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Grammar
School

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Sixth Form Courses Guide

2024/25

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Examination Boards

The examination boards used at Bradford Grammar School for A Level examinations are:

AQA	www.aqa.org.uk
Edexcel	www.edexcel.com
OCR	www.ocr.org.uk
Eduqas	www.eduqas.co.uk

Foreword

The Sixth Form at Bradford Grammar School offers a wide and exciting range of opportunities for students. We aim to prepare and assist students with their entry to university and our success rate in this regard speaks for itself. We also aim to assist those students who are looking at the ever-growing range of post-BGS options including apprenticeships.

This booklet contains details of all the A Level courses offered at the school. We believe that A Levels are fit for purpose, but we enrich Sixth Form life by encouraging students to participate in a wide variety of intellectual, volunteering and physical activities which develop wider interests and broaden horizons. Our senior students are busy, happy and high achieving, and the skills and confidence acquired in the Sixth Form are extremely valuable when it comes to being successful after BGS. In the competition for jobs in top firms, employers are looking for people with leadership skills who are good communicators and possess strong inter-personal skills. There are tremendous opportunities to develop these attributes in the Sixth Form.

Above all else the Sixth Form is a place where students develop a love of learning and become well rounded young adults ready for the challenge of Higher Education and the world of work and who are able to make the most of life's opportunities.

Simon Hinchliffe
Headmaster

Introduction

Sixth Form Curriculum

Students have a choice of routes through our Sixth Form curriculum:

1. Some students who are certain about which subjects they wish to take for A Level will choose to take three subjects only from the start of Year 12. These students will also be asked to complete the Extended Project Qualification (EPQ). The EPQ is equivalent to an AS Level and develops the independent research skills which universities value highly. This is the route that the majority of students usually take.

OR

2. Some students will want to start with four subjects in Year 12 and they can then decide to take one of them to AS Level at the end of Year 12, if they wish. This decision will not have to be taken until December/January of Year 12. When the AS exam has been taken, pupils will then discontinue this subject and continue with their other three subjects into Year 13, at the end of which they will take the A Level exam. If pupils decide not to take an AS Level, they may discontinue it in February/March of Year 12. Please note that not all subjects offer the AS examination; the options form (sent out in December) makes clear which subjects will offer the AS qualification.

OR

3. Some students, particularly those wishing to apply for the most competitive courses at the most selective universities with the highest entry tariffs, will wish to study four full A Level subjects. We expect students who wish to study Mathematics and Further Mathematics to choose two other subjects and therefore they will study four subjects to full A Level.

The provisional curriculum for next year is given on page 7. Pupils will have a free choice of subjects and, as far as possible, all subject combinations will be available, although no absolute guarantees can be given that all subjects will run or that all combinations will be available. It should also be noted that entry into Year 13 will depend on satisfactory academic progress throughout Year 12.

Pupils will sit school examinations after May half-term in Year 12. These exams will help guide pupils as to their choice of degree subject and will provide the school with very useful information concerning the UCAS predicted grade.

Form Period

All Year 12 and Year 13 pupils will have a fortnightly Form Period for the delivery of the Personal Development programme, covering pastoral issues, UCAS and university applications, work experience and potential careers, and related matters.

Introduction (Continued)

Enrichment

Participation in the Enrichment programme is compulsory for all Year 12 pupils. This programme includes a range of examined and non-examined courses, for example Beginners' Japanese, LAMDA Public Speaking, the Pool Lifeguarding Qualification, the Sports Leaders Qualification, International Relations, CISCO Networking Academy, Philosophy, Photography and Decision Making. The Extended Project Qualification (EPQ) will also be available as part of the Enrichment programme for those pupils who wish to take 4 subjects in Year 12 and complete an EPQ, although this pathway makes for a very heavy workload and is only recommended for the highest achieving students. A programme of Sixth Form lectures forms part of the Enrichment programme.

Wednesday afternoons: Sport and Volunteering

Wednesday afternoons are set aside for sport and volunteering for Year 12 and Year 13 pupils, and there are many opportunities on offer. Some pupils will choose to train with their squads for school fixtures; other pupils may wish to take part in recreational sport. We have an extensive and vibrant Volunteering programme (for example with senior citizens and in local primary schools) which allows Sixth Formers to contribute to the local community and to gain valuable skills. Participation in the Wednesday afternoon sport and volunteering programme is not compulsory but we strongly encourage Sixth Form pupils to take part.

Next steps

Pupils in Year 11 should be aware of the timetable of events which guides them to a firm choice of A Level subjects. They have already started to complete an application to the Sixth Form during their form periods; though this is not an official application form, it does require them to provide preliminary A Level choices. These choices and the contents of the form will then be discussed at their individual Sixth Form Transition Interviews, which will take place during the second half of the autumn term.

In January 2024, I will ask Year 11 pupils to make provisional A Level choices and I will try to arrange the curriculum in a way that best fits the requirements of the greatest number of people. Whilst no-one is making binding decisions at this stage, pupils should choose their subjects carefully since it becomes increasingly difficult to change subject combinations after the column structure has been fixed at the end of the Easter Term. If pupils wish to change their choices before the end of Year 11, they must let me know; similarly, if they wish to change their choices after GCSE Results Day, they must contact me as soon as possible and in all cases well before the start of term. At this stage it is possible that some courses will no longer have any vacancies or that some subject combinations will not be possible. If you have any questions about the curriculum in Year 12 and Year 13, please do not hesitate to contact me by e-mail at school (GPW@bradfordgrammar.com).

G P Woods
Assistant Head, Curriculum

Advice and Information

Your form tutors will be able to advise you on some of the career implications of your A Level choices. In addition, you will receive an individual consultation in the second half of the Autumn term of year 11 to discuss your choices. You are also expected to show initiative and to do your own research.

The Higher Education and Careers staff are always willing to discuss any problems and help you to find the information you are seeking. The Higher Education and Careers Office is located on the ground floor of the Sixth Form Centre, and as Year 11 pupils you can enter the centre to visit this office. Careers advice and work experience opportunities are also posted on the Higher Education and Careers Sharepoint site, as well as on Teams.

Some Specific Questions

What A Level subjects do I need for a particular course or career?

A Level subjects required for any degree course at any university can be researched online at either www.ucas.com or www.unifrog.org. Click on Course Search in UCAS to find a degree course that interests you and then check the Entry Requirements for that course. Alternatively, in Unifrog you can shortlist universities and check entry requirements within the UK universities section. Most courses only specify one or two essential subjects at A Level and you should then choose additional subjects that you enjoy.

What A Level grades would I need for a particular course?

These vary a little from year to year, but an indication of likely offers can also be found on the UCAS or Unifrog websites. Universities also publish this information in their prospectuses, which can be found online.

What careers would be open to me if I took A Levels in . . . ?

This will be discussed with you at your Sixth Form Transition Consultation. You can prepare for your consultation by making use of the books, covering a wide range of professions, available for reference or loan in the careers section of the library or by using the Higher Education and Careers page on SharePoint. A member of the Higher Education and Careers Department can always be contacted by email at SLD@bradfordgrammar.com to answer questions.

Work Experience

The aim of work experience is to give you some practical experience of the world of work and of the opportunities open to you. Bradford Grammar School encourages all pupils in Year 12 to undertake a work experience placement.

In the first instance, a short placement of one week is often ideal, aiming at observing professionals and learning about being in the workplace. Once you are more convinced of your career preference, or when there is more time available, a longer placement may allow you to engage in activities of a more useful nature. Once A Level examinations have finished you may wish to complete even longer training placements or internships, with the possibility of sponsorship for Higher Education. Courses providing focused information on particular professions, for example Headstart and Investin, can be as beneficial as work experience, and they can be completed in addition to work experience.

Pupils are encouraged to undertake work experience during the summer holiday. Most pupils find placements through personal contacts or online applications but the School is very happy to help find placements for pupils requiring support.

Sarah Denby
Head of Higher Education and Careers

Year 12 / 13 Curriculum

- Please see pages 3 and 4 for details of the different routes through the Sixth Form curriculum at Bradford Grammar School.
- Three or four subjects are chosen from the list below. Students who choose three subjects only must also choose the EPQ. Students who choose four subjects can decide if they wish to take the AS Level at the end of Year 12 (this is not compulsory) or if they wish to take all four subjects to A Level at the end of Year 13 (Please note that **AS is not available in subjects marked with an asterisk***):

Art
Biology*
Business
Chemistry
Classical Civilisation
Classical Greek
Computer Science*
Design & Technology (Product Design)*
Drama & Theatre*
Economics
English Language
English Literature*
EPQ
French
Further Mathematics*
Geography*
German
History*
Latin
Mathematics*
Music
Music Technology
Philosophy, Ethics and Theology (Religious Studies)
Physical Education*
Physics*
Politics*
Psychology
Spanish

- Please note that courses will run provided that there is sufficient demand for them and that not all subject combinations can be guaranteed.

Art (Fine Art)

Pre-conditions

More than a general ability in the subject, A level requires the experience and maturity that should result from two years' specialised activity in the Sixth Form. In addition, a GCSE grade 7 is preferred, although portfolios of work can be discussed and internally considered if a student misses the requested grade 7 and achieves a high grade 6.

Course content

Candidates will have opportunities to explore a variety of formal elements such as the use of line, tone, coplanar pattern and texture through thematic enquiry, sequential development of ideas, focused observations and critical appraisal.

Method of examination

Awarding Body: OCR

AS Level - Specification code: H200–H206

Students will have to explore the formal elements and contextual studies as directed by their teachers, to underpin knowledge and understanding of the subject which will be demonstrated in a portfolio of work.

- Portfolio of work - Personal Investigation: 100% of the AS Level. This includes development work and a final outcome demonstrating skill, development and links with contextual research.

A Level - Specification code: H600-H606

Students will have to enter two components for the A Level:

- Component One: Personal Investigation - 60% of the total A Level
- Component Two: Externally Set Task - 40% of the total A Level

Component Two includes a timed examination of 15 hours and preparation work connected to this.

Subject combinations

No particular combination is recommended; individuals should seek advice from the Careers staff and the Head of Art.

Higher education and careers

Besides requiring specific subjects for specific courses, British universities require all applicants to matriculate by obtaining a sufficient number of GCSE and A Level passes. Art is an acceptable subject for this purpose.

