



**Sixth Form Curriculum Booklet
2009-2011**

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A message from the Head of Sixth Form...

Hampshire Collegiate School Sixth Form actively pursues excellence. We offer an exciting range of opportunities in our academic program of AS and A level courses which are supplemented by a stimulating extra curricular programme.

At The Hampshire Collegiate School there are clear support structures in place to assist students in reaching their full potential. All sixth form students are members of a tutor group where they are given support and guidance. Students' progress is monitored regularly with both academic staff and pastoral tutors on hand to ensure excellent progress is achieved.

Effective communication is essential in the sixth form and we aim to keep parents and students well informed about academic progress through full and clear reporting. In addition, staff are readily accessible for individual assistance, questions or discussion.

Each Year 13 student is entitled to a study room to ensure an appropriate quiet, working environment is always available. In Year 12, students enjoy the use of an individual study carousel located in a spacious study facility. Additionally the sixth form enjoy an area for relaxation. This is equipped with soft furnishings, music, cable TV and a table tennis table.

All Sixth Form students will follow a comprehensive careers program that includes opportunities for work experience. The Careers Library is furnished with the very latest vocational / careers material, giving information on all aspects of Higher Education entry as well as employment advice. Particular care is taken to ensure each student's aspirations are considered and subsequent advice can then be highly tailored to suit individual needs.

Sixth Formers at HCS are expected to strive for academic excellence, but in addition to this, to engage in the diverse opportunities provided for personal development within the school. Students can become part of the Sixth Form Society. This is an active group which organises charity events, social events and provides further opportunities for students to expand their experiences. Taking part in team sports and individual pursuits is encouraged, as is participation in the Duke of Edinburgh's Award Scheme.

I believe the Hampshire Collegiate School offers students a unique opportunity. We provide an unrivalled pastoral support network which allied to excellent practise in the classroom and a low pupil teacher ratio means students can reach their potential academically. Further to this students will develop as people. We are committed to maintaining a vibrant community that values effort, initiative and enthusiasm; the Sixth Form students are crucial elements of this commitment.

Mr Matthew Laverty
Head of Sixth Form

THE 'A' LEVEL PROGRAMME 2009

As you will be aware, there are now two parts to an A level qualification: an AS (Advanced Subsidiary) and an A2 (full award).

Most students take four AS levels in the Year 12 probably slimming down to three full A levels (A2s) in the Year 13. Each AS is, usually, made up of two units of study, as is each A2, making a total of 4 units for each A level, except for Science, Maths and Music where there are 6 units. Each AS is worth 50% of an A level qualification. Grades awarded in 2010 will range from A* to F. To obtain an A* grade pupils must have a grade A on all A2 modules and a UMS mark of over 90% on all AS modules. AS level examinations are taken in June of Year 12 and A2 examinations in June of Year 13.

Students who are successful at A level would normally have a minimum of 5 grade A*-C's at GCSE, which include English Language and Mathematics. A grade B or above at GCSE is required to study most subjects at A level.

The two-year course of study will be designed to keep a healthy balance between the academic, personal and social development of the maturing student. Serious academic study, a range of extra curricular activities, a Sixth Form cultural programme and a health and fitness focus will provide every student with a challenging and varied curriculum.

Support is given to each student to help them choose the right courses and universities so they can move smoothly into further education if that is part of their plans for the future. This is done through the use of Centigrade, a computer-based programme given to pupils in Year 12.

Students in Year 12 will be given assistance through the tutor programme of review and assessment to enable them to make the transition from GCSE to the more demanding independent study requirements of A level. Students in Year 13 will be expected to become more autonomous and given greater freedom to organise the private study skills and strategies they will need for university.

At HCS we can offer a wide choice of subjects. Pupils will be asked to select their subjects from option blocks, to be published later.

Details of all A level syllabuses can be found on the following web sites:

- www.aqa.org.uk
- www.edexcel.org.uk
- www.ocr.org.uk

ART & DESIGN

The course is designed to progress from GCSE AQA (Unendorsed) Art and can meet the needs of the following types of pupil:

- those who wish to undertake further studies in Art & Design, usually in Higher Education.
- those who wish to take up careers for which an Art & Design background is relevant. These might include advertising, the media, film and television, graphic design, publishing, architecture, museums, theatre or art gallery work.
- those who have an interest in the subject, but are not intending to study the subject beyond A level.

