10% of questions on the final exam will be maths questions. 15% of questions on the final exam will be based on practical work completed during the 2 years. Students complete 12 required practicals during the 2 years; a separately reported result will appear alongside their qualification grade.

Complementary Subjects

Include Chemistry, Physics, PE, Psychology, Geography and Maths.

Recommended Textbook

AQA Biology: A-level Year 1 & AS, 2nd Edition, Glenn Toole & Susan Toole. ISBN 978-0198351764

Important!!

This course is interesting and fun but requires hard work in order to succeed. An A-level in Biology can lead on to degrees and careers in Biology, Marine Biology, Environmental Studies, Medicine, Veterinary Science, Nursing, Dentistry, Physiotherapy, Psychology, Pharmacology, Genetics, Forensics and loads more!

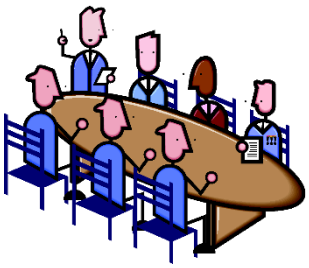
BTEC Business

Rachel Harding

Course Aims:
The BTEC Level 3 National Extended Certificate broadens knowledge focus from the BTEC Enterprise Level 2 qualification. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to one A Level.

Qualifications and Qualities Needed
All students must achieve a grade 4 in GCSE English and GCSE Maths. It is not necessary to have studied Business before, but if a student has done so, they must achieve a 'Merit' grade in BTEC Level 2 Enterprise or a grade 4 in GCSE Business. They must be an independent learner and able to meet deadlines.

Course Structure
Edexcel www.edexcel.com



Students will study the Extended Certificate course at Sandringham which is the equivalent of one A-level. Units are assessed both externally and internally. The assignments will use a variety of assessment methods, such as writing reports, delivering presentations, or demonstrating skills within a group. Students will now only be given one opportunity to achieve the Pass, Merit or Distinction criteria, so they must complete their work on time, to a high standard.

Mandatory Units:
1. Exploring a business - This unit examines the role of business in the economic environment, and how businesses grow.
2. Developing a marketing campaign - This unit allows students to study successful marketing campaigns and create their own.
3. Personal and Business finance - In this unit students will study personal finance and business accountancy.
14. Investigating Customer service – This unit requires students to investigate the quality of customer service offered by organisations and demonstrate effective customer service skills.

Unit 2 is externally assessed.
Unit 3 is an external examination.
Unit 1 and unit 14 are internally assessed.

Future Pathways:
Students go on to study such a wide variety of related subjects such as: Accountancy, International Business, Retail Management and Marketing. Hopefully some students will become the successful entrepreneurs of the future!

Business

Rachel Harding

Course Aims

In Year 12, students build their knowledge of core business concepts and apply them to real world examples in order to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in the second year. This requires students to take a more strategic view of business strategies and issues. As well as developing business skills the course also enables students to develop their ability to examine an issue in detail; use numerical techniques to analyse an issue; develop accurate chains of reasoning and make justified conclusions.

Qualifications and Qualities Needed

Where students have studied GCSE Business and/or Economics a grade 6 is the minimum requirement for entry onto the course. You will also need a grade 6 in GCSE English and Mathematics. You need to be interested in the world around you and be willing to discuss your ideas in class. You need to be hardworking and motivated.

Course Structure

Edexcel www.edexcel.com

At the end of Year 13 students will sit three papers, broken down as follows:

Paper 1: Marketing, people, and global businesses	Exam: 35% - 2 hrs
Paper 2: Business activities, decisions, and strategy	Exam: 35% - 2 hrs
Paper 3: Investigating businesses in a competitive environment	Exam: 30% - 2 hrs

The course is split into a number of themes. Themes 1 and 2 are studied in Year 12, while Themes 3 and 4 are studied in Year 13.

Theme 1 and 4 will be assessed in paper 1. Theme 2 and 3 will be assessed in paper 2, and paper 3 is a combination of all themes based on a pre-release case study.

Theme 1: Marketing and people	Theme 2: Managing business activities
Students will develop an understanding of: • meeting customer needs • the market • marketing mix and strategy • managing people • entrepreneurs and leaders.	Students will develop an understanding of: • raising finance • financial planning • managing finance • resource management • external influences.
Theme 3: Business decisions and strategy	**Theme 4: Global business**
This theme develops the concepts introduced in Theme 2. Students will develop an understanding of: • business objectives and strategy • business growth • decision-making techniques • influences on business decisions • assessing competitiveness • managing change.	This theme develops the concepts introduced in Theme 1. Students will develop an understanding of: • globalisation • global markets and business expansion • global marketing • global industries and companies (multinational corporations).

Future Pathways

Students go on to study such a wide variety of related subjects such as: Accountancy, International Business, Retail Management and Politics. Hopefully some students will become the successful entrepreneurs and world leaders of the future!

Cambridge Technical Extended Certificate in Sport and Physical Activity

Hannah Cracknell

Course Aims

The course is the natural progression for students who have studied the Cambridge National or BTEC Tech Level 2 Sport courses or GCSE PE. Students need to have a real interest in sport, fitness, coaching and health. The course is ideal for those students considering a career within the sporting industry, particularly in sports performance, management or coaching. There will be a mixture of practical and theory lessons in each unit in order for students to build their understanding.

Qualifications and Qualities Needed

To access this course you need to have studied either GCSE PE and achieved a grade 4 or gained a Level 2 Merit award in the Cambridge National / BTEC Tech course. You will need a grade 4 in English too. Students will need to be organised and able to work within a timeframe that enables them to meet deadlines.

Course Structure and Assessment

The extended certificate is studied over 2 years (5 hours per week) and is worth one A Level choice. You will study for 2 externally assessed exams that are taken throughout the course, plus 3 units of coursework as listed below:

Exam unit	Body Systems and the effects of physical activity
Coursework	Sports Coaching and activity leadership
Exam unit	Sports organisation and development
Coursework	Sports injuries and rehabilitation
Coursework	Practical skills in sport and physical activities

Assessment

Throughout each unit students are set a number of mini assignments that are assessed constantly. Each assignment counts towards a final grading award. The style of assignment will vary from PowerPoint presentation, video, written analysis or essay style answers to verbal presentations. Students will need to be well organised, able to work independently and have good time management skills in order to succeed. The ability to stay on top of coursework is vital.

A good understanding of the English language and ICT skills will be a huge advantage.

Chemistry

Hayden Reynolds

Course Aims

A-level Chemistry builds upon the knowledge gained at GCSE but goes much further revealing some significant simplifications taught at GCSE. It contains a slightly greater level of mathematical content and overlaps with topics taught in Physics and Biology. By studying Chemistry, students develop many useful skills that can be applied outside of the subject discipline; these include problem solving, numeracy, practical skills as well as developing a broad scientific background. As a result it is a highly respected, useful and often required qualification for higher education and for employment in a wide range of areas.

Qualifications Needed

An APS of 6+ and 6s in GCSE Science (including a 6 in Chemistry/Chemistry components of Triple or Combined Science) and a grade 6 in Mathematics. Students must appreciate this is a hard course. As such, they should be motivated, willing to get involved and have a fundamental interest in Chemistry.

Course Structure

We follow the AQA specification number 7404/7405. Please check the web page link to gain a complete picture of the course.

http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/specification-at-a-glance

The course is split into 3 sections: Physical Chemistry, Inorganic Chemistry and Organic Chemistry. Below is a list of some of the areas that are covered in these sections:

Physical Chemistry - bonding, equilibria, redox reactions, acids and bases, thermodynamics and kinetics.
Inorganic Chemistry - Group VII reactions, periodicity, transition metals and group 2 metals.
Organic Chemistry - Halogenoalkanes, alcohols, aromatic chemistry, amines, polymerisation and biochemistry.

The end of course exams are split into 3 papers; Paper 1 covers relevant Physical Chemistry and Inorganic Chemistry, Paper 2 covers relevant Physical Chemistry and Organic Chemistry and Paper 3 covers any content studied over the 2 year course and any practical skills covered. Each paper is 2 hours long.

Practical work plays a very important role in this course and practical skills are assessed throughout the 2 years as relevant topics are covered. Students will be awarded a Practical Endorsement following an external exam board moderation during their Year 13 studies.