Biology

Pre-conditions

Pupils must have studied either Biology or Science and Additional Science at GCSE and obtained grade 7, 8 or 9. All pupils considering Medicine as a future career should be aware that an increasing number of Medical Schools now require a minimum of 6 top grades (7-9) at GCSE (including 7-9 in Maths and English) as well as A grade passes in A Level Biology and Chemistry.

Course Content — OCR Examination Board; Biology A (H420)

- Module 1 **Development of practical skills in biology**
Skills of planning, implementing, analysis and evaluation.
- Module 2 **Foundations in biology**
Cell structure; Biological molecules; Nucleotides and nucleic acids; Enzymes; Biological membranes; Cell division, cell diversity and cellular organisation.
- Module 3 **Exchange and transport**
Exchange surfaces; Transport in animals; Transport to plants.
- Module 4 **Biodiversity, evolution and disease**
Communicable diseases, disease prevention and the immune system
Biodiversity; Classification and evolution.
- Module 5 **Communications, homeostatis and energy**
Communication and homeostasis; Excretion as an example of homeostatic control; Neuronal communication; Hormonal communication; Plant and animal responses; Photosynthesis; Respiration.
- Module 6 **Genetics, evolution and ecosystems**
Cellular control; Patterns of inheritance; Manipulating genomes; Cloning and biotechnology; Ecosystems; Populations and sustainability.

The internally assessed **Practical Endorsement** skills form part of the full A Level. Appropriate practical activities are embedded within the learning outcomes of the course which contribute to the achievement of the Practical Endorsement as well as enhancing the student's understanding of biological theory and practical skills.

All of our groups are taught by 2 members of staff, but students must appreciate that the subject material cannot be learnt in isolation if top grades are to be achieved. Success in Biology relies on students appreciating the need to apply their knowledge and understanding.

Biology (Continued)

It is assumed that students opting to take A Level Biology show an interest in all branches of the subject and actively pursue enhancing their knowledge through additional reading - books, journals, newspapers - and viewing of TV programmes. An overall appreciation of the impact that Biology has on everyday life is really central to both the enjoyment of and achievement in this subject discipline.

Subject Combinations

Many students support Biology by studying Chemistry and either Physics or Maths. Others elect to study Biology as their fourth choice along with subjects such as English, Art, Humanities or Languages but then move on to A Level Biology as well.

Higher Education and Careers

A Level Biology is useful, and in some cases essential, as preparation for university courses such as Agriculture, Biochemistry, Biogeography, Biological Sciences, Dentistry, Food Science, Medical Physics, Medicine, Microbiology, Pharmacy, Physiology, Psychology, Veterinary Science and Zoology.

Anyone interested in pursuing a course/career in Medicine, Dentistry or Veterinary Science should try to ensure that some on-going work experience is organised well in advance of UCAS applications in Year 13.

Business

Pre-conditions

The course is open to pupils from Year 11 and assumes no previous study of Economics or Business. It is helpful if students have a keen interest in current affairs and want to learn how people behave as leaders, employees and customers.

Business encourages the practical application of business theories by exploring challenges faced by firms and the strategies they use to survive and thrive in a dynamic business environment. Importantly, it also develops the transferable, academic skills required by higher education through using appropriate business tools and methods. The subject is delivered in a real world context, with the discussion of current business issues to consolidate understanding of relevant theory.

Business - a choice for everyone

Business assumes no previous knowledge of the subject. Everyone starts with a level playing field; a fresh start with an equal opportunity to excel. The only criteria are that you progress into the Sixth Form with enthusiasm and a desire for success. Although you will need to use maths in the form of percentages the intention is that the subject is accessible to all with a reasonable GCSE pass at mathematics. Business attracts all students and represents a challenging, interesting and accessible A Level. Russell Group Universities value the A Level for providing breadth.

Business Lessons

You will be encouraged to take control of your learning and be an active independent learner fully engaged in questioning the issues of the business world. Learning will involve the practical application of business concepts by exploring the successes and failures of firms and relating them to a range of modern theories and practice. You will be directed to further reading and supported as you develop an increasingly critical appreciation of the ability of firms to make a profit, the businesses you experience every day. Lessons will help you develop a skill set appreciated by top 100 firms and skills which form part of the modern selection process for future careers.

Lessons will focus on the key business functions of marketing, people production and finance. You will appreciate the benefits and problems when making business decisions and regularly consider the potential conflict between profits and ethics. With regular individual feedback in lessons and on homework you will become increasingly aware of your progress in developing analytical and evaluative skills.

Business and other subjects

Following the publication of the Russell Group's document "Informed Choices" it was pleasing to read that students who take Business as part of a wider portfolio of subjects do not experience any problems applying to Russell Group universities.

Business (Continued)

This is because Business combines well with all subjects and develops valuable critical thinking skills. Taken with English, Mathematics, Politics, Psychology, the sciences or languages, Business can provide a good breadth of study. Sometimes Business is taken with Economics and this often leads to a degree such as Industrial Economics at Nottingham University. Concerns about a lack of breadth can be raised so careful consideration of the remaining two A Level choices is essential.

Business is seen as a useful subject by Russell Group universities for degree courses in Accountancy, Actuarial Science, Business, Economics, Management and Politics.

How to be a successful Business student

Get out and get involved - experience a vibrant and evolving subject. Business is dynamic and you need to have a lively interest in the social, economic and competitive changes happening in the world around you.

The television, internet and newspapers offer many ways to gather useful information; you need to make yourself aware of the latest developments in the commercial world. Wanting to know why things are happening can be a powerful motivator.

Real world examples offer essential opportunities to discuss the subject, so bring what you find interesting to lessons. This will help you to apply the theory you learn to business organisations and decision making.

Read, listen, watch, think and ask questions.

How Business is examined

The examination board is AQA, details of the specification can be found at www.aqa.org.uk (Business 7132)

The A level is assessed by 3 papers and each paper is 2 hours long. Each paper examines all the subject content covered during the 2 year course.

1. What is business?
2. Managers, leadership and decision making
3. Marketing management
4. Operational management
5. Financial management
6. Human resource management
7. Analysing the strategic position of a business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change

Paper 1 contains multiple choice questions, short answers questions and essays; Paper 2 has 3 data response questions; Paper 3 is a case study with approximately 6 questions.

Chemistry

(AQA 7404/7405)

What will I have learnt by the end of this course?

The overall objective of this course is to develop a candidate's enthusiasm and understanding of Chemistry, ensuring that the learning process is enjoyable. It follows on from the Edexcel IGCSE course.

This is done by selecting important and fundamental ideas in Physical, Organic and Inorganic Chemistry and developing them from IGCSE to a point where specialist university applications can be followed and understood. This will enable the participants to subsequently move on and be successful in higher scientific education. This is a linear course examined at the end of the course. For further details see www.aqa.org.uk

What will I study for each unit?

Year 12 7404 (1st year)	Physical Chemistry	Atomic Structure, Amount of substance, Chemical Bonding, Energetics, Kinetics, Chemical Equilibrium, Oxidation, Reduction & Redox equations.
	Inorganic Chemistry	Periodicity, Group 2 chemistry, Group 7 chemistry.
	Organic Chemistry	Introduction to Organic chemistry, Alkanes, Haloalkanes, Alkenes, Alcohols, Organic analysis.
Year 13 7405 (2nd Year)	Physical Chemistry	Thermodynamics, Rate equations, Equilibrium constant calculations, Electrode Potentials, Acid and bases.
	Inorganic Chemistry	Period 3 elements and their oxides, Transition metals, reactions of aqueous ions in solution.
	Organic Chemistry	Optical isomers, Aldehydes & ketones, Carboxylic acids and derivatives, Aromatic chemistry, Amines, Polymers, Amino Acids/Proteins/DNA, Organic synthesis, NMR spectroscopy.

How will I be assessed?

AS level **Paper 1** – 1.5hrs (80 marks, 50%) written examination of short and long answers. Physical and Inorganic topics and relevant practical skills.
Paper 2 – 1.5hrs (80 marks, 50%) written examination of short and long answers. Physical and Organic topics and relevant practical skills.

A Level **Paper 1** – 2hrs (105 marks, 35%) written examination of short and long answers. Physical and Inorganic topics and relevant practical skills.
Paper 2 – 2hrs (105 marks, 35%) written examination of short and long answers. Physical and Organic topics and relevant practical skills.
Paper 3 – 2hrs (90 marks, 30%) written examination on any content or practical skill. 40 marks on practical skills and data analysis, 20 marks testing curriculum knowledge and 30 marks multiple choice questions.

Entry Requirements

Grade 7, 8 or 9 at IGCSE/GCSE Chemistry or an equivalent qualification.

Classics: Latin

Pre-condition

A grade 7 or above in Latin at GCSE is normally required.

Course Content

Time is divided almost equally between language work and the study of set texts. During language work, students assimilate a wider range of grammar and vocabulary than at GCSE, and are rewarded by increasing fluency as they read a range of original texts by Latin prose and verse authors. Enjoyment of Roman poetry is enhanced by the study of verse metre. We also work at translating from English to Latin, which improves grammatical understanding and is an optional component of the A level exam.

The set texts are studied with attention to the historical context as well as the author's aims and literary style. The content of texts invariably prompts interesting discussion of a wide range of topics. Latin prose set texts for examination in 2026 include a choice from: extracts from Cicero's *Pro Caelio* (the speech for the defence in a trial for assault, civil unrest, and murder); Tacitus' *Annals* Book XIV (detailing the emperor Nero's plans to deal with his power-hungry mother); and selections from the letters of the younger Pliny. Latin verse set texts include extracts from Virgil's *Aeneid*, the satires of Juvenal, and Ovid's *Fasti*.

Method of Assessment - Four exam papers are sat at the end of Year 13:

1. Unseen Translation (33%) H443/01: candidates translate (a) an unprepared passage of prose and (b) an unprepared passage of verse by Ovid. They also scan two lines of Ovid.
2. Comprehension or Prose Composition (17%) H443/02: candidates choose between either (a) answering translation, comprehension and grammar questions on an unprepared passage of prose by Pliny or (b) translating an unprepared passage of English prose into Latin.
3. Prose Literature (25%) H443/03: candidates translate excerpts from their prepared prose set texts and answer questions (including an essay question) on the content and literary style of the works.
4. Verse Literature (25%) H443/04: candidates translate excerpts from their prepared verse set texts and answer questions (including an essay question) on the content and literary style of the works.