AS/A Level Art is not an easy option. Students must be committed to working hard at developing their abilities. They should have an understanding of the formal elements of Art – colour, tone, shape, pattern, form etc. as well as an understanding of the important contribution contextual study makes to the development of their work and ideas. Above all, they should be able to work with increasing independence and autonomy as they progress through the course and produce a personal response to the world around them. They should have genuine motivation and a determination to develop their potential to the full.

Candidates will explore and investigate themes and subjects through a range of media and processes.

AS EXAMINATION: this is divided into 2 components, Coursework and the Externally Set Assignment.

Coursework: no time limit.

50% of the AS marks (25% of the total A level marks).

Candidates are required to produce a folder of coursework. This is a selection of carefully presented work that demonstrates the breadth and depth of the course. The coursework folder must include evidence of the candidate's ability to research and develop ideas and to link their work in a meaningful way to related critical/contextual materials. Sketchbooks, workbooks and journals may be included.

The folder is produced between September and February of the AS course.

All work submitted for this unit will be marked as a whole.

Set and marked by the centre (May) and moderated by AQA visit to the centre (June).

AS Externally-set Assignment:

50% of the AS marks (25% of the A level marks).

Supervised time = 5 hours

Candidates select 1 of 5 starting points set by the Board.

The externally set assignment takes place between February 1st and the beginning of May.

The emphasis of this unit will be on the development of ideas. Sketchbooks workbooks and journals may be included.

Following a period of initial research candidates will undertake 5 hours of unaided, supervised time.

Preparatory work can lead to a fully realised piece or to work of a developmental nature.

Following the supervised time candidates will continue to produce work as the externally set assignment takes place during, rather than at the end of, the time allowed for this component.

All work submitted for this unit will be marked as a whole.

This component is set by AQA, marked by the centre (May) and moderated by AQA by visit, (June).

A2 EXAMINATION (AQA - Unendorsed)

This is divided into 2 components|: Personal Investigation (25% of the total A level mark) and A2 Externally Set Assignment (25% of the total A level mark).

Personal Investigation:

This is a unit of practical work supported by a written element of 1000 words. Candidates are required to develop personal investigation based on an idea, issue, concept or theme.

The practical work should be linked with some aspect of contemporary or past practice of artists, designers or craftspeople.

Written material of a critical, analytical nature should be included; this can take a variety of forms such as a journal, a log, reports on gallery visits, a personal study or an evaluation and reflection on the candidates work and that of others.

The Personal Investigation is carried out between September and February.

All work produced will be marked as a whole.

The subject or theme for the Personal Investigation is chosen by the candidate.

The work is marked by the centre (May) and moderated by AQA (June) by visit.

A2 Externally Set Assignment:

Candidates will select 1 of 8 starting points set by AQA and will work on their chosen topic between February and May.

Candidates will produce preparatory and supporting work which will lead to the production of a final piece or pieces.

Towards the end of the period allowed for this unit candidates will complete 15 hours of unaided, supervised work.

The examination folder must contain a clearly defined selection of work that makes up a whole leading to a finished piece or pieces. Candidates will be assessed on their ability to work independently and to develop a personal response to their chosen starting point.

All work produced during the examination period will be marked as a whole.

The work will be marked by the centre (May) and moderated by AQA (June), by visit.

BIOLOGY

COURSE OVERVIEW - AQA

Biology is a subject that encompasses a multitude of skills and scientific concepts. It is ideal in combination with other scientifically based subjects such as Chemistry, Physics, and Maths and it adds breadth to a range of other subjects like Geography and Psychology. As an A level it is essential if you wish to study any biologically based subject at university.

In order to study AS level Biology, pupils need to achieve GCSE Double Science at Grade B or GCSE Biology at Grade B and Chemistry at grade C, in addition a good grade in GCSE English and Mathematics indicate students who are likely to do well.

In the Year 12 students study three modules. These build on the topics studied at GCSE.

AS Examination – 1411

Unit 1 - Biology and disease – BIOL1

Disease may be caused by infectious pathogens or may reflect the effects of lifestyle. The digestive system provides an interface with the environment. Digestion involves enzymic hydrolysis producing smaller molecules that can be absorbed and assimilated. Substances are exchanged between organisms and their environment by passive or active transport across exchange surfaces. The structure of plasma membranes enables control of the passage of substances across exchange surfaces.