Complementary Subjects

Chemistry will help in your study of other sciences and technical subjects including: Maths, Physics, Biology, IT, Psychology and Geography. Studying it alongside a Modern Language or an essay subject like History gives students even more options for university courses and careers.

Textbook

AQA A-level Chemistry by Ted Lister and Janet Renshaw
ISBN number 978-0198351825

Computer Science

Shahnaz Qanungo

Course Aims

The course develops a range of skills, from requirements analysis and the design of algorithms through to implementation using a range of programming techniques. The course is excellent preparation for anyone looking to take Computer Science at degree level, or for anyone considering any kind of career in computing or related engineering or creative industries. Computer Science is a practical subject where you can apply the academic principles learned in the classroom to real-world systems. Through this qualification, you can develop:

- The capacity to think creatively, innovatively, analytically, logically and critically
- An understanding of the design and construction of computer systems
- The ability to apply computational thinking in a range of contexts to solve problems
- An appreciation of the power and limits of human and machine intelligence
- An understanding of the consequences of using computers, an awareness of emerging technologies and an appreciation of their potential impact on society.

Qualifications and Qualities Needed

Where students have studied GCSE Computer Science a grade 6 is the minimum requirement for entry onto the course. In some cases however, students without a GCSE in Computer Science will need to have secured a grade 6 in both English and Maths. We recommend you speak to a member of the faculty if you are unsure.

Course Structure - OCR A-level in Computer Science (H446). The course has three key components:

Unit 1: Computer Systems (01)	(Written Exam – 140 marks, 2.5 hours, 40% of A-level)
Unit 2: Algorithms and Programming (02)	(Written Exam – 140 marks, 2.5 hours, 40% of A-level)
Unit 3: Programming Project (03/04)	(Coursework – 70 marks, 20% of A-level)

Unit 1: Computing Principles. This covers the characteristics of contemporary systems architecture; software and software development; exchanging data; data types, data structures and algorithms; and legal, ethical, moral and cultural issues.

Unit 2: Programming Techniques and Logical Methods. This covers elements of computational thinking, programming techniques, software development methodologies and standard algorithms. A scenario will be given and you will be asked to design an appropriate solution.

Unit 3: Programming Project. Through coursework, you will gain an understanding of definition, investigation and analysis, system design, software development and testing and evaluating. Your project will be of your own choice, assessed internally and moderated by an external examiner.

Future Pathways

This course is ideal for those wishing to follow a career in the field of Technology, Engineering or Design, for example; Aeronautical Engineer, Electronics Engineer, Software Engineer, Computer Programmer, Computer Analyst, Games Designer, etc. The qualification could also lead to Apprenticeship programmes or vocational courses at Colleges to further specialise in networking, telecoms and mobile devices, games design etc. Computer Science and Engineering are expected to continue as major growth industries, with many new positions created each year. A-level Computing combines well with Maths and Sciences options, but also with creative subjects such as Product Design, Media, Photography and Music Technology. Economics and Business would be another useful combination for budding Internet entrepreneurs and could lead to a pathway into Financial Services and Quantitative Analysis.

Beyond The Classroom

We aim to enrich students learning beyond the classroom. We have developed close links with educational institutions, local and global companies, and relevant organisations to assist us in providing useful opportunities such as talks and lectures, hack days and other events for our students to participate in. Optional trips, such as the Silicon Valley and San Francisco trip, will provide students with a chance to further their interests and allow them to see first-hand where Computer Science can lead them.

Dance

Amber Davies

Course Aims

To think critically about Dance as an art form and to develop knowledge for the study of Dance in Higher Education. To experience performance and choreography and develop compositional and technical dance skills as well as critically engaging in analysis and appreciation of own work and professional repertoire.

Qualifications and Qualities Needed

Students should ideally have a grade 6 for GCSE Dance or high merit/distinction for BTEC Dance, and a 5 in GCSE English. However, students without a GCSE or BTEC in dance have been successful on the course when taking part in dance classes outside of school. We recommend you speak to a member of the faculty if you are unsure. Many of our students go on to vocational colleges or dance degree courses at university.

Course Structure

The qualification is linear, meaning the students will sit all their exams at the end of the course.

The assessment covers three main areas:
1. Performance (solo and quartet)
2. Choreography
3. Critical engagement (Appreciation)

Component 1: Performance and Choreography

Solo performance (linked to a specific practitioner within an area of study)
Performance in a quartet (linked to another practitioner within an area of study)
Group choreography
Assessment for this unit is externally assessed in a live examination and is worth 50% of the A Level.

Component 2: Critical Engagement

Knowledge, understanding and critical appreciation of a compulsory set work (Rooster by Christopher Bruce) and its place within a corresponding area of study (Rambert Dance Company 1966-2002).
Knowledge, understanding and critical appreciation of one optional set work and its place within a corresponding area of study.
Assessment for this unit is a 2 hour 30 minute written examination and is worth 50% of the A Level.

Extra-Curricular and Trips

Students have the opportunity to be involved in a variety of extra-curricular clubs and theatre trips and it is an expectation that all students should regularly attend to enhance their studies.

- Senior dance club
- Street dance club
- 6th position ballet club
- Theatre trips
- Whole School Show
- New York City dance trip
- Choreography competitions
- SYCD – Sandringham Youth Contemporary Dance (audition only)
- Professional workshops
- Running of lower school clubs
- Tuxedo Dance Company (Hip Hop, audition only)
- Velocity – annual dance show
- Summer dance show

Drama and Theatre

Charlotte Hardacre

Course Aims

The A-Level course is an exciting blend of practical exploration, text study, devising and performance. The course aims to furnish you not only with a wide range of practical skills, but also with the academic understanding to support them. You will have the chance to develop acting skills, with options to explore design and technical skills as well. You will also deepen your knowledge of Theatre Practitioners, a wide variety of classical and contemporary plays and performance styles. This course offers a spectrum of skills which are highly transferable to many career paths.

Qualifications and Qualities Needed

Students are expected to have achieved a grade 6 in GCSE Drama and a grade 5 in GCSE English. Students who have not studied GCSE Drama are also welcome to apply, subject to a discussion with the Director of Learning.

Course Structure

AQA Drama and Theatre

Component 1: Drama and Theatre (40%) – Year 13

- Practical exploration of two set texts (A Servant to Two Masters and Our Country's Good).
- Written paper, split into three sections.
- Questions are based on the perspective of either a Performer, Designer or Director.
- Section A explores Drama through the ages.
- Section B explores 20th and 21st century Drama.
- Section C analyses and evaluates the success of a Live Theatre Production.

Component 2: Creating Original Drama (30%) – Year 12

- Create and develop an original devised piece from a stimulus of your choice (can be anything you are interested in making theatre about).
- The piece of theatre must be influenced by a Theatre Practitioner of your choice.
- Performance of devised piece of theatre or design concept and realisation.
- Produce a Working Notebook to support your ideas and evaluate the success of the final performance.
- Students have the choice of working as a Performer, Lighting Designer, Sound Designer, Set Designer, Costume Designer, Puppet Designer or Director.

Component 3: Making Theatre (30%) – Year 13

- Practically explore and workshop three texts ranging in style and period. Two texts explored will be chosen by the centre. The third text can be chosen by students.
- Students can perform a monologue, duologue or group performance.
- An extract of the student's chosen text will be performed to an examiner in a Live Theatre context for an audience and must be influenced by the works of a Theatre Practitioner (different to Component 2).
- Produce a Reflective Report, discussing your interpretations of all three texts; analysing and evaluating the success of the performance.
- Students have the choice of working as a Performer, Lighting Designer, Sound Designer, Set Designer, Costume Designer, Puppet Designer or Director.

Trips and Textbooks

A love of Theatre is encouraged through trips to see pieces of a variety of genres and styles. Students are shown how their critical appreciation can be enhanced by approaching what they encounter with an open mind and making judgements after the experience. Students are asked to purchase their play texts so they can annotate them fully.

Economics

Rachel Harding

Course Aims

In this course you will be required to think like an economist and carefully weigh up the costs versus the benefits of many decisions. You will look at models and learn to think logically.

In Year 12 students will be introduced to Micro- and Macro-economics. Microeconomics seeks to explain how firms and individuals make choices in a world with scarce resources. You will become familiar with some basic economic models such as supply and demand. Macroeconomics seeks to explain trends in the wider UK economy and how the government can influence these trends. As well as developing economic knowledge, the course also enables students to develop their ability to examine an issue in detail; use numerical techniques to analyse a problem; develop accurate chains of reasoning and make justified conclusions.