Subject Combinations

The small group size allows for a lot of friendly debate and discussion which tends to be much enjoyed by students from all disciplines. Latin combines extremely well with a range of science and arts subjects, allowing science students to develop and demonstrate their skills in language and communication, while giving arts and humanities students the chance to advance their analytical skills. A Latin or Greek A level will always be highly valued by admissions tutors and will enhance any c.v. or UCAS application.

Latin (Continued)

Higher Education and Careers

Classics can be studied at numerous universities in the U.K. and abroad, whether on its own or in combination with other subjects. Recent destinations for BGS Classicists have included Cambridge, St Andrews, Nottingham, Manchester, Oxford, Durham and Exeter; excellent courses can also be found at Bristol, Edinburgh, Kings College London, Newcastle, UCL and Trinity College Dublin, to name a selection. It is increasingly common for Classics students to begin the study of Greek at university if they have not studied it beforehand. Few degree courses offer such a broad but rigorous training as Classics, which typically encompasses history, philosophy, art and literature as well as linguistic study.

In a world of rapid change, the intellectual flexibility and analytical acumen to cope with unforeseen challenges is greatly prized by employers, and explains why Classicists continue to occupy top jobs in so many walks of life.

Classics: Greek

Pre-condition

A grade 7 or above at Greek GCSE is normally required.

Course Content

Time is divided around equally between language work and the study of set texts.

During language work, students assimilate a wider range of grammar and vocabulary than at GCSE, and enjoy increasing fluency in reading a range of original texts by a variety of prose and verse authors. Their appreciation of verse texts is enhanced by the study of scansion. They also have the opportunity to hone their linguistic skills by translating passages of English into Greek.

The set texts are studied with attention to the historical context as well as the author's aims and literary style. Greek prose set texts for examination in 2026 are chosen from extracts from Herodotus' Histories, from Plato's Republic, and from Plutarch's Antony. Greek verse set texts include parts of Homer's Iliad, Euripides' Hippolytus, and Aristophanes' Frogs.

Method of Examination

Four exam papers are sat at the end of Year 13:

1. Unseen Translation (33%) H444/01: candidates translate (a) an unprepared passage of prose and (b) an unprepared passage of verse by Euripides. They also scan two lines of Euripides.
2. Comprehension or Prose Composition (17%) H444/02: candidates choose between either (a) answering translation, comprehension and grammar questions on an unprepared passage of Greek oratory (prose) or (b) translating an unprepared passage of English prose into Greek.
3. Prose Literature (25%) H444/03: candidates translate excerpts from their prepared prose set texts and answer questions (including an essay question) on the content and literary style of the works.
4. Verse Literature (25%) H444/04: candidates translate excerpts from their prepared verse set texts and answer questions (including an essay question) on the content and literary style of the works.

Subject Combinations

Greek combines extremely well with a range of science and arts subjects, developing and demonstrating as it does both the literary skills of scientists and the analytical skills of students of the humanities. A Latin or Greek A level will always be highly valued by admissions tutors and will enhance any c.v. or UCAS application.

Greek (Continued)

Higher Education and Careers

Classics can be studied at numerous universities in the U.K. and abroad, whether on its own or in combination with other subjects. Recent destinations for BGS Classicists have included Cambridge, St Andrews, Nottingham, Manchester, Oxford, Durham and Exeter; excellent courses can also be found at Bristol, Edinburgh, Kings College London, Newcastle, UCL, Birmingham and Trinity College Dublin, to name a selection. Few degree courses offer such a broad but rigorous training as Classics, which typically encompasses history, philosophy, art and literature as well as linguistic study.

In a world of rapid change, the intellectual flexibility and analytical acumen to cope with unforeseen challenges is greatly prized by employers, and explains why Classicists continue to occupy top jobs in so many walks of life.

Classics: Classical Civilisation

Pre-condition

No prior study of or qualification in Classical Civilisation is required. Far more important is a genuine and open-minded interest in the history, literature, society and values of the ancient Greek and Roman civilisations, along with a willingness to read literary texts and write essays.

Course Content

Two topics are studied in Year 12; these are usually:

1. *The World of the Hero: either Homer's Iliad or Homer's Odyssey*
These epic poems, which were composed as part of an oral tradition in pre-literate Greece, take us right back to the start of Western literature. They tell the story of Greek hero Achilles' disastrous anger during the tenth and final year of the Trojan war and of Odysseus' ten-year journey home after that war was finally won. We study (amongst other things) character and plot, the values of the heroic age, the role of women, slaves and gods, and the nature of family and relationships in the Homeric world.
2. *Imperial Image*
We examine how Augustus Caesar skilfully managed public opinion in order to convince a fundamentally anti-monarchical republic to accept one-man rule. Different aspects of his public image are studied, including his connection to Julius Caesar and his presentation of himself as military commander, religious leader, and upholder of moral values. Literary sources that contribute to our understanding include Augustus' Res Gestae and extracts from Horace, Propertius, Ovid and Suetonius; this is complemented by the study of contemporary coins and monuments.

Two further topics are studied in Year 13:

1. *The World of the Hero: Virgil's Aeneid*
Arguably the greatest epic ever written, Virgil's Aeneid describes how Aeneas leads a band of Trojans out of their burning city and across the Mediterranean to found a new city in Italy. Not only a great story in its own right, the Aeneid also provides a deliberate parallel to the heroic reconstruction of Rome by Virgil's patron, the first emperor Augustus. We study the plot, structure, characterisation and values of this work, focusing especially on the role of fate, the gods, family and relationships, as well as the historical and literary background of the work.
2. *Beliefs and Ideas: either Love and Relationships or Democracy and the Athenians or The Politics of the Late Republic*
Using translations of the works of Sappho, Plato and Ovid (amongst others) as our sources, for *Love and Relationships* we study Greek and Roman thinking on such topics as men and women, marriage, sex and adultery, love, desire, and homoerotic relationships as well as the literary style of ancient writers on these topics.

Classical Civilisation (Continued)

For *Democracy and the Athenians* we study the history of Athens and its political institutions, examining the developments that led to the evolution of democracy in the fifth century B.C. Through the words of Athenian dramatists (Aeschylus, Sophocles and Aristophanes), philosophers (Aristotle and Plato) and historians (Thucydides and the Old Oligarch) we learn how the Athenians themselves viewed their own democracy.

The Politics of the Late Republic explores the conflicts that led to the downfall of the republic and the rise of the Roman emperors, focussing in particular on the turbulent careers of Cato, Cicero, and Julius Caesar.

Method of Assessment

Three exam papers are sat at the end of Year 13:

1. *The World of the Hero: Homer's Iliad/Odyssey and Virgil's Aeneid (H408/11)*
This 140-minute paper is worth 40% of the A level marks. Questions take the form of a stimulus question on extracts from the texts and two essay questions.
2. *Culture and the Arts: Greek Theatre (H408/21)*
This 105-minute paper is worth 30% of the A level marks. The paper comprises a short answer question, a stimulus question on source material including visual sources, and two essay questions.
3. *Beliefs and Ideas: Love and Relationships (H408/32) or Democracy and the Athenians (H408/34)*
This 105-minute paper is worth 30% of the A level marks. The paper comprises a short answer question, a stimulus question, an 'idea' question and two essay questions.

Subject Combinations

The course involves the study of literature, history and thought from the two earliest civilisations to have shaped European culture. It would sit comfortably with almost any combination of A level subjects, whether to add depth to English, History or other Humanities subjects, or to provide diversity beside Language or Science subjects.

Higher Education

Students who have not taken Latin or Greek but wish to pursue Classics further can take a Classical Studies degree course at University. Alternatively, Classics degree courses in which Latin and/or Greek are studied from scratch are also offered by numerous institutions including Oxford and Cambridge.

In a world of rapid change, the intellectual flexibility and analytical acumen to cope with unforeseen challenges is greatly prized by employers, and explains why Classicists continue to occupy top jobs in so many walks of life.

Computer Science

Awarding Body: AQA
Specification Code: 7517

What is Computer Science?

Computer Science is about problem-solving, designing solutions and programming or coding. However, it is not just about programming; instead, the emphasis is on computational thinking. It is a highly academic subject that is perfect for logical thinkers and problem solvers, such as Mathematicians or Scientists, as there is some overlap with A Level Physics and Mathematics.

What topics will I study for the A Level?

- Programming (in C#)
- Data structures
- Algorithms
- Computational thinking
- Data representation
- Computer systems
- Computer organisation and architecture
- Consequences of uses of computing
- Communication and networking
- Databases and Big Data
- Functional programming

How is the A Level Assessed?

Paper 1 – practical on screen exam 2 hrs 30 mins testing your programming ability (40% of A level)

Paper 2 – written exam 2 hrs 30 mins testing theoretical knowledge (40%)

Non-exam assessment – you get to do your own practical project, solving a problem by developing your own software solution (20%)

Where will success take me?

This A Level has been designed for pupils who wish to do Higher Education courses or careers where knowledge of Computing would be beneficial. Computer Science is listed by leading Russell Group Universities as a 'Useful Qualification' for over 25 different degree courses, including: Medicine; Engineering; Mathematics; Economics; and Psychology.

Previous Knowledge

Studying the GCSE in Computer Science will put you at an advantage for the A Level. However, applicants who have not taken the GCSE but have some programming experience may still apply.

Design and Technology – Product Design (3D Design)

Awarding Body: AQA (A-Level)
Specification Code: 7552

If you want to demonstrate to universities and future employers that you can perform in a creative problem-solving environment, communicate your ideas, think laterally and use analytical skills AND be part of a cutting edge subject... why not study Product Design?

In Design and Technology we design, develop and make **Top Quality Products**, using a full range of materials. Past students commented that having a design portfolio and a product that they were able to speak passionately about was extremely useful when attending University interviews.

The A Level Product Design course is a student-focused, interdisciplinary subject with a specification that is both academically and creatively demanding, giving students the freedom to work on their own project, developing a skill set for employment in the 21st century. Through a range of creative and technological activities, Product Design students will learn to apply knowledge and understanding to a given situation and develop their **critical and creative thinking, collaborative and communication skills**.

A Level Product Design is intended to reflect the wide-ranging activities of creative professional designers working in a variety of creative fields. However, many of the skills developed through Product Design provide students with a platform of transferable skills much sought after in many other disciplines and can be utilised to enhance other aspects of a student's education, working and personal life. These transferable skills include:

- Problem analysis
- Creative problem solving (thinking outside the box)
- Visual/Verbal communication
- Project management
- Information technologies
- Psychology issues
- Social issues
- Environmental issues
- Aesthetics
- Evaluating products/Systems/Environments/ Performance
- Increased discernment and perceptivity.
- Team building/working
- Leadership skills
- Increased self-confidence

Design and Technology – Product Design (3D Design) (Continued)

Course Summary

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Candidates are encouraged to:

- develop a broad view of design and technology including technical principles
- studying designing and manufacturing principles both theoretically and practically.
- appreciate the complex relations between design, materials and manufacture.