The lungs of a mammal also act as an interface with the environment. Lung function may be affected by pathogens and by factors relating to lifestyle.

The functioning of the heart plays a central role in the circulation of blood and relates to the level of activity of an individual. Heart disease may be linked to factors affecting lifestyle. Mammalian blood possesses a number of defensive functions.

Examination paper (100 UMS) (60 raw marks)

5 - 7 short answer questions plus 2 longer questions, a short comprehension and a short structured essay

1¼ hours

33% of the total AS marks

16% of the total A-level marks

Unit 2 - The variety of living organisms – BIOL2

Living organisms vary and this variation is influenced by genetic and environmental factors. DNA is an information-carrying molecule. Its sequence of bases determines the structure of proteins, including enzymes. Similarities and differences in DNA results in genetic diversity. The variety of life is extensive and this is reflected in similarities and differences in its biochemical basis and cellular organisation.

During the cell cycle, genetic information is copied and passed to genetically identical daughter cells. In complex Multicellular organisms, cells are organised into tissues, tissues into organs and organs into systems. Factors such as size and metabolic rate affect the requirements of organisms and this gives rise to adaptations such as specialised exchange surfaces and mass transport systems.

Classification is a means of organising the variety of life based on relationships between organisms and is built round the concept of species. Originally classification systems were based on observable features but more recent approaches draw on a wider range of evidence to clarify relationships between organisms.

Adaptation and selection are major components of evolution and make a significant contribution to the diversity of living organisms Biodiversity may be measured within a habitat.

Examination paper (140 UMS) (85 raw marks)

7 - 9 short answer questions plus 2 longer questions (1 data handling and 1 assessing analysis and evaluation)

1¾ hours

46% of the total AS marks

23% of the total A-level marks

Unit 3 – Investigative and practical skills in AS Biology – BIOL3

This unit will address the following aspects of the AS subject criteria. The ability to:

- demonstrate and describe ethical, safe and skilful practical techniques, selecting appropriate qualitative and quantitative methods
- make, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy
- analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigatory activities in a variety of ways.

Candidates will be assessed on their understanding of investigative and practical skills in this unit and in Units 1 and 2. Opportunities to carry out practical work are provided in the context of material contained in Units 1 and 2.

AS Centre Assessed Unit (60 UMS) (50 raw marks)

Practical Skills Assessment (PSA) 6 marks

Investigative Skills Assignment (ISA) 44 marks

20% of the total AS marks

10% of the total A-level marks

Students must be successful at AS level, achieving at least a grade D to continue onto A2. The Year 13 course involves studying topics which are more demanding and in greater depth. Again three modules are studied:

A2 Examination – 2411

Unit 4 - Populations and environment – BIOL4

Living organisms form structured communities within dynamic but essentially stable ecosystems through which energy is transferred and chemical elements are cycled. Humans are part of the ecological balance and their activities affect it both directly and indirectly. Consideration of these effects underpins the content of this unit and should lead to an understanding that sustainability of resources depends on effective management of the conflict between human needs and conservation.

It is expected that candidates will carry out fieldwork involving the collection of quantitative data from at least one habitat and will apply elementary statistical analysis to the results – this unit involves a field trip to a field study centre in the March of Yr 13.

Examination paper (100 UMS) (75 raw marks)

6 - 9 short answer questions plus 2 longer questions (a short comprehension and a short structured essay)

1½ hours

16% of the total A-level marks

Unit 5 - Control in cells and in organisms – BIOL5

Multicellular organisms are able to control the activities of different tissues and organs within their bodies. They do this by detecting stimuli and stimulating appropriate effectors: plants use specific growth factors; animals use hormones, nerve impulses or a combination of both. By responding to internal and external stimuli, animals increase their chances of survival by avoiding harmful environments and by maintaining optimal conditions for their metabolism.

Cells are also able to control their metabolic activities by regulating the transcription and translation of their genome. Although the cells within an organism carry the same genetic code, they translate only part of it. In Multicellular organisms, this control of translation enables cells to have specialised functions, forming tissues and organs. The sequencing and manipulation of DNA has many medical and technological applications. Consideration of control mechanisms underpins the content of this unit. Students who have studied it should develop an understanding of the ways in which organisms and cells control their activities. This should lead to an appreciation of common ailments resulting from a breakdown of these control mechanisms and the use of DNA technology in the diagnosis and treatment of human diseases.