Qualifications and Qualities Needed

Where you have studied Business or Economics previously you should have a grade 6 in GCSE Business and/or Economics. You must also have a grade 6 in Mathematics and English. You will need good written and oral communication skills. Strong mathematical skills are also required. You need to be interested in the economic and political environment, keep up to date with current affairs and be willing to discuss your ideas in class.

Course Structure

Examination Board: Edexcel www.edexcel.com

A Level	Paper 1: Markets and business behaviour	Exam: 35% - 2 hrs
	Paper 2: The national and global economy	Exam: 35% - 2 hrs
	Paper 3: Microeconomics and macroeconomics	Exam: 30% - 2 hrs

Theme 1: Introduction to markets and market failure	Theme 2: The UK economy – performance and policies
This theme focuses on microeconomic concepts. Students will develop an understanding of: • nature of economics • how markets work • market failure • government intervention.	This theme focuses on macroeconomic concepts. Students will develop an understanding of: • measures of economic performance • aggregate demand • aggregate supply • national income • economic growth • macroeconomic objectives and policy.
Theme 3: Business behaviour and the labour market	**Theme 4: A global perspective**
This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of: • business growth • business objectives • revenues, costs and profits • market structures • labour market • government intervention.	This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of: • international economics • poverty and inequality • emerging and developing economies • the financial sector • role of the state in the macroeconomy.

Future Pathways

Students go on to study a wide variety of related subjects such as: Economics, Economics and Maths, PPE, Accountancy, International Business, Investment Banking, Business Management and Finance. For students considering studying a degree in Economics, **many** universities expect students to have studied A Level Mathematics.

English Language

Emily Summers

Course Aims

The course provides a natural progression from your studies of GCSE English Language. It enables a development of an interest in English through learning about its structures, functions, historical development and variations, as well as developing your professional writing skills. The course is especially suitable for anyone interested in studying English Language, Linguistics or Creative Writing at a higher level, and anyone thinking about a journalistic, business or teaching career.

Qualifications and Qualities Needed

The course expects you to have a genuine interest and enthusiasm for learning about the English language, as well as an ability to independently manage your workload and meet deadlines. You are expected to attend all lessons and tutorials, as well as read widely around the subject and act upon the advice given by teachers. You need a minimum of a grade 6 in GCSE English Language.

Course Structure

Exam Board: we follow the AQA Examination Board's Specification

https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702/specification-at-a-glance

Students study the following topics in Year 12 as part of the **two year** A-level course:

- Textual variation and analysis: we develop your linguistic knowledge to explore how representations and meanings are created in a wide range of texts.
- Attitudes to language diversity: we explore how language forms an integral part of our individual identities through accents, dialectal, gender, age and occupational features.
- Directed writing: you will develop your creative, opinion and investigative writing skills.

Final Assessment in Year 12: completion of Original Writing NEA and internal Threshold examinations (you will not sit the external AS exam).

In Year 13 students widen their understanding of the issues introduced in Year 12 and extend learning by studying the following additional topics in Year 13.

- Children's language development and acquisition: how we learn to speak, read and write.
- Language change and attitudes to language change: both the historical and global influences.
- You complete your Language Investigation NEA.

Final Assessment by the end of Year 13:

- A full NEA - two coursework pieces – Original Writing (with Commentary) and your extended Language Investigation of an area of English you are most interested in – 20%.
- Two examinations, including content from both the Year 12 and Year 13 topics – 80%.

Textbooks

Students will purchase two course textbooks so that they can annotate ideas fully and use them independently to revise for exams. Details of the specific textbooks will be given on Induction Day.

Other Points to Note

If you love English, then you will love learning about the many varied aspects of its uniqueness on this course. It will provide you with methods for exploring how audience and context impact upon language production and reception, as well as how spoken and written texts reproduce ideas about cultural values and assumptions. Also, throughout the course, you will develop and reflect upon yourself as a writer. As a subject highly respected by universities and employers, it is a valuable A Level qualification.

English Literature

Amanda Nicholls

Course Aims

To provide a thorough grounding in literature from the Renaissance to the 21st century, exploring how texts are constructed and how contextual factors contribute to their interpretation. English Literature enables students to develop their skills of questioning, and engage with ideas surrounding philosophy, morality, history, and culture. The course is of value to all students who enjoy exploring literature and expressing an opinion.

Qualifications and Qualities Needed

Lessons take a seminar approach and students are required to engage in class discussion. They are also required to undertake contextual research, complete critical reading, annotate their texts, and make preparatory notes outside of lessons. Examination confidence is developed through regular completion of examination style essays. Students should have achieved a grade 6 in both GCSE English Language and English Literature.

Course Structure

Exam Board: OCR

Exam texts: *Hamlet* by William Shakespeare*; A Doll's House* by Henrik Ibsen*;* Selected poems of Christina Rossetti*; Frankenstein* by Mary Shelley; *The Bloody Chamber and other Stories* by Angela Carter
Coursework texts: *A Fire in My Head: Poems for the Dawn* by Ben Okri*; Revolutionary Road* by Richard Yates*; A Streetcar Named Desire* by Tennessee Williams

Assessment in Year 13 is by a combination of coursework (20%) and two examinations (each worth 40%).

There are no formal examinations in Year 12.

Trips and Textbooks

We require students to purchase their texts so they can annotate them in detail. We encourage students to read *The English Review* and *e-magazine*, which are available in the Learning Resource Centre. The faculty encourages theatre trips and arranges attendance at conferences and expert seminars.

Other Points to Note

English Literature is an academic, facilitating subject, respected by universities and employers. By reading and engaging with a range of prose, drama, and poetry, you gain insight into lives, experiences, and cultures of others. Our students thrive in this stimulating subject which is especially relevant for those who are not afraid to present and uphold an opinion. Students successfully study English Literature alongside a diverse range of A Level subjects and there is no stereotypical A Level English Literature student.

French

Fleur Baikie

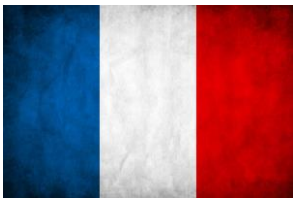
- *Is our image of romantic Paris and France a real, up-to-date one?*
- *What are the issues in a secular society proclaiming 'Liberté, Égalité, Fraternité'?*
- *What do you know about 'Francophonie' (the French-speaking world)?*

If you are interested in language and want to join the minority in England who can communicate in a foreign language, this is the course which will open doors to both university and to better employment prospects.

This course is also available as an AS option with the examinations at the end of Year 12.

Qualifications and Qualities Needed

An interest in French language and culture, a love of language generally and good literacy skills. The ability to work independently to learn the grammar and vocabulary necessary to be successful. An interest in current affairs as you will need to give and defend your opinion on a number of issues. Students should have achieved a minimum of a grade 6 in GCSE French.



Course Structure

Exam board: AQA (www.aqa.org.uk)

Core content

Social issues and trends, Political and artistic culture, Grammar.

Assessment

Paper 1: Listening, Reading and Writing

Exam: 2 hours 30 minutes. 100 marks in total, worth 50% of the A-level

Listening, reading, translation and summary skills

Paper 2: Written exam

Exam: 2 hours. 80 marks, worth 20% of the A-level

Two essays on one text and one film or two texts

Paper 3: Oral exam

20 minutes (including 5 minutes preparation time). 60 marks in total, worth 30% of the A-level.

Card, presentation and discussion of Independent Research Project

Complementary Subjects and Future Pathways

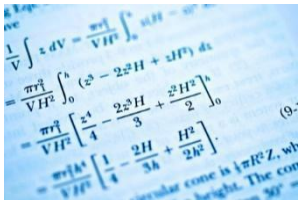
Alongside an increased knowledge of another language, studying French develops important, transferable skills as well as knowledge and understanding of current affairs. It is highly regarded by universities as an indicator of linguistic skills, thinking skills, and attention to detail. It is studied alongside many other subjects as well as on its own – for example with another language, sometimes from scratch, linguistics, business, economics, history, English, and can be the decider for other university departments when choosing between equally well-qualified candidates.

Improving language and independent study skills

Students have access to a range of online resources linked to the textbook for independent study and are guided in how to extend their knowledge of French and French-speaking culture independently. Our French assistant works with students in small groups to develop spoken language skills. In addition, students have the opportunity to spend time in France through our exchange programme.