Assessment for the A Level course involves written examinations and a non-exam assessment.

Written papers will be restricted to testing the syllabus core content, but a variety of other materials and technologies such as ceramics, textiles, mechanisms and electronics can be incorporated in the coursework element to produce exciting projects. Products can range from fashionable items (jewellery/textile products) to functional engineered solutions and anything in between.

Course outline

Candidates will investigate historical, social, cultural, environmental and economic influences on design whilst enjoying opportunities to put their learning in to practice by producing prototypes. Learning is extended beyond the classroom with the opportunity to visit state of the art facilities in the UK and overseas.

Paper 1 Technical principles

Written paper (2.5 hours) 30% of the total A Level mark

A mixture of short answers and extended response questions

Paper 2 Designing and making principles

Written paper (1.5 hours) 20% of the total A Level mark

A mixture of short answers and extended response questions

Section A: Product Analysis

Section B: Commercial manufacture

Design and Technology – Product Design (3D Design) (Continued)

Non-Exam Assessment

Substantial design and make project 50% of total A Level mark

Working for a client, design; develop and manufacture high end products that solve real life problems.

Submission: Digital design portfolio and photographic evidence of your final product

At A Level the specification offers candidates the opportunity to further develop their knowledge and practical skills. Candidates will continue to develop a body of coursework alongside an understanding of the processes and procedures of commercial production and manufacture:

Subject combinations

The multidisciplinary nature of Design and Technology ideally positions it to straddle the boundaries between Art and the Sciences. Subject combinations of Design and Technology in conjunction with Mathematics and Physics are a popular selection. However, combined with Art, English, Geography, Economics, History etc. it can provide a variety of degree/career opportunities.

As well as degrees in any design discipline e.g. Product, Fashion, Industrial, Furniture, Interior etc. Product Design is a relevant subject for students intending to pursue degrees in Engineering, Architecture, Ergonomics, Management/Business, Medicine, Dentistry and many others fields.

Past students are enjoying exciting careers worldwide including work for Rolls Royce, Adidas and architecture firms.

Economics

The aim of the course is to assist you to appreciate the power of Economics as an important tool to analyse, explain and comment on the fascinating relationship between human behaviour, money and government. You will develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and policies that impact on our lives.

Economics: a choice for everyone

Economics assumes no previous knowledge of the subject. Everyone starts with a level playing field; a fresh start with an equal opportunity to excel. The only criteria are that you progress into the Sixth Form with enthusiasm and a desire for success. Although you will need to explain data in the form of tables and graphs there is actually little mathematical content in Economics. The intention is that the subject is accessible to all with a good GCSE pass at mathematics. If however, when choosing your A Levels you feel a degree in Economics could be an option later on, you may want to consider combining Mathematics A Level with Economics. A number of the leading universities appear to expect students to have an A Level in Mathematics if they wish to apply for an Economics related degree. For Cambridge and Warwick Further Mathematics is almost expected.

Economics Lessons

Lessons should immediately attempt to draw on your experiences and use current real world examples to illustrate economic concepts and economic theory. The subject is divided into two parts. Each week half of your lessons should focus on firms and consumers so you can develop an understanding of markets; what they are and how well they provide us with the things we want and need. The other half of your lessons should allow you to learn how governments use taxes and interest rates to provide jobs and prosperity.

Independent learning is valued by the department and you will also have access to notes and resources used in lessons through the BGS virtual learning environment.

Economics and other subjects

Economics combines well with all subjects at A Level. Business, Politics and Mathematics seem obvious combinations but you could also consider Psychology as Behavioural Economics is becoming an increasingly popular area for research. In fact Economics can add breadth and balance for those of you who feel Arts, Science or Languages are where your strengths lie.

Economics (Continued)

How to be a successful Economist

Economics is a dynamic subject and you need to have a lively interest in the social, political and economic changes happening in the world around you.

The media offers many ways to gather useful information; you need to make yourself aware of the latest developments in the financial world. Wanting to know why things are happening can be a powerful motivator.

Real world examples offer essential opportunities to discuss the subject. You will need to apply the theory you learn to business organisations and economic situations.

How Economics is examined

The examination board is AQA; details of the specification can be found at www.aqa.org.uk (Economics 7136). The A Level is assessed by 3 papers and each paper is 2 hours long. There will be a micro economics paper and a macro economics paper; both will use data response and essays questions. The final paper will examine the entire course using multiple choice questions and a case study.

English and Drama & Theatre: English Language

English Language A Level Course Outline

Awarding Body: AQA

Why choose English Language?

Whether conscious of it or not, we are all interested in language, most likely because we all use it every day to communicate. A Level English Language allows students to explore language use in many different contexts, genres and modes, including the study of spoken language and contemporary electronic modes. English Language is very much a social science because our language use is inherently linked with our sense of identity, our networks of friends, families and acquaintances and our own perceptions of society and how we fit into it. The A Level course reflects this and enables students to study language in contemporary contexts quite scientifically, collecting and analysing data to raise interesting questions about how language is used in the modern world.

A Level (7702)

Paper 1: Language, the Individual and Society (7702/1) - 40% of total A Level marks

Exam: 2 hours 30 minutes

This area of study introduces students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation. It also introduces students to the study of children's language development, exploring how children learn language and how they are able to understand and express themselves through language.

Section A - Textual Variations and Representation

Two texts (one contemporary and one older text) linked by topic or theme. One question requiring analysis of one text (25 marks), one question requiring analysis of a second text (25 marks) and one question requiring comparison of the two texts (20 marks).

Section B - Children's Language Development

A discursive essay on children's language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language (30 marks).

Paper 2: Language and Diversity (7702/2) - 40% of total A Level marks

Exam: 2 hours 30 minutes

Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social, geographical and temporal contexts. They will explore processes of language change. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity and change.

Section A - Diversity and Change

One question from a choice of two: **Either:** an evaluative essay on language diversity (30 marks) **Or:** an evaluative essay on language change (30 marks).

Section B - Language Discourses

Two texts about a topic linked to the study of diversity and change. One question requiring analysis of how the texts use language to present ideas, attitudes and opinions (40 marks) and a directed writing task linked to the same topic and the ideas in the texts (30 marks).

English Language (Continued)

Non-exam Assessment: Language in Action - 20% of total A Level marks

Students produce:

- a language investigation (2,000 words excluding data) in which students ask their own question about language, devise a method to collect the data and write a report on their findings.
- a piece of original writing (750 words), most likely with a purpose to persuade, with a reflective commentary (750 words)

English and Drama & Theatre: English Literature

English Literature A Level Course Outline

Examination Board: OCR

Why choose English Literature?

You enjoyed the study of set texts at GCSE and excelled in particular at English Literature. You are keen to read 'classic' texts: Medieval, Elizabethan, Jacobean, Restoration, Georgian and Victorian as well as more modern classics. You might want to study English Literature or an equally challenging subject at a competitive university which expects an ambitious wider reading programme. Perhaps you are thinking of studying medicine and you want a fourth subject that will set you above and beyond your fellow applicants.

A Level (H472)

Component 1: Drama and Poetry Prose pre-1900 (*Closed Text Examination*) - **40% of total A Level marks**

Exam: 2 hours 30 minutes

One question in two parts about your chosen Shakespeare play (1 hour 15 minutes) and one of six broad, non-text specific questions in which one pre-1900 drama text and one pre-1900 poetry text are compared (1 hour 15 minutes).

Section A: Marlowe 'Edward II', Webster 'The Duchess of Malfi', Goldsmith 'She Stoops to Conquer', Ibsen 'A Doll's House' or Wilde 'An Ideal Husband'.

Section B: Chaucer 'The Merchant's Prologue and Tale', Milton 'Paradise Lost Books 9 and 10', Coleridge 'Selected poems', Tennyson 'Maud' or Rossetti 'Selected poems'.

Component 2: Comparative and Contextual Study (*Closed Text Examination*) - **40% of total A Level marks**

Exam: 2 hours 30 minutes

One compulsory question on an unseen extract from your chosen topic (1 hour 15 minutes) and one question from a choice of three which is a comparison of your two chosen texts from that topic (1 hour 15 minutes).

Section A: American Literature 1880-1940, The Gothic, Dystopia, Women in Literature or The Immigrant Experience.

Section B: Fitzgerald 'The Great Gatsby', Steinbeck 'Grapes of Wrath', Stoker 'Dracula', Carter 'The Bloody Chamber and Other Stories', Orwell 'Nineteen Eighty Four', Atwood 'The Handmaid's Tale', Austen 'Sense and Sensibility', Woolf 'Mrs Dalloway', Roth 'Call It Sleep' or Hamid 'The Reluctant Fundamentalist'.

Component 3: Literature post-1900 (Coursework Folder) - **20% of total A Level marks** **Coursework: 3000 words maximum**

One piece that is either close analysis or re-creative writing with a critical commentary and one comparison of two texts. Students are required to study three literary texts. The three texts must include one prose text, one poetry text and one drama text. The texts must have been first published or performed in 1900 or later and at least one of these texts must have been published or performed in 2000 or later.

English and Drama & Theatre: Drama & Theatre

Drama & Theatre A Level

Examination Board: AQA

To consider A Level Drama and Theatre Studies, you should be predicted to attain a grade 6 or above at GCSE English Language. Features of Theatre Studies include: devising original theatre, directing, designing and acting scenes from classic and modern plays and attending theatre visits both locally and nationally. Evening (and sometimes weekend) visits are essential to the course and you must be prepared to take part in workshops with professional actors and designers. Many lessons take place in the Hockney Theatre and you have technical support from the Drama Technician.

For your practical units you are assessed in groups of between 2 and 8 on one of the following areas: acting, directing, lighting, sound, costume or set design. You can choose a different aspect of theatre for the second year of the course. In Year 13 you devise an original piece of theatre in a particular style of the group's choice. In your examinations you can take in your personal notes on the live theatre productions you have seen and the annotated scripts of the plays you have studied as actor, director or designer.