Examination paper (140 UMS) (100 raw marks)

8 - 10 short answer questions plus 2 longer questions (a data-handling question and a synoptic essay - choice of 1 out of 2)

2 ¼ hours

23% of the total A-level marks

Unit 6 – Investigative and practical skills A2 Biology – BIOL6

This unit will address the following aspects of the A2 subject criteria. The ability to:

- demonstrate and describe ethical, safe and skilful practical techniques, selecting appropriate qualitative and quantitative methods
- make, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy
- analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigatory activities in a variety of ways.

Candidates will be assessed on their understanding of investigative and practical skills in this unit and in Units 4 and 5. Opportunities to carry out practical work are provided in the context of material contained in Units 4 and 5

A2 Centre Assessed Unit (60 UMS) (50 raw marks)

Practical Skills Assessment (PSA) 6 marks

Investigative Skills Assignment (ISA) 44 marks

10% of the total A-level marks

BUSINESS STUDIES

Do you fancy yourself at the head of a successful business? Have you got some great ideas for new products and services? Or maybe you see yourself working for a large corporation in marketing or management.

The business studies A-level course provides a powerful start to launch you on to becoming a business person. All the key topics of starting and running a business are covered and the course does not require any previous experience of the subject. The course also provides the skills and knowledge to progress onto higher education courses. The subject is extremely useful for many careers including law, medicine and engineering where professionals are increasingly being asked to operate in a commercial environment.

In Year 12 you will study two main topics. The first is called "Planning and Financing a Business" and includes information on the different types of business structure and an introduction to money matters. The second topic is called "Managing a Business" and gives you more knowledge on increasing profits, recruiting and managing employees, operations management and marketing.

In Year 13 you will build on that solid knowledge base with another two main learning topics. The first titled "Strategies for Success" includes financial strategies to improve profits, strategies to take on the competition plus operational strategies to improve products and for improving employee relations. The second topic is titled "The Business Environment and Managing Change." This helps you to plan a vision of a business and how to deal with the impact of economic, cultural, political and technological changes on an organisation.

CHEMISTRY

Sixth Form Chemistry offers great flexibility, enabling you to take the examinations on each aspect of the course as you go along. At HCS, it is taught in small groups, offering much more individual attention than would otherwise be possible. Our aim is to make you a confident citizen of a technological world, to enable you to recognise the usefulness of the scientific method and for you to be prepared for further study. In addition, and most importantly, we want you to enjoy Chemistry!

AS Level can form the first half of the A2 Level, or can be taken on its own as a one year course. In this year, students will study two theory modules, and there will also be a practical assessment. The practical, just like that in your GCSE, is carried out as Investigative Skills Assessments (ISA) investigations throughout the year, and is assessed by your teacher. The practical assessments are fitted in as appropriate. The first modules are;

Atoms, Bonds and Groups

- Atoms and Reactions
- Electrons, Bonding and Structure
- The Periodic Table

(1 hour written exam

AS Level – 30% A Level – 15%)

Chains, Energy and Resources

- Basic Concepts and Hydrocarbons
- Alcohols, Halogenoalkanes and Analysis
- Energy
- Resources

(1 hour 45 min written exam

AS Level – 50% A Level – 25%)

Practical Skills in Chemistry 1

- AS internal assessment
- (AS Level – 20% A Level – 10%)

A2 Level will follow on from AS Level, and again consists of two compulsory modules and a further practical assessment. This practical is exactly like the one at AS Level, but is on all the new material!

Rings, Polymers and Analysis

- Rings, Acids and Amines
- Polymers and Synthesis
- Analysis

(1 hour written exam

A Level – 15%)

Equilibrium, Energetics and Elements

- Rates, Equilibrium and pH
- Energy
- Transition Elements

(1 hour 45 min written exam

A Level – 25%)

Practical Skills in Chemistry 2

- A2 internal assessment

(A Level – 10%)

The course uses all the methods you are familiar with at GCSE, but in much smaller groups so that we are able to approach the work with even more discussion and individual practical work, and there is ample time to look at the wider ramifications of Chemistry and for you to iron out any problems you may feel you have! There are two examination sessions in each year, and the precise timings of examinations are by discussion.