Further Mathematics

Fiona Mapp



Course Aims

- To extend your range of mathematical skills and techniques and use them in more difficult, unstructured problems.
- Develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected.
- Take increasing responsibility for your own learning and the evaluation of your own mathematical development.

Qualifications and Qualities Needed

The minimum entry requirement is a grade 7 in GCSE Mathematics. It is strongly advised that you speak to your Mathematics teacher to discuss your suitability for A-level before applying. To take Further Mathematics you must also be taking Mathematics A-level.

Course Structure

We currently sit the AS in the summer of Year 12 and the A Level in the summer of Year 13. Further Mathematics will consist of 50% Pure Mathematics with two options to be chosen by us. The options studied are Further Mechanics and Decision. There will be two examinations at the end of Year 12 and a further four examinations at the end of Year 13. There is no coursework requirement for A-level Further Mathematics. For more detail, please visit https://qualifications.pearson.com

Further Mathematics is taught for approximately four hours a week. As a result of this a lot of independent study will be required. In addition to the teaching hours per week there are always members of the mathematics faculty available to help and support students.

Future Pathways

A-level Further Mathematics is a highly thought of qualification for entry to a wide variety of full-time courses in Higher Education. There are also many areas of employment that see Further Mathematics A-level as an important qualification. If you wanted to go on to study Mathematics at degree level, you will often need to have studied Further Mathematics. Please bear this in mind when making your A-level subject choices.

Geography

Neil Miller

Course Aims

The study of geography aims to help students critically engage with contemporary real world issues and places, using concepts, theories, knowledge and skills to analyse and evaluate important and sometimes controversial topics. Students will be encouraged to grow into independent thinkers and informed global citizens, helping them to understand the role and importance of geography as one of the key disciplines relevant to understanding the world's changing peoples, places and environments.

Required Qualifications - A grade 6 at GCSE in Geography.

Course Structure:

Paper 1	
Topic 1: Tectonic Processes and Hazards	The significant risk posed by tectonic hazards in many global regions, exacerbated by growing population and low levels of development. Students will assess the potential for, risk of, and management options for, major disasters in the form of earthquakes, volcanic eruptions and tsunami.
Topic 2B: Coastal Landscapes and Change	The formation of diverse coastal landscapes on a local and global scale, considering physical and human factors that make managing these fragile landscapes challenging. Students will explore significant contemporary issues such as atmospheric hazards and climate change.
Topic 5: The Water Cycle and Water Insecurity	The vital importance of water to supporting life on earth, and the physical processes that drive the hydrological cycle. Students will investigate the human and physical processes that influence stores of water around the planet, and consider the consequences of water insecurity, such as conflict.
Topic 6: The Carbon Cycle and Energy Security	The importance of the carbon cycle in maintaining planetary health. Students will study the changes to carbon stores and fluxes triggered by physical and human factors, as well as assessing the serious threat human actions pose to the health of the planet both now and in the future.
Paper 2	
Topic 3: Globalisation	The far-reaching influence of globalisation, and the growing interdependence between economies, political systems and cultures. Students will explore the consequences of this process, considering issues such as inequality, cultural identity and environmental degradation.
Topic 4A: Regenerating Places	The core concepts surrounding places and their function, and why they vary. Students will study the different characteristics of their local place and a contrasting place, to gain a stronger understanding of the important issues facing many rural and urban areas on a local, national and global scale.
Topic 7: Superpowers	The characteristics, power struggles and interaction between global superpower nations. Students will investigate the impact of superpowers on the global economy, global politics and the environment, as well as the geopolitical implications of contested spheres of influence.
Topic 8B: Migration, Identity and Sovereignty	The consequences of international migration and global governance on national identity and territorial sovereignty. Students will study the consequences of contemporary trends in migration and consider how relationships between nations have promoted stability for some whilst tensions for others.

Assessment and Fieldwork

Three exams, including a synoptic paper (worth 80%) and a **non-examined assessment (worth 20%)**. Students will undertake a **compulsory three-day field-trip to Swanage, Dorset** in the spring term of Year 12, carried out in relation to processes in physical and human geography. We also run an **optional field-trip to Iceland every two years**.

Future Pathways and Careers

Geography is very highly respected by all universities, including Oxbridge and the Russell Group, as one of the 'facilitating' subjects. It combines well with sciences and other humanities subjects, developing critical practical skills, the process of geographical investigation, analysis and fieldwork, and sustained evaluative written communication. A geography A-level is useful for a variety of undergraduate degrees and career options, including law, academia, international relations, international development, education, environmental science, information sciences, planning, urban development, architecture, travel, global development, charitable organisations and business.

German

Eileen Kincaid

- *Who are the cultural 'greats' in the German-speaking world?*
- *What do you know about the German-speaking world? The politics? The history?*
- *Do you enjoy really getting to grips with language, grammar and syntax?*

If you are interested in language and want to join the minority in England who can communicate in a foreign language, this is the course which will open doors to both university and to better employment prospects.

This course is also available as an AS option with the examinations at the end of Year 12.

Qualifications and Qualities Needed

An interest in German language and culture, a love of language generally and good literacy skills. The ability to work independently to learn the grammar and vocabulary necessary to be successful. An interest in current affairs as you will need to give and defend your opinion on a number of issues. Students should have achieved a minimum of a grade 6 in GCSE German.

Course Structure

Exam board: AQA (www.aqa.org.uk)

Core content

Social issues and trends, Political and artistic culture, Grammar.

Assessment

Paper 1: Listening, Reading and Writing

Exam: 2 hours 30 minutes. 100 marks in total, worth 50% of the A-level
Listening, reading, translation and summary skills

Paper 2: Written exam

Exam: 2 hours. 80 marks, worth 20% of the A-Level
Two essays on one text and one film or two texts

Paper 3: Oral exam

20 minutes (including 5 minutes preparation time). 60 marks in total, worth 30% of the A-level.
Card, presentation and discussion of Independent Research Project

Complementary Subjects and Future Pathways

Alongside an increased knowledge of another language, studying German develops important, transferable skills as well as knowledge and understanding of current affairs. It is highly regarded by universities as an indicator of linguistic skills, thinking skills, and attention to detail. It is studied alongside many other subjects as well as on its own – for example with another language, sometimes from scratch, linguistics, business, economics, history, English, and can be the decider for other university departments when choosing between equally well-qualified candidates.

Improving language and independent study skills

Students have access to a range of online resources linked to the textbook for independent study and are guided in how to extend their knowledge of German and German-speaking culture independently. Our German assistant works with students in small groups to develop spoken language skills. In addition, students have the opportunity to spend time in Germany through our exchange programme.

History

Alice Constable

Course Aims

This course aims to equip students with an in-depth knowledge of the key historical events and developments which have shaped Anglo-American society since the First World War.

Through a combination of breadth studies (change over an extended period of time) and depth studies (individuals and events in detail) our students will develop an understanding of the political, social, and economic developments of the last one hundred years of Britain and America.

Qualifications and Qualities Needed

A grade 6 in GCSE History and a grade 6 in English if the subject has not been studied at GCSE.

As a subject rooted in extended written work, essay writing, and extensive reading it is essential that students have a very good standard of written English and communication.

Course Structure

A-level History at Sandringham is unashamedly modern: we believe it is vital for our students, as citizens of an ever-changing world, to be able to interpret the world in light of its recent historical context.

Edexcel www.edexcel.com

Unit 1: A study in breadth - Britain Transformed: 1918-1997
A study in depth – Interpretations of Thatcher
Unit 2: A study in depth - The USA 1955-1992: Conformity and challenge
American Civil Rights and US political history
Unit 3: Protest, agitations, and parliamentary reform in Britain: 1780–1928

Unit 4: Controlled Assessment: A study in depth which will investigate different historical perspectives on a given controversial issue. Students will study how different societies and historians, and the media have interpreted significant events and individuals.

Textbooks

Students will be asked to purchase one core textbook in Year 12, and one in Year 13. We endeavour to provide all students with access to a wide variety of additional texts, journals, and scholarly articles.