This course can be time-consuming with the theatre visits and rehearsals for the practical examinations but there is no doubt that the group at BGS tends to become obsessively committed to all aspects of the course. Drama and Theatre Studies is a subject which develops 'to a high level' many transferable skills: group-work, technical expertise, problem-solving and creative collaboration.

To learn more about this course, speak to Miss Bruce or Mrs Sharp, or, better still, one of the current A Level students in Years 12 or 13.

Extended Project Qualification (EPQ)

The EPQ represents an exciting opportunity to formulate a very specific research question, engage with the relevant academic literature and then write a 6000-word dissertation. Perhaps you want to investigate gender stereotyping within Disney films? Maybe you have wondered what the barriers are to using nanoparticles in drug delivery? Perhaps you have pondered the viability of a space elevator, or maybe even if professional wrestling today can be considered a sport? Whatever your area of interest, your EPQ tutor-assessor will support you in refining your focus to effectively channel your research.

You will collect your initial resources and start your research over the summer holidays between Years 11 and 12; the EPQ MOOC will provide useful guidance in this regard. You will develop your investigation in the guided learning hours during Year 12. As well as keeping detailed records of your activities as evidence of the process you have undertaken, you will produce a dissertation of around 6000 words and present your project to an audience at the end of the course.

Why should you do it?

- You will gain an extra **AS grade and its corresponding UCAS points**, though uniquely for an AS, **you can be awarded an A***. The EPQ is 100% internally assessed and externally moderated, meaning no exam.
- This qualification will develop and showcase valuable skills which are necessary for success in higher education. As such, it is **highly recognised by all universities including Oxford and Cambridge**.
- You will **go beyond the constraints of the A Level curriculum**, allowing you the chance to explore material which may be of relevance to your university or employment aspirations. You can **demonstrate genuine academic curiosity**.
- You will receive worthwhile **recognition of your self-motivation** to independently study something that really engages your interest.

How is the course delivered?

Your guided learning hours will take place in timetabled lessons across Year 12. Some sessions will be classroom lessons taught in a conventional way, some will provide the opportunity for one-to-one mentoring, whilst others will facilitate independent research, record keeping and write-up.

The **focus is on independent study**. Tutor-assessors act as facilitators, guiding driven and inquisitive students through the course. Any student thinking of joining the course **should consider very critically their levels of motivation, commitment to study and ability to keep to deadlines**. The course is equivalent to an AS level and students should expect to spend in excess of 120 hours working towards this qualification.

For more information about the course, prospective students should consult the EPQ page in the Pupil Hub on SharePoint. The link to the EPQ MOOC, as well as a wealth of other information can be found there. Please see Mrs A L McOwen (Head of Sixth Form Enrichment inc. EPQ Coordinator) in room H7 to discuss your initial research ideas.

Geography

“Where we come from, what we do, what we eat, how we move about and how we shape our future are all directly the province of the geographer. More than ever we need the geographer’s skills and foresight to help us learn about the planet – how we use it and how we abuse it.” – Michael Palin

Pre-conditions

Students will normally have studied Geography to GCSE. However, this is not an essential qualification for entry to the A Level Geography course.

Course content

A Level Geography encourages students to gain enjoyment, satisfaction and a sense of achievement as they develop their knowledge and understanding of the subject. The content enables students to be inspired by their geographical understanding, to engage critically with real world issues and places, and to apply their geographical knowledge, theory and skills to the world around them. Students grow as independent thinkers and as informed and engaged citizens, who understand the role and importance of Geography as one of the key disciplines relevant to understanding the world’s changing peoples, places and environments. The course offered is the Edexcel A Level.

The A Level course covers a balance of physical and human geography. The key areas covered by the course are outline below.

Hazardous Earth

The movement of the Earth’s landmasses presents hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people are affected by, and respond to them, students are able to engage with many dimensions of the relationships between people and the environment they occupy.

Global systems and global governance

Greater connectivity between people, places and environments across the globe means that movements of goods, people, technology and ideas have become easier, and the systems which facilitate and direct these flows have become truly global in reach and impact. Students undertake study of the way in which global systems shape relationships between individuals, states and environments. They also investigate the increasing numbers of norms, laws and conventions that aim to regulate the consequences of globalisation on people, places and environments around the world.

Geography (Continued)

Coastal landscapes

Coastal landscapes are dynamic environments that develop by the interaction of winds, waves and currents, and the sediment supply sourced from terrestrial and offshore sources. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas on all the world's coasts. Both high energy coasts (such as rocky and sandy coastlines) and low energy coasts (such as estuarine coastlines) are studied.

Changing spaces; making places

Relationships and connections between people, the economy, society and the environment help to explain why places are constantly changing. In addition, the meanings and representations attached to places help to shape actions and behaviours affecting that place. Urban and rural regeneration programmes impact variably on people both in terms of their lived experience of change and their perceptions and attachment to places.

Students undertake study of the way in which these factors (relationships, connections, meaning, representation) affect continuity and change in the nature of places and our understanding of place.

Earth's life support systems

Water and carbon cycles are of central importance for human populations. Water and carbon are cycled between the land, oceans and atmosphere and the processes within these cycles are inter-related. Students contemplate the magnitude and significance of the cycles at a variety of scales, as well as considering their relevance to wider geography.

Superpowers

As the spheres of influence of superpowers and emerging superpowers grow they are frequently contested, resulting in geopolitical implications. The pattern of dominance has evolved over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. Students undertake studies of the geopolitical power held by superpowers and their influence on people and the physical environment, which can change rapidly over time.

Investigative geography

Students are required to undertake an independent investigation that accounts for 20% of the qualification grade at A Level. This investigation incorporates a significant element of fieldwork and provides learners with the opportunity to develop a wide range of skills and abilities, which are applicable not only to study in Higher Education but also within the world of work. We allow students to pick their own title, and, within reason, their own location too.

Geography (Continued)

Fieldwork

Fieldwork is an essential requirement for A Level Geography. Fieldwork is undertaken in relation to processes in both physical and human geography. Students learn to ask appropriate field research questions, observe and record phenomena in the field, apply existing knowledge and concepts to understand field observations and show the ability to write a coherent analysis of fieldwork findings and results in order to answer a geographical question. Regular trips include Haworth, Manchester (overnight), Leeds and Ilkley Moor.

Paper One	Tectonic processes and hazards, coastal landscapes and change, the water cycle and insecurity, the carbon cycle and energy security.	2 hrs 15 mins	30% of the qualification
Paper Two	Globalisation, regenerating places, superpowers, health, human rights and intervention	2 hrs 15 mins	30% of the qualification
Paper Three	This paper considers three synoptic themes that encompass all units covered - students consider a geographical issue in a place-based context.	2 hrs 15 mins	20% of the qualification
Independent investigation	A 3000 - 4000 word piece of coursework based upon an independent investigation.		20% of the qualification

History

Examining Board: AQA

The two-year History A Level is designed to give students the opportunity to study contrasting historical periods in both depth and breadth. They will develop their skills of analysis, evaluation and effective communication, proven to help prepare them for both Arts/Humanities and Science degree courses.

Breadth Study: 1C The Tudors 1485 – 1603

The breadth study takes a fascinating period of English history, full of interesting personalities and events that still shape Britain today. Students will study the reigns of Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I from a range of political, economic, social, ideological and cultural perspectives. They will focus on concepts of change and continuity and pay particular attention to different interpretations by historians of key events and developments.

Assessment will be through a 2 ½ hour exam which consists of an evaluation of historians' interpretations of an issue and 2 traditional essays.

Depth Study: 2N Revolution & Dictatorship – Russia 1917-53

This option studies in depth the Russian Revolutions of 1917, the establishment of the Leninist state, Stalin's rise to power and the Stalinist state, social and economic revolution, including collectivisation, industrialisation and cultural change, the impact of the Second World War and Soviet foreign policy including the coming of the Cold War up to Stalin's death in 1953. It explores concepts such as Marxism, Communism, Leninism, and Stalinism, ideological control and dictatorship. Students will focus particularly on studying and evaluating primary sources related to the period.

Assessment will be through a 2 ½ hour exam which consists of evaluating a range of primary sources and 2 traditional essays.

Historical Enquiry

In Year 13, students will also research and write an approximately 4,000 word coursework essay based on a key debate in the context of 100 years of history not studied for the written papers. Current choices for students include the British rule in India, Antisemitism in Germany & the Holocaust, the Origins of the Nazi State, the Arab-Israeli conflict and Britain's relationship with Ireland in the 19th and 20th centuries. This essay is worth 20% of the final A Level grade. This is an opportunity for students to develop their independent research skills and to learn to produce an academically rigorous, fully foot-noted essay with bibliography – an excellent preparation for university.

The History Department intends to continue with its successful programme of study trips to enhance students' historical understanding. Year 12 visit York to study the impact of the Reformation and Year 13 have a residential visit to discover 'Tudor London'. We often run trips abroad: most regularly to Berlin and to Krakow/Auschwitz. There are opportunities to attend lectures and study days outside school. A Level historians are also encouraged to attend and give talks to our weekly Historical Society, enter national competitions and to take an active interest in all things historical.

Mathematics and Further Mathematics

Pre-conditions

Maths and Further Maths are considered facilitating subjects as they are amongst some of the most frequently required A Levels for degree courses. Having a Maths A Level on your CV can be a great advantage for your future career and is seen as a valuable qualification in many fields. Some natural ability in the subject is clearly necessary and the entry requirement for studying Mathematics at A Level is a grade 7 at GCSE or IGCSE.

Course content

Students follow the Edexcel Linear Mathematics courses, composed of the following:

- **Pure Mathematics** which develops and extends topics met at GCSE, especially algebra, trigonometry and calculus.
- **Mechanics** which considers problems involving motion (kinematics) or forces (statics) and investigates the relationships between forces and the motion of particles or large bodies (dynamics).
- **Statistics** which includes the study of chance (probability) and the presentation, analysis and interpretation of data.

Your mathematics teacher will be happy to expand upon these brief outlines if you need further advice or information.

We offer two A Levels in the department: Mathematics and Further Mathematics.

Edexcel A Level Mathematics (9MA0)

A Level Mathematics consists of 3 papers as follows:

Paper 1: Pure Mathematics 1

This is a two-hour examination worth 100 marks and is one third of the qualification.

Paper 2: Pure Mathematics 2

This is a two-hour examination worth 100 marks and is one third of the qualification.