DESIGN & TECHNOLOGY

AS and A2 Level - OCR

Advanced (A) Level Design and Technology is intended as a two year course for students, male and female, seeking to further their experience of Graphic Design and Resistant Materials. The 'A' Level combines and extends design elements of the GCSE Graphic Products and Resistant Materials courses. It is suitable for any student with a good foundation background in any of the Design and Technology elements.

The AS Level syllabus provides curriculum continuity between GCSE courses in Design and Technology and A2 Design and Technology, but can alternatively operate as a course in its own right. The content of the course provides pupils with the opportunities for making full use of design and making skills from the initial concept of an idea through to a fully realised prototype.

Candidates for this examination should have studied Design and Technology at GCSE level. It is important to recognise that candidates will be expected to produce work of an equivalent standard to Advanced Level, therefore, knowledge and expertise in a creative and/or scientific study to GCSE level will be of assistance.

The AS course has two modules to challenge the minds of potential designers: A Product Design project and an Advanced Innovation Challenge. The course is especially suitable for any student wishing to pursue a career in product design, graphic design, industrial design, three-dimensional design, engineering, interior design, illustration or fashion design. However, any student wishing to pursue alternative careers will find the marketing, presentation, management and investigative course structure of considerable benefit in developing a broad foundation of skill as they move on to higher education. The AS course exists to prepare a student for the rigours of the A2 syllabus and further education at higher levels.

The A2 course comprises of two modules which combine to extend a student's design skills into an area of their choice. In the first A2 module the student will be required to use the skills acquired at AS to fully research a self-identified design need. This major project must be innovative and result in a marketable product. In this module students first fully research their chosen topic then finally applying the design process to develop an appropriate solution to prototype. The second A2 module requires the student to use relevant manufacturing and engineering processes to construct and then evaluate their proposed design. The project is long term and new production skills will be assimilated to produce a successful, all round design engineer.

DRAMA AND THEATRE STUDIES

What do I need to know, or be able to do, before taking this course?

It is useful to have taken Drama at GCSE level but not essential. It is important that you are interested in gaining a greater understanding of how theatre and plays work, and that you are keen to be involved with performances. The lessons that we deliver at HCS will provide a balance across a range of learning activities. Together, we will be exploring published plays, creating theatre, performing our own plays, analysing theatre and developing our critical evaluation skills. When you complete the course, we believe that you will have a thorough understanding of drama and theatre, highly toned analytical and creative skills and an ability to communicate effectively with others.

What will I learn?

The course demands practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, either in a performing or production role. You will also be required to write about drama and to develop your powers of analysis to become an informed critic. The course will involve taking part in drama productions at HCS, as well as studying plays and playwrights.

Is this the right subject for me at HCS?

You need to be curious about issues and ideas and have a creative instinct for communicating your views through drama. You may be keen on acting, writing or on the visual and technical side of theatre and wish to develop your skills in some or all of these areas. Equally you will be interested in going to the theatre to see plays performed by different theatre companies.

What can I do after I've completed the course at HCS?

This AS and Advanced GCE can lead to further study in Drama, Theatre Studies and Performing Arts in Higher Education at degree or HND level. It can be used as part of your course to broaden your studies and may lead on to a career in the performing arts industries. Drama and Theatre Studies AS and Advanced GCE complements a range of subjects within HCS and is useful in building confidence and improving presentation skills in a range of careers.

ECONOMICS

In GCE Economics you'll look at the fundamental forces which affect our lives, such as employment, prices, international trade and poverty.

Economists are often in healthy debate with each other over these issues. It is this controversy which makes Economics lively and interesting and which allows you the opportunity to make your own judgements and form your own opinions.

There are several definitions of economics, with each trying to encapsulate the essence of the subject. However, most textbooks seem to agree that economics concerns the allocation of society's scarce resources amongst the many alternative uses to which they could be put.

Economics is a fascinating subject because it includes the study of how people behave and interact with each other. The dynamic between consumers, manufacturers and government makes economics a vibrant topic. Of course, Economics can also lead to an exciting career.

In year one you'll focus on both Microeconomics and Macroeconomics.