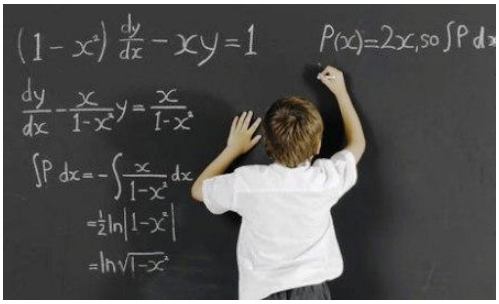
Future Pathways

History is a well-respected qualification that is highly-prized by both employers and universities alike. As a 'traditional' academic written discipline, History will enable our students to pursue a wide range of careers and pathways including law, accounting, academia, media, journalism, politics, and teaching.

A significant number of our students go on to pursue History to degree level each year, at a range of top-flight universities including Oxford and Cambridge.

Mathematical Studies Level 3

Fiona Mapp



Course Aims

This Level 3 Certificate in Mathematical Studies qualification has been designed to maintain and develop real-life Mathematics skills. What students will study is not purely theoretical or abstract; it can be applied on a day-to-day basis in work, study or life and will include a financial element. It will also help with other A-level subjects – in particular with science, geography, business studies, psychology and economics. Please discuss with the relevant head of department the benefit from studying Mathematical Studies.

It will consolidate students' mathematical understanding, build confidence and competence in applying mathematical techniques to solve a range of problems and introduce them to new techniques and concepts that will prepare them for further study and future employment within a broad range of academic, professional and technical fields.

Mathematical Studies aims to prepare students for the mathematical demands of higher education and work where there is a distinct mathematical or statistical element, but where the mathematical demands do not stretch to a requirement for A-level Mathematics.

Qualifications and Qualities Needed

Students who have gained a grade 5 or higher at GCSE Mathematics are welcome to join the course. The transferable skills developed in Mathematical Studies are useful on any university course and are valued by employers.

Course Structure

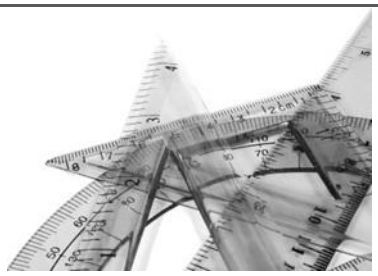
We are following the AQA specification for Mathematical Studies Level 3 (code 1350).
It is equivalent to an AS course in terms of UCAS points. There is no coursework. Students will sit two examination papers at the end of the course. Paper One is compulsory for all students. They will then sit the Statistical Techniques, option paper. Each exam accounts for 50% of the final grade and is 1.5 hours long.

Materials and Textbooks

The textbook we use is AQA Advanced Maths Level 3 Certificate in Mathematical Studies. Students will be required to bring a scientific (or graphic) calculator to lessons.

Mathematics

Fiona Mapp



Course Aims

- To use mathematical skills, arguments, knowledge and logic to solve quite complicated problems
- You will also have to understand and demonstrate what is meant by proof
- To use the Mathematics learnt to solve problems that are given to you in a real life context.

Qualifications and Qualities Needed

The minimum entry requirement is a grade 7 at GCSE; however, it is strongly advised that you speak to your Mathematics teacher to discuss your suitability for A-level before applying.

Course Structure

We currently follow the Edexcel specification.

- The course will now be a linear course and all students will study Pure Mathematics, Mechanics and Statistics.

The final examinations will consist of three 2-hour papers; students will sit these at the end of Year 13. There is no coursework requirement for A-level Mathematics. For more detail, please visit https://qualifications.pearson.com

In addition to the five hours of teaching per week, we do targeted intervention at intervals throughout the two years to support some students in moving towards their target grades. The team of A-level maths teachers are available to help students with specific problems after school or at lunchtimes.

Future Pathways

A-level Mathematics is a much sought-after qualification for entry to a wide variety of full-time courses in Higher Education. There are also many areas of employment that see Mathematics
A-level as an important qualification and it is often a requirement for the vocational qualifications related to these areas. If you wanted to go on to study Mathematics at degree level, you will often need to have studied Further Mathematics. Please bear this in mind when making your A-level subject choices.

Media Studies

Stephen O'Connor

- How does 'fake news' influence society?
- How have the audience become producers?
- Is 'Instagram' the best way of communicating nowadays?
- How has the digital revolution changed the role of the audience?
- Can we blame the media for the behaviour of society?
- Is everything we see in the news believable?
- Is it important we understand how the media works when it dominates our society?
- Would you like to know how to plan/film/edit your own film or to design your very own life-style magazine?

If you want to know the answers to these questions, then Media Studies is the course for you!

Qualifications and Qualities Needed

A firm interest in the Media (both theoretical and practical areas.) You need to be creative not just with using technology (as skills will be taught) but have ideas for practical productions and have a real passion for the subject. You need to be self-motivated and prepared to put in additional hours outside lessons on post-production. You need to be able to discuss ideas and contribute to class discussions. The topics vary from current affairs to popular culture. An open mind helps, and a minimum of grade 6 at GCSE. If you have not studied Media Studies at GCSE then you will need a grade 6 in GCSE English.

Course Structure

Level: A-level Specification: OCR (www.ocr.org.uk)
Length of course: 2 years

Examination/assessment details:
35% - Media messages (01) - written examination - 2 hours
35% - Evolving media (02) - written - 2 hours
30% - Making Media (Non-examined assessment)

You will study the core Media concepts and will be introduced to a variety of subject areas, Film, TV, news, advertising, newspapers, magazines, video games and the digital era. You will undertake a close study of texts from a recognisable genre that straddle three different media platforms, such as TV Dramas and look at the changes over the last 50 years within the genre. This will also include examining global and foreign texts. In addition, you will complete a practical production, which will meet a set brief to create a cross-media product. You can choose between a music video, a TV show, a magazine or radio show. This will be submitted alongside a website.

In addition, you will demonstrate knowledge and understanding of media concepts, contexts and critical debates examining a wide variety of Media texts, such as videogame genres, TV, print and online news, film industry and more. You will explore topics such as representations in the news across different media platforms, or how video games interact with audiences. You will also carry out research on how digital media has changed the role of the audience and how modern audiences are now producers themselves. You will also start to explore the digital revolution and how this has impacted on older media platforms.

Trips and Visits

In the future, we hope to be able to offer a day trip to the BBC/IMAX, as well as talks from industry professionals.

Music

Amy Stothard

Course Aims

To develop an appreciation of music through detailed analysis, performance and composition. To extend the skills, knowledge and understanding needed to communicate through music.

Qualifications and Qualities Needed

The minimum entry requirement is a grade 6 at GCSE and Grade 5 or above in instrument/voice.

Course Structure

Edexcel. www.edexcel.com
9MU0 Advanced GCE

A-level students study three units:

Unit 1: Performance (30%)

8 minutes solo recital

Unit 2: Composition (30%)

Two pieces of 6 minutes
One of these pieces must be in response to a brief assessing technique

Unit 3: Appraisal (40%)

6 Areas of Study with 3 set works in each. Students study Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions and New Directions.
2 hour written examination
Section A: Areas of study and dictation
Section B: Extended response

Trips and Textbooks

Students need to purchase an anthology of set works at the start of the course. Concert trips and workshops are arranged for Year 12 and 13 students to support their classroom studies. Students are encouraged to take an active role in the schools' music ensembles.

Future Pathways

A Level Music can lead to further study in Music or the Performing Arts at degree level. However, Music is also a broad, academic subject that can strongly support entry to many university courses.

A-level Music is an extremely exciting, varied but demanding course, which requires a high level of commitment, good sound musicianship and plenty of enthusiasm.

Music Technology

Christian Turton

Course Aims

GCE A-level Music Technology is a challenging, creative and innovative subject that gives the student the skills needed to arrange, compose, produce and record music. Students gain an understanding of a wide range of popular musical styles, and learn how to use technology successfully in the field of contemporary music. The course requires good musicianship, an interest in technology, studio production, and an open mind for exploring very varied musical styles and genres.

Qualifications and qualities needed

Students should have a grade 6 in GCSE Music or an equivalent (BTEC Level 2 Music Merit etc). It is recommended that you have a good grade in GCSE science (physics), a good knowledge of how to use computers and good written skills. If you have any questions about entry requirements, please speak to a member of the faculty.

Course Structure

Component 1 – Recording (9MT0/01) (20%)

- Students will learn audio production including capturing audio, mixing, editing and other audio based skills.
- Students will record, mix and master a multi-track recording of a commercial song containing a minimum of 5 compulsory instruments and at least 2 optional instruments which will be produced to a high standard.