Both papers may contain questions on any of the following topics:

- Proof
- Algebra and functions
- Coordinate geometry
- Sequences and series
- Trigonometry
- Exponentials and logarithms
- Differentiation
- Integration
- Numerical methods
- Vectors

Paper 3: Statistics and Mechanics

This is a two-hour examination worth 100 marks and is one third of the qualification.

The topics covered are:

Section A: Statistics

- Statistical sampling
- Data presentation and interpretation
- Probability
- Statistical distributions
- Statistical hypothesis testing

Section B: Mechanics

- Quantities and units in mechanics
- Kinematics
- Forces and Newton's laws
- Moments

Mathematics and Further Mathematics (Continued)

Assessment

The above three papers are sat at the end of the course in Year 13. Candidates are expected to answer all the questions and calculators are permitted.

Edexcel A Level Further Mathematics (9FM0)

For those students who are particularly passionate about mathematics it is possible to study A Level Further Mathematics. As A Level Mathematics is a prerequisite, students following this course are taught the normal Maths A Level in Year 12 then the Further Maths material in Year 13. A Level Further Mathematics consists of 4 papers as follows:

Paper 1: Core Pure Mathematics 1

This is a one-and-a-half-hour examination worth 75 marks and is one quarter of the qualification.

Paper 2: Core Pure Mathematics 2

This is a one-and-a-half-hour examination worth 75 marks and is one quarter of the qualification.

Both papers may contain question on any of the following topics:

Proof	Matrices
Complex numbers	Polar coordinates
Further vectors	Hyperbolic functions
Further algebra and functions	Differential equations
Further calculus	

Paper 3: Further Mathematics Option 1

This is also a one-and-a-half-hour examination worth 75 marks and is one quarter of the qualification. Although there are several choices the default option at BGS is **Further Pure Mathematics 1** covering the following topics:

Further trigonometry	Further vectors
Further calculus	Coordinate systems
Further differential equations	Inequalities
Further numerical methods	

Mathematics and Further Mathematics (Continued)

Paper 4: Further Mathematics Options 2

Again, this is a one-and-a-half-hour examination worth 75 marks and is one quarter of the qualification. Likewise, although there are several choices the default option at BGS is **Further Mechanics 1** covering the following topics:

Momentum and impulse
Work, energy and power

Elastic strings and springs and elastic energy
Elastic collisions in one and two dimensions

Assessment

The above four papers together with the three normal Maths A Level papers are sat at the end of the course in Year 13, giving candidates two distinct A Levels. Candidates are expected to answer all the questions and calculators are permitted.

Subject Combinations

Mathematics shares characteristics with most other subjects (it is a language, for example, and is extensively used in the sciences) but differs from all of them. It is possible to think of mathematics as complementary to, or contrasting with, your other subjects. The purest of all sciences and considered by many to be an art, both Pure Maths and Mechanics supports Physics whilst Statistics may be helpful in Geography, Economics and Business. However, the main reason to take an A Level in Mathematics is because you have enjoyed the subject and have been successful at GCSE.

Higher Education and Careers

You will need a good grade at Mathematics A level to enter degree courses in Mathematics, Science and Engineering as well as Economics or degrees associated with the financial sector such as Accountancy. You will be better prepared for any of these degrees if you have also taken A Level Further Mathematics, especially if you are interested in reading Mathematics or would like to attend a prestigious university. In these circumstances it is best to study as much mathematics as you can at school.

Other degree courses

Mathematics A Level is seen as a valuable qualification in many fields, not always obvious ones. For example, the logical thought processes required in maths are also considered important in Law.

Careers in Mathematics

Graduate mathematicians are employed in scientific establishments, industry, finance, business, and the Civil Service. Only some of these graduates will be making direct use of the mathematics they have learnt; most will have been appointed for the transferable skills they possess such as precision, logic, creativity, and persistence that make mathematicians great analytical people with superb problem-solving skills.

Modern Languages: French, German and Spanish AQA

Aims

AS and A Level work in a Modern Language builds on the foundations established at GCSE, in which, ideally, you will have gained a grade 7, 8 or 9. An A Level in a Modern Language will enable you to speak and write the language with confidence as well as understand more advanced written and spoken language across a variety of situations. It will also provide you with practical and transferable skills as well as broadening your cultural horizons; the courses are enjoyable and interesting in addition to academically rigorous, and many employers look favourably upon advanced linguistic skills as well as the communication skills and analytical thinking you will develop.

The languages that we offer

We offer AS and A Level courses in French, German and Spanish.

Themes and course content

The A Level courses which we follow cover a range of linguistic, literary and cultural topics. You will study themes such as the family, music, cinema, technology and culture in Year 12, extending skills developed at GCSE in listening, speaking, reading and writing. In Year 13, the themes move away from GCSE and are more focused upon the country whose language you are studying, such as immigration and integration.

In addition to the language topics, you will also study either one film and one book, or two books. We recognise that the study of literature may at first seem a little daunting, but you can be assured that works will be chosen with a view to their accessibility and with candidates' interests in mind. For the speaking exam, you also undertake an individual research project (IRP) on any topic which interests you about one of the countries where your language is spoken. Previous students have chosen a famous (or infamous) person, a cultural movement, a historical or political event, an art form, sport, scientific or fashion subject – the world's your oyster!

Grammatical work is important at A Level, as the only way to become a truly competent user of a language is to understand its grammar and to be able to apply it in any situation; grammatical work is not overbearing, however – it is tackled in a detailed and thorough but regular and manageable way.

Details of assessment

There will be three examinations at the end of the course. One of these is a speaking test (where you discuss your IRP), carried out by one of your class teachers before study leave, leaving only two papers to sit during the examination series. One examination will test listening, reading and writing skills as well as grammatical knowledge. Unlike GCSE, you will have control of the listening material so you can listen as many times as you like. The second examination paper will be an opportunity for you to write about the book(s) and/or film which you have studied.

French, German and Spanish (Continued)

Assessment structure

Here is the assessment structure for French, German and Spanish, for which we follow the AQA specification:

Paper 1	Listening, Reading and Writing	2 hours 30 minutes	50%
Paper 2	Writing	2 hours	20%
Paper 3	Speaking	16-18 minutes & 5 minutes preparation	30%

Course books and resources

All the languages we teach use a variety of materials, such as newspapers and magazines, film and video, and IT; all classes have regular, allocated lessons in the language laboratory and you are encouraged in particular to make use of the marvellous linguistic opportunities that the internet has to offer. There is also an exam-board specific course book. You will also have a weekly timetabled lesson with one of our native speaker language assistants, usually in small groups (Year 12) or by yourself (Year 13), in order to develop oral confidence and fluency.

Trips

We try to organise study visits as frequently as possible during Years 12 & 13. These can range from film study days to university lectures and complement the material studied in school. Sixth Formers are strongly advised to participate in such events wherever possible.

In addition, we encourage sixth form linguists to participate in exchange visits or study trips to France, Germany or Spain. As a general rule, and where numbers are sufficient to make a trip viable, there will be exchanges or study trips for all three languages at some point in the two Sixth Form years. The department also receives a good deal of information from companies that organise individual work and study trips. Time spent abroad, living and breathing the language and culture of the country, is a highly desirable and extremely valuable part of Sixth Form language study.

Beyond A Level

It is undoubtedly the case that the practical knowledge and analytical skills acquired by linguists in the course of their studies are held in high esteem by employers both in this country and abroad, whether such studies involve two or more languages or a language in combination with other subjects from the Arts, Humanities or Sciences. Many of our students go on to read for a languages degree at the top universities, and former BGS Modern Linguists now have successful careers in NATO, Business and Industry, Banking, the Civil Service, the Foreign Office, the Media, Law and Education.

Music

If you already play music in or out of school and have a real passion for the subject, Music A Level is a wonderful option.

Music is a flexible subject which really allows you to shape the course to your strengths. The course allows you to study topics you are interested in in great depth while at the same time expanding your listening and analysis skills with music you may be less familiar with. You may study a symphony by Haydn one lesson, and some 1970s punk the next lesson. At A Level, you are able to specialise in your strongest areas, whether this is performing or composing and you are given the freedom to compose music in your own style. For your performance at A Level, you are able to perform in any style and genre of music. Music is a perfect combination of academic study and practical skills, enabling you to demonstrate strong personal and social skills as well as self-discipline and independent learning.

Possible careers in music include performing, composing and arranging, education and music therapy, music administration and management, music production and the wider creative industries.

Music graduates have a wide range of career options available to them both inside and outside the industry, including: performer, teacher, administrator, songwriter, conductor, composer, recording engineer, manager, promoter, or music publisher.

There are also more jobs than ever in music business related areas, such as: careers in digital marketing, social media, PR, technology, label services, ticketing and merchandising. It is also common to find music graduates in consultancy, finance, banking, music therapy, legal jobs and medicine.

Studying music is not simply for those who have the potential to become the next great composer or top performer. It offers a rich and robust learning experience and will help you no matter what career you choose to pursue.

Course Pre-requisites

- Grade 7 in GCSE Music
- be approximately grade 5 standard on your instrument or voice.
- be having regular instrumental or vocal lessons.

AS and A Level Music

The beauty of the A Level course is that you can choose what to specialise in. If you are a strong performer, you may wish for more of your assessment to be on that. If composition is more your thing, then that can carry the most weight at A Level.

Component 1: **Performing**

Option A: Total duration of performances: 10-12 minutes (35% of qualification)
A minimum of three pieces. Grade 6

Option B: Total duration of performances: 6-8 minutes (25% of qualification)
A minimum of two pieces. Grade 6

Music (Continued)

Component 2: **Composing**

Option A: Total duration of compositions 4-6 minutes (25%)

One composition is a Western Classical composition and the second is a free composition. This is your chance to develop your own style and compose music you are passionate about for any number of instruments or voices.

Option B: Total duration of compositions 8-10 minutes (35%)

Three compositions, one to be in a Western Classical style, one to reflect another area of study (such as rock, theatre or jazz) and the third is a free composition.

Component 3: **Appraising**

Area of study A: The Western Classical Tradition (The Development of the Symphony 1750-1900)

This is a continuation of the work undertaken in Year 12 and there are two set works in this section:

- Symphony No. 104 in D major, 'London': Haydn
- Symphony No. 4 in A major, 'Italian': Mendelssohn

A choice of one area of study from:

- Area of study B: Rock and Pop
- Area of study C: Musical Theatre
- Area of study D: Jazz

A choice of one area of study from:

- Area of study E: **Into the Twentieth Century** including **two set works**:
- Trio for oboe, bassoon and Piano, movement II: Poulenc
- Three Nocturnes, Number 1, Nuages: Debussy

This area of study focuses on the distinct musical styles of the early twentieth century, which was a time of change and experimentation in music.