Component 2 – Technology based composition (9MT0/02) 20%

- Students will learn to create, manipulate and structure sounds to produce a technology-based composition.
- Students will create a composition from one of three stimuli (including the option to create music for a given film clip) provided by the exam board containing synthesis, sampling and audio manipulation.

Component 3 – Listening and Analysing (9MT0/03) (25%)

- A 1 hour 30 minute examination assessing the principles and practice of music technology, and the development of popular music from 1930 to the present day.
- The paper has 2-parts in which, in Section A students will answer questions on pieces of technology-based music and in Section B, answer longer essay-style questions involving a comparison between two different recordings.

Component 4 – Producing and analysing (9MT0/04) (35%)

- A 2 hour 15 minute examination assessing (via both a written component and practical editing and mixing tasks) knowledge of the development of technology-based music, and a practical component that requires numerous audio files to be imported, manipulated/edited and then mixed.
- This paper tests the application of knowledge related to the areas of study.

Trips and Visits

Visits and workshops are arranged in order to support classroom studies. Students are encouraged to take an active role in the consortium schools' music ensembles.

Future Pathways

The A-level course naturally leads on to a variety of degree courses where students can specialise further in specific areas. Previous students have furthered their study and then gone on to work as composers, audio/studio engineers, producers, sound designers, music software developers, record label managers, technical directors, and music entertainment and industry managers.

Philosophy, Religion and Ethics

Oliver Lacey

How do we know what is right and wrong? *What is the conscience*?
Should Euthanasia be legalised? *Can we trust our senses?*
How do we know what is real? *Is it reasonable to believe in God?*

Find these questions interesting? Find current affairs and issues interesting?
Then this is the course for you!

Qualifications and Qualities Needed

You will need a grade 6 in GCSE RS or another Humanities subject (History or Geography) and a 6 in GCSE English. There is NO requirement to have studied GCSE RS.

Course Structure

This will be a two year course and there is no coursework. The exam consists of three papers (each 2 hours). It is an academic subject and is suitable for students of any or no faith background.

Some of the topics studied include:

Philosophy of religion:

- Ancient philosophical influences
- Arguments about the existence or non-existence of God
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- The nature of the soul, mind and body
- The possibility of life after death
- Ideas about the nature of God
- Issues in religious language.

Religion and ethics:

- Normative ethical theories
- The application of ethical theory to two contemporary issues of importance
- Ethical language and thought
- Debates surrounding the significant ideas of conscience and free will
- The influence on ethical thought of developments in religious beliefs and the philosophy of religion.

Developments in religious thought:

- Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- Sources of religious wisdom and authority
- Practices which shape and express religious identity, and how these vary within a tradition
- Significant social and historical developments in theology and religious thought
- Key themes related to the relationship between religion and society.

Complementary subjects

This course encourages critical thinking and essay writing skills, so it is compatible with many other A Level subjects, including English, History, Sociology and Psychology. It can also be used in unison with Politics, and Economics as part of a PPE (Philosophy, Politics, and Economics) pathway at university.

Future Pathways

Many employers and Universities value the skills that are fostered through a course such as this. There are a variety of career opportunities that students could follow including: Law, Medicine, Commerce and Industry, Politics and Research, Business Management, Journalism, Civil Service and Teaching.

Physical Education

Hannah Cracknell


Qualifications and Qualities Needed

A passion for sport, PE and physical activity is vital to study PE further and succeed on this exciting and broad course. The PE faculty are happy to speak to you about your suitability for the course. However, it is mandatory that you have studied GCSE PE and gained at least a grade 6 overall, including a 6 on the theory paper. Also, it is essential for you to have good ability within science because much of this course involves anatomy and physiology. We expect you to have a real enthusiasm for the study of sport and it is vital that you still take part in competitive sporting activities. This may involve coaching. The students who excel in this course are the ones who are motivated to learn more. They develop their understanding of the areas that we cover in lessons in their own time in order to cement learning. Only if you are prepared to put in 4 / 5 hours of work at home each week will you develop the understanding of the theory that allows you to apply the ideas to practical examples. Students who achieve well are ones who read around the subject and develop their knowledge and understanding by expanding upon their class work.

Course Structure

AQA - 70% theory, 30% practical and coursework

It is important that students are aware of the academic make up of this course. 70% of the course is assessed through 2 examinations. The majority of your lessons will be theory based because the increase in knowledge that is required from GCSE to A Level is so great. You will need to learn how to apply the theory to practical examples. The theory aspect of the course will be assessed in 2 examinations;

Exam Paper 1: Factors affecting participation in physical activity and sport

What's assessed	How it's assessed
Section A: Applied anatomy and physiology	Written exam: 2 hours
Section B: Skill acquisition	105 marks
Section C: Sport and society	35% of A-level

Exam Paper 2: Factors affecting optimal performance in physical activity and sport

What's assessed	How it's assessed
Section A: Exercise physiology and biomechanics	Written exam: 2 hours
Section B: Sport psychology	105 marks
Section C: Sport and society and technology in sport	35% of A-level

Practical Assessment

This is worth 30% of the A Level. You are assessed in one activity area and this is why you must be playing or coaching at least one sport to a competitive level outside of school. You will also be subject to an analysis of performance interview and analysis and evaluation of your own performance.

Physics

James Powell

Course Aims

Physicists seek to gain a deeper understanding of the natural world, ranging from identifying the smallest fundamental particles right up to explaining how the Universe has evolved. Through your work you will use practical investigations to establish and then apply new theories and explanations. You will encounter lots of calculations along the way. A natural curiosity and a drive to explain how the world works is essential.

Qualifications Needed

An APS of 6+ and 6s in GCSE Science (including 6 in Physics/Physics components of Triple or Combined Science) and a grade 7 in Maths. Students must study A Level Mathematics alongside Physics.
Students must appreciate this is a hard course. As such, they must be motivated, willing to get involved and have a fundamental interest in Physics. Complete fluency and confidence in GCSE level Maths and Physics skills is required from the outset.

Course Structure

We follow the AQA Physics A2 course – specification number 7408. The course consists of nine modules of study:

Measurements and their errors
Particles and radiation
Waves
Mechanics and materials
Electricity
Further mechanics and thermal physics
Fields and their consequences
Nuclear physics
…and one further optional unit

Further details can be found here: https://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408/specification-at-a-glance
The recommended textbook is 'AQA Physics: A level': OUP ISBN 978-0198351870

Assessment

Students will sit 3 exams at the end of the course. Each exam is 2 hours long. The exams contribute 100% to your final grade. Practical skills are tested through a practical endorsement for which you will achieve a pass or fail.

Complementary Subjects

…include Maths, Further Maths, Chemistry, Biology and Computer Science.

Future pathways

Physicists are able to think clearly and systematically, and solve complex problems – skills that are highly valued by employers in a wide range of fields. They are also excellent at communicating technical concepts and details to any audience.

Many students study A level Physics in order to qualify for higher level study in subjects such as science, engineering and computing and it can be a valuable asset for a future career in medicine, economics and finance.

Politics

Lauren Edwards

Qualifications and Qualities Needed

A genuine interest in contemporary political developments is absolutely essential: students will need to commit to following the news and reading good quality newspapers each week.

As a subject rooted in extended written work, essay writing, and extensive reading it is essential that students have a very good standard of written English and communication.

You should have a grade 6 in a Humanities subject and grade 6 in GCSE English. This will help you to analyse complex material and to complete extended writing tasks on a regular basis.

Course Structure

Edexcel (9PL0)

A-level:

- Unit 1**:** UK Politics
- Unit 2: UK Government
- Unit 3: USA Government and Politics

In Year 12 the focus is on UK Government and Politics:

Politics of the UK:

- Democracy
- Political Parties
- Pressure Groups
- Elections

Government of the UK:

- The Constitution
- The Executive (Prime Minister and the Cabinet)
- The Legislature (Houses of Parliament)
- The Judiciary

In Year 13 the focus is on the USA Government and Politics. This involves a similar range of topics as for the UK, but there is also the additional expectation that you will make comparisons between the political systems in the final exam.

Complementary Subjects

Politics complements many subjects such as Economics and Sociology, however, it is the ideal complement to students taking History.

Trips and Visits

There may be visits organised to the Houses of Parliament and the Supreme Court. There may also be speakers and debates organised.

Future Pathways

An A-level in Politics shows you have the ability to discuss, analyse and write extended pieces of work as well as indicating that you have an interest in the world around you. As a result, universities look upon Politics very highly. Politics students have gone on to have a wide range of careers. Some popular choices have been in law, politics, journalism and teaching.

Product Design

Alex Neville

Course Aims

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the design and engineering industries. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing products of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

Qualifications and Qualities needed

The entry criteria for the course is a grade 6 in Design and Technology GCSE. Students without a grade 5 or above in maths GCSE may struggle to access some of the theory involved.

As 50% of the course is made up of coursework, students who are able to manage their time effectively and have the ability to meet deadlines are much more likely to gain higher marks. The new specifications require an aptitude for maths and science and the transferable skills developed in Product Design are useful on any university course and are highly valued by employers.

Course Structure

Exam board: AQA

- **Paper 1**: Core technical principles and core designing and making principles –
  (2 hour written exam worth 25%)
- **Paper 2**: Specialist knowledge, technical and designing and making principles -
  (2 hour written exam 25%)
- **Non-exam assessment (Coursework)**: Practical application of technical principles, designing and making principles and specialist knowledge.
  (Substantial design and make task worth 50%)

Trips and Visits

Design Museum, London Design Festival and The Mini Factory, Oxford.

Materials and Textbooks

Students will be required to buy one textbook that contains all they need to know for the written papers and coursework units at A-level. A laptop that can run Autodesk Fusion 360 is also ideal.

Independent Study Expectations

At least four hours per week. Students are encouraged to use this time outside of lessons to read around the subject and make use of workshop facilities to trial and test ideas.

Career Paths

Product Designer	Architect	Mechanical Engineer
Furniture Designer	Industrial Designer	Aerospace Engineer
Sales and Marketing	CAD Draughtsperson	Interior Designer

Psychology

Andrew Stidever

Course Aims

Psychology is the scientific study of the mind and behaviour and is therefore directly relevant to your life. It is an interesting subject as it focuses on why people behave as they do. The A-level course involves learning about psychological theories and studies across a range of topics such as Memory, Attachment and Psychopathology. Studying Psychology will help students learn transferable skills valued by Higher Education (HE) and employers including: the ability to work independently, critically analyse research, think logically and to communicate ideas effectively.

Qualifications and Qualities Needed

Students should have a grade 6 in GCSE English and a grade 6 in Mathematics or 6s in Science.

Course Structure

AQA Advanced GCE in Psychology (7182)

Stimulus Questions and Essays:
3 written papers – total 6 hours

- Social influence
- Memory
- Attachment
- Approaches to psychology
- Biopsychology
- Research methods
- Issues and debates in psychology

Option 1	Option 2	Option 3
Relationships	Schizophrenia	Aggression
Gender	Eating behaviour	Forensic psychology
Cognition and development	Stress	Addiction

Underlined options are currently studied.

Future Pathways

A-level Psychology provides a useful foundation for any job as students will always be dealing with people in whatever career they follow. However, aside from a career as a Psychologist (Clinical, Occupational, Educational, Forensic, Sport) or Psychiatrist, it is particularly valuable as a preparation for teaching, criminology, counselling and social work.

Sociology

Karen Roskilly

Course Aims

- ✔ To encourage students to develop a critical and reflective way of thinking;
- ✔ To foster a respect for social diversity;
- ✔ To acquire sociological knowledge and a critical understanding of the world around you and your place in it;
- ✔ To develop a sociological imagination.

Qualifications and Qualities Needed

Students should have a grade 6 in GCSE English.

Course Structure

Exam board: AQA: www.aqa.org.uk

You will study a range of topics and all units are assessed by written exam.

Paper 1: Education with Theory and Methods	(Exam, 33.3% of A-level)
Paper 2: Topics in Sociology	(Exam, 33.3% of A-level)
Paper 3: Crime and Deviance with Theory and Methods	(Exam, 33.3% of A-level)

Education investigates the role and function of the education system, differences in achievement by ethnicity, gender and social class and the possible explanations for these and the significance of different educational policies.

Families and Households looks into the changing relationships within the family with reference to gender roles, domestic labour and power. Changing patterns regarding marriage, divorce and childbearing and the resulting diversity of family and household structures are also investigated. You will also learn how the nature of childhood and the status of children have changed over time.

Beliefs in Society asks questions such as: What factors help to explain secularisation and the rise of religious fundamentalism in contemporary society? Does religion control and oppress us or can it be a force for liberation and social change? Why do people join cults or sects and what impact do these have on people's lives? What impact has globalisation had on the spread of religion?

Crime and Deviance investigates who commits crime and why, globalisation and the media, state crime and green crime and investigates punishment, prevention and social control.

Future pathways

Sociology is a well-respected academic discipline and an excellent stepping stone for further study and a range of careers. Each year a number of our students choose to continue studying Sociology at university or related degrees, such as Criminology or Social Policy.

In particular, obvious careers for people with qualifications in Sociology include social work, government administration, education and the civil service. However, it is equally applicable to jobs in the private sector, such as management (in particular human resource management), leisure services and law.

Spanish

Carolina Unsain and David Williams

- *What do you know about modern Spain and other Hispanic countries?*
- *Who are the cultural 'greats' in the Spanish-speaking world?*
- *Do you enjoy really getting to grips with language, grammar and syntax?*

If you are interested in language and want to join the minority in England who can communicate in a foreign language, this is the course which will open doors to both university and to better employment chances in the future.

Qualifications and Qualities Needed

An interest in Spanish language and culture, a love of language generally and good literacy skills. The ability to work independently to learn the grammar and vocabulary necessary to be successful. An interest in current affairs as you will need to give and defend your opinion on a number of issues. You should have achieved a grade 6 in GCSE Spanish.

Course Structure

Specification: AQA www.aqa.org.uk

Core content

Social issues and trends, Political and artistic culture, Grammar

Assessment

Paper 1: Listening, Reading and Writing

Exam: 2 hours 30 minutes. 100 marks in total, worth 50% of the A-level

Listening, reading, translation and summary skills

Paper 2: Written exam

Exam: 2 hours. 80 marks, worth 20% of the A Level

Two essays on one text and one film or two texts

Paper 3: Oral exam

20 minutes (including 5 minutes preparation time). 60 marks in total, worth 30% of the A-level.

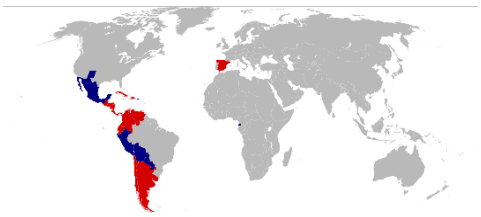
Card, presentation and discussion of Independent Research Project

Complementary Subjects and Future Pathways

Alongside an increased knowledge of another language, studying Spanish develops important, transferable skills as well as knowledge and understanding of current affairs. It is highly regarded by universities as an indicator of linguistic skills, thinking skills, and attention to detail. It is studied alongside many other subjects as well as on its own – for example with another language, sometimes from scratch, linguistics, business, economics, history, English, and can be the decider for other university departments when choosing between equally well-qualified candidates.

Resources

Students have access to a range of online resources linked to the textbook for independent study and are guided in how to extend their knowledge of Spanish and Spanish-speaking culture independently. Our Spanish assistant works with students in small groups to develop spoken language skills.



The Extended Project Qualification

Hannah Coy

Course Aims

The Extended Project is a Level 3 qualification which provides students with a unique opportunity to choose a topic in which they are interested and conduct their own research. Each student will:

- choose an area of interest;
- plan, research and carry out the project.

Expectations

Identify, design, plan and complete an individual project to meet stated objectives; obtain and select information from a range of sources, and analyse data; select and use a range of skills, including new technologies where appropriate, to solve problems, to take decisions critically, creatively and flexibly, to achieve planned outcomes; and finally evaluate outcomes including own learning and performance.

Course Structure

The Extended Project Qualification (EPQ) is a single piece of work of student's own choosing that requires evidence of planning, preparation, research and independent working. It carries the same UCAS points as an AS Level (20 for a grade E, up to 70 for a grade A*).

The course has a core taught element which involves research methodology, and developing Personal, Learning and Thinking skills. Students will be supervised by course supervisors who will give guidance during the completion of the research project; however the emphasis is on the student conducting his/her own research.