Music Technology

We are constantly exposed to recorded music, through the internet, television, radio, nearly every day of our lives. A and AS Level Music Technology strikes a balance between the technical and creative aspects of producing that music. You will develop your technical skills in sound recording, audio processing, editing and mixing, while exploring the underlying scientific principles of analogue and digital audio. Studying Music Technology at A Level, your creative side is encouraged as you undertake coursework projects in composition and recording. You will explore recent advances in music production, sound processing, sampling and synthesis, and examine contemporary innovations in digital technologies and multi-track recording, as well as the history of recorded music.

Many universities offer degree courses in Music Technology as well as related specialisms such as: Acoustics, Recording Engineering, Software Development, Music Production, Sound Design, Foley Engineering, Audio Systems Design, and many more. Many of our students go on to pursue the subject at degree level.

Careers related to Music Technology include Music Producer, Arranger, Performer, Songwriter, Composer, Software Developer, Recording Engineer, Acoustics Engineer, Music Therapist, Television Audio Producer, Music Industry Management, Researcher, Journalist, Teacher, Music Publisher, Promoter, and Sound Designer.

Course Pre-requisites

A grade 6 or above in GCSE music is advantageous, but this is not essential if you have studied some music theory or have some prior experience of Music Technology.

Facilities

As befits a modern technological subject, our equipment specification and facilities available to students are state-of-the-art. Our recording studio boasts an extensive selection of microphones, a 48 channel analogue Mackie mixing desk, outboard processors and preamps, several multi-channel audio interfaces, digital mixing consoles, and a number of dedicated control surfaces. All audio recording and MIDI sequencing takes place on Apple MacBook Pro computers using industry standard Logic Pro X software.

A Level Content and Assessment Overview

Overview of Areas of Study

Three Areas of Study underpin the whole specification, encouraging both breadth and depth of knowledge and understanding. In addition, within individual components, they provide a contextual focus for students' practical and theoretical work. They are:

Music Technology (Continued)

Area of Study 1: Recording and production techniques for both corrective and creative purposes

In component 1, the focus of this Area of Study will be on the use of recording and mixing techniques to capture, edit and produce a recording. In component 2, the focus will be on the use of sound creation and manipulation techniques to create, edit and structure a technology-based composition. In component 3, the focus will be on the capture, arrangement of sounds and mixing and mastering techniques that have been used on a series of unfamiliar commercially available recordings and in component 4, the focus will be on use of sound creation and processing techniques to correct and mix a recording.

Area of Study 2: Principles of sound and audio technology

In component 3, the focus of this Area of Study will be the knowledge and understanding of the principles of sound and of audio technology in relation to unfamiliar commercially available recordings provided by Pearson in the exam. In component 4, the focus will be the knowledge and understanding of the principles of sound and of audio technology in relation to theoretical and practical contexts provided by Pearson in the exam.

Area of Study 3: The development of recording and production technology

In component 3, the focus of this Area of Study will be the knowledge and understanding of the history and development of recording and production technology from current digital technologies back to the mono, analogue recording technologies in the 1930s.

What the assessment structure looks like:

Edexcel A Level Music Technology consists of two externally-examined papers and two non-examined assessment components (coursework). Students submit their non-examined assessment (coursework) and complete the examinations in May/June in the year of certification.

Component 1: Recording

Non-examined assessment: externally assessed
20% of the qualification
60 marks

Content overview

Production tools and techniques to capture, edit, process and mix an audio recording.

Assessment overview

One recording, chosen from a list of 10 songs provided by the exam board, consisting of a minimum of five compulsory instruments and two additional instruments, released on 1st June in the calendar year preceding the year in which the qualification is to be awarded.

Music Technology (Continued)

Component 2: Technology-based composition

Non-examined assessment: externally assessed

20% of the qualification

60 marks

Content overview

Creating, editing, manipulating and structuring sounds to produce a technology-based Composition.

Assessment overview

- One technology-based composition chosen from three briefs set by the exam board released on 1st September in the calendar year preceding the year in which the qualification is to be awarded.
- Synthesis and sampling/audio manipulation and creative effects use must be included.
- Total time must be 3 minutes.
- Logbook and authentication form must be supplied.

Component 3: Listening and analysing

Written examination: 1 hour 30 minutes

25% of the qualification

75 marks

Content overview

- Knowledge and understanding of recording and production techniques and principles, in the context of a series of unfamiliar commercial recordings supplied by the exam board.
- Application of knowledge related to all three areas of study:
 - recording and production techniques for both corrective and creative purposes
 - principles of sound and audio technology
 - the development of recording and production technology.

Assessment overview

- This paper comprises two sections: A and B and all questions are compulsory.
- One audio CD with the unfamiliar commercial recordings to accompany questions on the paper will be provided per student.
- Section A: Listening and analysing (40 marks) – four questions, each based on unfamiliar commercial recordings supplied by the board (10 marks each).
- Section B: Extended written responses (35 marks) – two essay questions. One comparison question, which uses two unfamiliar commercial recordings from the CD (15 marks). The second essay uses the final unfamiliar commercial recording on the CD (20 marks).

Music Technology (Continued)

Component 4: Producing and analysing

Written/practical examination: 2 hours 15 minutes (plus 10 minutes setting-up time)

35% of the qualification

105 marks

Content overview

- Knowledge and understanding of editing, mixing and production techniques, to be applied to unfamiliar materials provided by Pearson in the examination.
- Application of knowledge related to two of the areas of study:
- recording and production techniques for both corrective and creative purposes
- principles of sound and audio technology.

Assessment overview

- This paper comprises two sections: A and B and all questions are compulsory.
- Each student will be provided with a set of audio/MIDI materials for the practical element of the examination, to include:
 - audio files relating to three instrumental/vocal parts.
 - a single MIDI file from which a fourth instrumental part will be created or synthesised.
- Students will correct and then combine the audio and MIDI materials to form a completed mix, which may include creating new tracks or parts from the materials provided.
- Section A: Producing and analysing (85 marks) – five questions related to the audio and MIDI materials provided that include both written responses and practical tasks.
- Section B: Extended written response (20 marks) – one essay focusing on a specific mixing scenario, signal path, effect or music technology hardware unit.

Philosophy, Ethics and Theology (Religious Studies)

The Religious Studies Department follows the OCR Religious Studies syllabus. (AS Level H173A and A Level H573A).

This includes the study of Religious Ethics, Philosophy of Religion as well as Christian Theology.

In Philosophy, students will explore philosophical debates about:

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

In Ethics, students will explore how humans make ethical decisions and will look at:

- Ethical theories such as: Natural Moral Law, Virtue Ethics, Kantian Ethics and Situation Ethics *
- The application of ethical theory to two contemporary issues of importance (Sex and Sexuality and Euthanasia) *
- Introduction to ethical language (key concepts)
- Meta-ethics (ethical language)
- Debates surrounding the significant ideas of conscience and free will
- The influence of ethical thought and developments in religious beliefs and the philosophy of religion.

In the Christian Theology section, students will undertake a systematic study of key concepts within the development of Christian thought:

- Human nature and the purpose of life*
- The self and immortality (the soul and the afterlife) *
- Knowledge and revelation of God *
- The Bible as a source of revelation and authority *
- The nature of Jesus Christ (Christology) *
- Challenges from and responses to secularism
- Pluralism in theology and society
- Gender in theology and society.
- Liberation theology and Marx

Students are encouraged to adopt an enquiring, critical and reflective approach. Students will develop the skills of investigation, critical analysis, interpretation and evaluation.

Religious Studies (Continued)

AS Level Religious Studies. Method of Assessment.

Students will sit exams in each of the three units above. Each exam is 1 hour 15 minutes in duration. Students are required to answer two essay questions from a choice of three in each exam. Only topics highlighted above with an asterisk (*) will be examined at AS level.

It is **not** necessary to have taken Religious Studies at GCSE in order to take the subject in the Sixth Form.

A Level Religious Studies. Method of Assessment.

Students will sit exams in each of the three units on the previous page. Each exam is 2 hours in duration. Students are required to answer three essay questions from a choice of five in each exam.

According to The Russell Group, Religious Studies provides 'suitable preparation for entry to university generally' and Cambridge University (in particular) promotes Religious Studies as an A Level that academically combines well with other A Level subjects.

The qualification and skills that students will learn in Religious Studies at A Level will be useful in any number of careers. For students thinking of a career in law or medicine then a Religious Studies A Level is looked upon favourably for undergraduate courses (the Philosophy and Ethics dimension to the A Level course has obvious connections with law, economics and medical qualifications). Other professions where the study of Religious Studies A Level has particular utility: teaching, journalism, civil service and a career in politics to name a few.

If you require any further information then please speak with Mr Skelton, Mrs Reeves or Dr Gustafsson.

Physical Education

Awarding Body: AQA
Specification Code: 7582

Pre-Condition

A grade 6 or above in GCSE Physical Education is normally required.

What is Physical Education?

Physical Education aims to develop physical competence and knowledge of movement and safety, and enhances our ability to use this knowledge in performing a wide range of activities associated with the development of an active and healthy lifestyle. It encourages analytical thinking about how and why our bodies perform in various ways.

What topics will I study for the A Level?

- Applied anatomy and physiology
- Biomechanical movement
- Skill acquisition
- Sport psychology
- Sport and society
- The role of technology in sport

How is the A Level Assessed?

Paper 1 – students will sit a written exam 2 hours in length, with multiple choice, short-answer and extended writing on the topics; applied anatomy and physiology, skill acquisition, sport and society (35% of A Level)

Paper 2 – students will sit a written exam 2 hours in length, with multiple choice, short-answer and extended writing on the topics; exercise physiology and biomechanics, sport psychology and sport and society and technology in sport (35% of A Level)

Non-assessment – Students assessed as a performer or coach in the full sided version of one activity. Plus: written/verbal analysis of performance (30% of A Level)

Where will success take me?

This A Level has been designed for pupils who wish to do Higher Education courses or careers where knowledge of Physical Education would be beneficial. Physical Education can aid lots of University courses such as: Physiotherapy, Sport and Exercise Science, Sport Psychology, Sport Nutrition, Performance Analysis.