The EPQ is designed to extend and develop beyond the programme of study that students have a genuine curiosity about and would like to gain the skills to satisfy that curiosity. Students can choose *either* a 5000 word research report or create an artefact together with a shorter written research report (minimum 1000 words).

Exemplar research project titles:

- To design and deliver a series of British Sign Language lessons aimed at Year 6 children.
- The effect of Polyclinics on patient care in St. Albans.
- Emperor Hadrian's influence on Western Civilisation.
- Was the Spitfire more instrumental than the Hurricane in winning the Battle of Britain?
- Should I become vegan? An investigation into the claimed personal and environmental benefits of a vegan diet.
- Can listening to music improve cognitive function?
- The legacy of 2012 Olympics and its effect on the school curriculum.
- Renewable energy, the lessons for schools.
- Why has MRSA proved so difficult to combat?
- To create a set of desserts with a low sugar content, designed for people with type 2 diabetes.

BSV Subject specific entry criteria 2024

Students are expected to meet the consortium entrance requirements and achieve the following qualifications in individual subjects

Subject	Minimum Grades Required	
	Where subject studied at GCSE	***Alternative where subject not studied at GCSE***
Art / Photography / Textiles	6 at GCSE	At the discretion of the Head of Department
Biology	APS of 6+ and 6s in GCSE Science (incl. a 6 in Biology / Biology components of Triple or Combined Science) and 6 in Maths	
CTEC/ BTEC Sport	Merit in BTEC Sport Level 2 and 4 in GCSE English	4 in GCSE PE and grade 4 in English
CTEC/BTEC Business	Merit in Level 2 Business or 4 in GCSE Business/Economics and Grade 4 in English and Maths	Grade 4 in English and Maths
BTEC Creative Digital Media Production	Merit in BTEC Media Level 2 and 4 in GCSE English	4 in GCSE Media and grade 4 in English
Business	6 at GCSE Business and/or Economics	Grade 6 in GCSE Maths and English
Chemistry	APS of 6+ and 6s in GCSE Science (incl. a 6 in Chemistry /Chemistry components of Triple or Combined Science Science) and 6 in Maths	
Computer Science	6 at GCSE & 6 in GCSE Maths	Grade 6 in Maths
Dance	6 at GCSE and 5 in GCSE English	At the discretion of the Head of Department
Drama	6 at GCSE and 5 in GCSE English	At the discretion of the Head of Department
Economics	6 at GCSE Business and/or Economics and 6 in Maths and English	Grade 6 in Maths and English
Economics B (Economics & Business)	6 in Business/Economics and a 5 in Maths and English.	Grade 6 in Maths and English
English Language	Grade 6 in GCSE English Language	
English Literature	Grade 6 in both GCSE English Language and English Literature	
French / German / Spanish	6 at GCSE in your chosen language	
Further Maths	Grade 7 at GCSE (can only be taken as a fourth A Level alongside Maths A Level)	
Geography	6 at GCSE	At the discretion of the Head of Department. Grade 6 in Maths and English
History	6 at GCSE	At the discretion of the Head of Department. Grade 6 in English
ICT Cambridge Technical	6 at GCSE or Merit in BTEC ICT Level 2 and 4 in GCSE English	Grade 4 in GCSE Maths and English
Law		Grade 6 in GCSE English and a grade 6 in a Humanities subject
Maths	Grade 7 at GCSE	
Media Studies	6 at GCSE	Grade 6 in GCSE English
Music	6 at GCSE and Grade 5 or above in instrument/voice	
Music Technology		6 in GCSE Music
P.E.	6 at GCSE (with 6 on the theory paper)	
Philosophy & Ethics	6 at GCSE	Grade 6 in a Humanities subject and grade 6 in GCSE English
Physics	APS of 6+ and 6s in GCSE Science (including 6 in Physics / Physics components of Triple or Combined Science Science) and 7 in Maths. Students must study A Level Maths alongside Physics.	
Politics		Grade 6 in a Humanities subject and grade 6 in GCSE English
Product Design	6 in GCSE Technology option	
Psychology		Grade 6 in GCSE English and a grade 6 in Maths or 6s in Science
Sociology		Grade 6 in GCSE English

One of the following subjects can be taken as an additional qualification to three subjects from the list above

Subject	Minimum Grades Required	
Mathematical Studies (worth an AS Level)	Grade 5 at GCSE	
AS Further Maths	Grade 7 at GCSE	
EPQ		

Notes

Key Dates

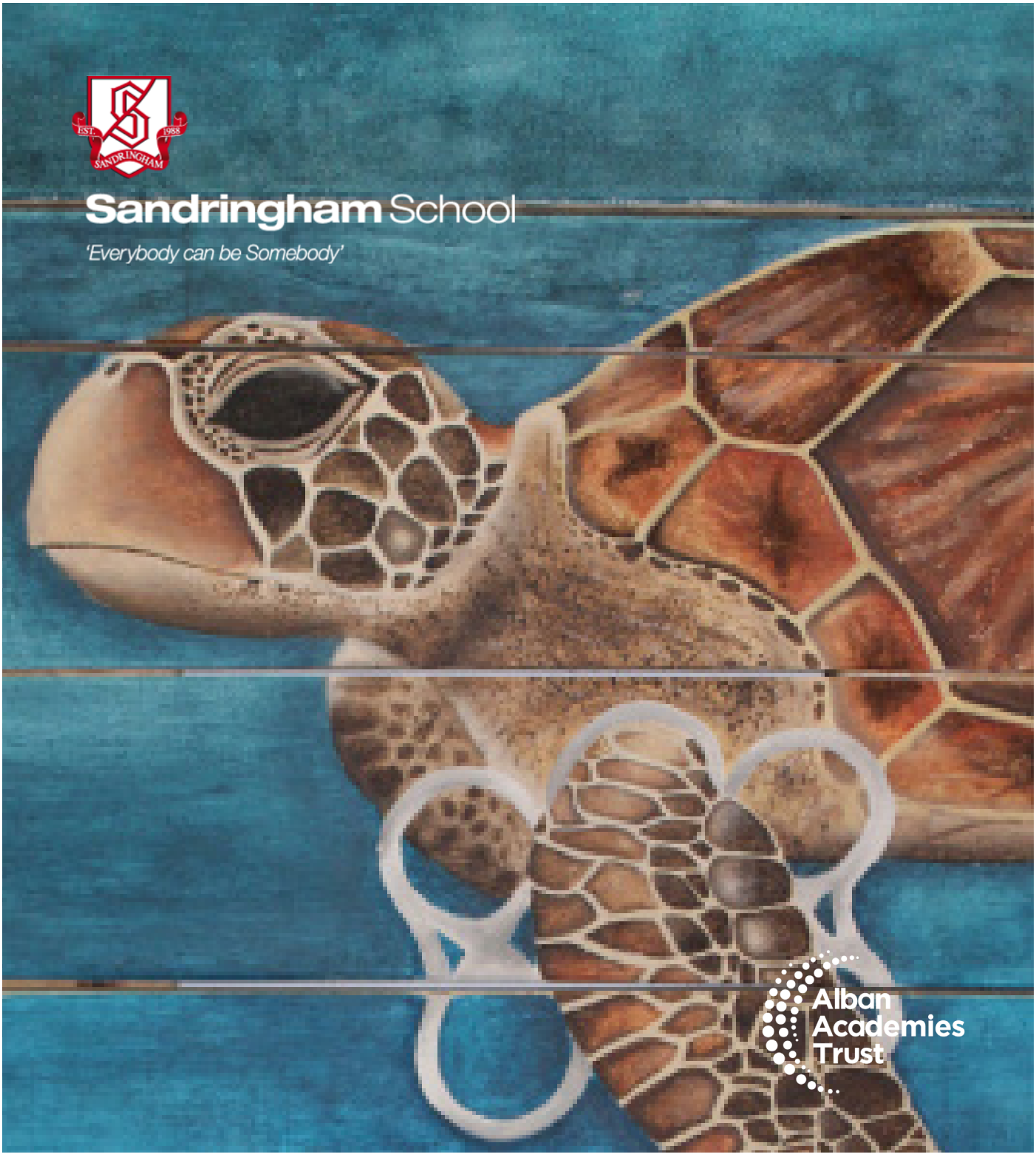
Closing date for applications:

Friday 2nd February 2024

Sixth Form Induction Days

26th June and 27th June 2024

(Please note attendance at these two days is compulsory)



Sandringham School

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