Complementary Subjects:

Biology, Physics, Psychology

Physics

Entry Requirements

- A minimum of a grade 7 in Physics GCSE or Science & Additional Science GCSE
- A minimum of a grade 7 in Mathematics GCSE
- Pupils who do not study A level Mathematics are likely to find the Physics course challenging.

Course content (AQA A Level Physics 7408)

The specification covers all fundamental branches of Physics including:

- Measurements and Errors
- Particles and Radiation
- Waves
- Mechanics
- Materials
- Electricity
- Thermal Physics
- Fields
- Nuclear Physics
- Astrophysics

Practical work is an integral part of the course. The internally assessed **Practical Endorsement** forms part of the A level qualification and may be required for entry onto degree courses. Students perform a wide range of experiments and investigations giving them experience of phenomena and apparatus whilst developing the practical and analytical skills required to complete the A level course.

Throughout the course students are encouraged to take a broad view of Physics as both a pure science and a basis for engineering and technology.

Students taking A Level Physics should be interested in all branches of the subject and actively enhance their knowledge through additional reading of books, journals, newspapers and viewing TV programmes. An overall appreciation of the impact Physics has on everyday life is essential to the enjoyment of this subject.

Students not studying Mathematics at A Level will be required to complete additional tasks and given extra support to ensure they can cope with the demands of the course.

In addition to the A Level course, special provision is made for students preparing for application to Oxbridge and other Russell Group universities.

Physics (Continued)

Subject combinations

Anyone intending to pursue Physics, Physical Sciences or Engineering beyond A Level must take A Level Mathematics. Options for a third A Level are broad, and each combination has its own advantages. Further Mathematics provides excellent preparation for competitive Physics and Engineering courses.

Additional complementary subjects include DT and Computer Science, but there is educational benefit to contrasting subjects from the Arts or Social Sciences.

If you do not intend to study Physics beyond A Level, Physics can be an excellent supporting subject for any combination as it provides a wide range of soft skills. These include problem solving, analytical skills, collecting data, practical skills, research, and literature reviews.

Higher education and careers

An A Level in Physics may be followed at university by a wide range of courses, from Physics and Engineering to Medicine, Veterinary Science, Law, Accountancy, Architecture, Philosophy, Theology and Politics.

There are increasing numbers of Apprenticeship opportunities in Physics and Engineering fields, some of which can lead to a degree qualification alongside work experience.

Physics graduates are widely recruited for their technical expertise and the transferable skills they have acquired. They have access to all the careers open to graduates in any discipline.

Employment areas include the energy industry, telecommunications, industrial research, civil service, the nuclear industry, education, engineering and management services.

Politics

Pre-conditions

There are no pre-conditions for entry to Politics A Level. The course assumes no previous knowledge of the subject. Politics A Level represents a fresh start for all students and an equal opportunity to excel. Past examination results demonstrate that students who approach the course with enthusiasm and a willingness to respond to teacher feedback are well placed to attain or exceed target grades.

Course content

Politics essentially focuses on the question: “How are we governed?”. By analysing the role of various political institutions and key players on the political stage in the UK and the US, we consider where power really lies, how political actors interact with each other and what this means for the effective functioning of these democracies.

Although Politics is not taught in the lower school, many pupils will already have a grasp of some of the material we study at A Level. On the British paper (Paper 1) and the American and Comparative Politics paper (Paper 2) we will consider debates such as:

- UK Political Parties: should political parties receive more funding from the state?
- UK Prime Minister and Cabinet: What insights into prime ministerial power can be gained from examining the demise of Boris Johnson?
- Comparative Judiciaries: Why is the US Supreme Court more powerful than the UK Supreme Court?
- US Presidential Elections: Why did Donald Trump win in 2016, but lose in 2020?
- UK Elections & direct democracy: Should we hold more referendums?
- The UK Constitution: do we need a codified constitution to better protect human rights in the UK?
- UK Pressure Groups: is the direct action of radical groups such as Extinction Rebellion likely to lead to failure or success in achieving their political goals?
- US Pressure Groups: Why do groups such as the National Rifle Association have so much influence in the political process?

Paper 3 involves the study of four political ideologies. We examine the core beliefs advocated by thinkers within the traditions of liberalism, conservatism, socialism, and anarchism. This leads us to consider questions such as:

- Are all humans equally free to achieve their potential?
- Does revolutionary change require an actual revolution?
- Is taxation, in the most part, theft?
- If we abolished the state, what should or would replace it?

The above details provide a brief outline of the course; hopefully, they are sufficient for you to realise that Politics is a very topical subject. Those who are interested in current affairs will be well suited to Politics A Level. If you enjoy BBC output such as Question Time or are an avid consumer of politics podcasts and blogs, this is probably the A Level for you. Anyone who enjoys debating controversial issues in the news and who wants to learn the facts to support their point of view will enjoy the subject.

Politics (Continued)

Lessons involve a great deal of discussion as in most cases there are no straightforward answers. It is this factor which ensures your opinions must be well supported with evidence and clearly expressed - a trait which should help you in your other A Levels. The course has also involved visits to conferences hosted by The British Association of American Studies which, as well as serving an academic purpose, provides a useful insight into university life. There is also the possibility of trips to centres of political power such as London, Edinburgh and Washington D.C.

Method of examination

Three two-hour papers with a mixture of short answer, extract response and essay questions.

Subject combinations

Knowledge of past and current government policies will be taught and here there is a useful overlap with the Economics A Level course where a similar knowledge base is also required. The skills required in Politics are similar to those demanded in A Level History.

A Level Politics can add valuable breadth to the curriculum of students studying mostly science subjects. Applications for high demand courses such as Medicine, Dentistry or Veterinary Science can distinguish themselves from other applicants by having studied a social science. Those aspiring to careers in the NHS benefit from recognising that the public health system operates within a political context, where debates about funding, industrial action, and lobbying by groups such as the BMA or ASH should be something that all aspiring clinicians should be aware of.

A Level Politics provides a basic grounding in constitutional and human rights law. We analyse the process by which laws are made. We study the role of the judicial branch as a core topic, considering its functions within the UK and US political system and consider questions around the appointment of and politicisation of the senior judiciary. Any student considering a career in the law would find much to interest them in the A Level specification.

An A Level in Politics could be followed by degrees in a wide range of subjects: History, Law, Business, Economics, Accountancy, Modern Languages, Geography, Psychology and Sociology, or Politics and some combination of the above. In many cases Politics forms part of a first-year foundation course which all Arts undergraduates have the option or compulsion to follow. Therefore, it can be seen that Politics should not be studied only by those who contemplate reading a degree in Politics such as PPE (Philosophy, Politics and Economics) at Oxford or HSPS (Human, Social and Political Sciences) at Cambridge. Graduates find jobs in a wide range of occupations, such as accountancy, banking, industry, local government, marketing, insurance, the Civil Service, journalism, teaching and the legal profession.

For further information, see Mrs McOwen (Head of Politics) in room H7.

Psychology

Course Content

Psychology is a subject that is both fascinating and intellectually rigorous. A working definition of Psychology is “....*the scientific study of the behaviour of individuals and their mental processes.*” (Zimbardo, 1992).

The course will emphasise the scientific nature of the discipline but, as we shall see, there is a debate about what constitutes science and a scientific method and to what extent psychology satisfies the criteria. Furthermore, there are different areas to the subject and we shall have to consider each and compare and contrast their relative merits. To this end, we consider areas such as biological, cognitive and social as well as what OCR calls perspectives where we look at the psychodynamic and behaviourist school of thought. The purpose is to provide a foundation of the core elements of psychology. Later modules focus on the application of approaches and theories to understand issues, for example, criminal behaviour, mental health and child development.

At A Level these areas are explored by looking at both classic and contemporary research and their associated issues. We will also study the main research methods used by psychologists when gathering and interpreting their data as well as debates such as ethics of conducting research. A Level is now bound by an instruction to ensure that there is a 10% maths element; this includes data interpretation, understanding which statistical tests are appropriate for a particular study as well as solving measures of central tendency and simple algebraic equations and statistical tests. At least grade 5 at GCSE Mathematics is advised for psychology.

Psychology Lessons

Lessons immediately attempt to draw on your experiences and use current real world examples to illustrate psychological concepts and theory. You will learn to appreciate the benefits and problems of the different areas in psychology as well as their related issues and debates, such as ethics, methodology and scientific validity.

With regular individual feedback in lessons and on homework you will become increasingly aware of your progress in developing analytical and evaluative skills. Independent learning is valued by the department and you will be encouraged to do the necessary reading and research to maximise your understanding of the studies covered. You will be directed to further reading as you develop an increasingly critical appreciation of the strengths and weaknesses of the different approaches and research methods used by psychologists.

Psychology is a subject that needs full engagement to achieve a top grade.

Psychology: a choice for everyone

Psychology assumes no previous knowledge of the subject. Everyone starts with a level playing field; a fresh start with an equal opportunity to excel. The only criteria are that you progress into the Sixth Form with enthusiasm, a desire for success and motivation to work hard and learn.

Psychology (Continued)

Psychology is a subject that can be studied in combination with any other A Levels on offer, it provides a good bridge between the arts and the sciences as well as the humanities. It is an A Level which is just as acceptable as any other so far as university admission is concerned. There are a wide number of careers open to the Psychology graduate.

Psychology and other subjects

Psychology combines well with all subjects at A Level, it can be considered an excellent bridge between the Arts, Humanities and the sciences. Psychology adds breadth and balance to most other A Level choices.

How to be a successful in Psychology

Psychology is a dynamic and diverse subject and you need to have a lively interest in the sociocultural world around you. It requires an active interest and an engagement in the subject in order to do well. A willingness to read the subject material is essential.

The media offers many ways to gather useful information; you need to make yourself aware of the latest developments in the world of Psychology, from new developments in Neuroscience to studying extreme social behaviour, all can be accessed by taking an active interest.

Assessment

The examination board is OCR; details of the specification can be found at <http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/>

The A Level is assessed by 3 papers and each paper is 2 hours long. There will be a Core Studies paper (component 1) and a Research Methods paper (component 2). The final paper will examine knowledge of Applied Psychology (component 3), the applied topic covered at Bradford Grammar School are: Mental Health, Forensic and Criminal Psychology as well as Child Development.

Notes

Notes

Bradford Grammar School

Senior School
01274 542492
snr@bradfordgrammar.com

bradfordgrammar.com
[@bradfordgrammar](https://www.instagram.com/bradfordgrammar)