Microeconomics addresses issues such as:

"Why are house prices so high?",

"Can pollution effectively be controlled?"

"Should governments interfere with markets?"

The macroeconomic issues covered include:

"Why does the Government have an inflation rate target and how does it affect us?",

"What happens to the economy if people decide to spend more?"

"How are we affected by the Chinese and Indian economies?"

Economics helps develop a number of personal skills:

- Research
- Analysis and evaluation
- Communication
- Working with others to discuss economic issues and solve economic problems.

Students who take Economics also often study Law, Mathematics, Geography, History, Politics, Philosophy and Languages. Of course if you go on to specialise in economics then it will help you to get into university or college.

ENGLISH LITERATURE

Are you the kind of person who enjoys having a discussion, devising a powerful argument or reading a good book? If you are, you should consider AS English Literature as one of your choices in the Sixth Form.

Studying English Literature at Hampshire Collegiate School is a challenging and rewarding experience, an opportunity to encounter language and communication in its highest form. It will link the satisfaction of close textual analysis, with the freedom of small group discussion. We will study carefully selected texts in detail, we will suggest wider reading and we will encourage meticulous research. Above all, we will aim to foster an enthusiastic, original and academic approach to the subject, building on skills used at GCSE and providing a foundation for university study.

We have selected the OCR specification, because of the exciting range of texts and accessible choice of exam and coursework tasks it offers. Like other A Level subjects, English Literature is divided into four modules:

AS

1. Poetry and Prose: 1800-1945 (30%)

A written exam based on the close study of selected poems of one poet and one traditional novel. This will be complemented by the study of a literary-critical text.

2. Literature: Post 1900 (20%)

A coursework assignment based on three linked texts, one of which must be post-1990.

A2

3. Drama and Poetry: Pre-1800 (30%)

A written exam based on a Shakespeare play, one further drama text and one poetry text written before 1800.

4. Texts in Time (20%)

A coursework assignment on a free choice of prose, poetry and drama texts for independent study.

As grounding in a traditional discipline, English Literature provides a useful foil for creative subjects, humanities, languages, even Maths and sciences. It also offers a perfect opportunity for academic study of the performing arts.

An A level in English Literature will equip you for a variety of different careers. The most obvious paths open to you will involve speaking and writing: journalism, the media, teaching, public relations, law, politics, advertising and the civil service. More broadly, an enthusiasm for literature, added to an understanding of communication and human behaviour will be invaluable, whichever path you choose to follow.

FRENCH

The Course

The 'A' level French course is varied and interesting and has a heavy bias towards understanding through relevant communicative work. This 'A' Level course gives you the chance to study some real French – not the contrived situations that make up so much of the GCSE course. The course covers issues in contemporary France and work and leisure, and both the AS and A2 courses serve equally well as an introduction to further study or as a self-contained course in Advanced French. We also study some enjoyable French literature.

Why French?

Study French at advanced level and you will begin to discover that being able to communicate in a different language suddenly opens doors to a whole new world of adventure and excitement. With the globalisation of the world economy and advances in ICT, businesses are very interested in anyone who can speak a second language, and French is spoken in over 20 countries.

The Qualification

'A' Level French is acknowledged as an important qualification in its own right because it proves to employers that you are an outgoing, confident and articulate person who is not afraid of challenges or hard work. It is useful for all languages degrees and combines well with English (for marketing, journalism and publishing) and Business (many universities offer an 'International Management' course combining French with Business, Accountancy or Law).

The Assessment

The material studied in Year 12 is assessed to form the AS qualification. There are three short papers which comprise listening, reading, writing and oral tasks based on various topics grounded in current issues. At the end of Year 13, further assessments will combine with the AS level to provide the A2 qualification.

What will be required of you, the student?

To succeed, you must enjoy the challenge of communicating in a foreign language. You need to be comfortable with the fact that you are bound to get a lot wrong as you endeavour to master more complex language. You need to be self-confident enough to take correction in a positive manner and not become discouraged, and you have to be capable of independent study. Above all, you should want to work in a group which will develop a bond of trust, sharing and encouragement as you build your knowledge together.

The Work

'A' Level is undeniably harder than GCSE, although the AS level provides a bridge between the two. Everyone has to take an active part – you cannot sit back and let someone else do it all for you. You will discover new learning styles and skills, which, once mastered, will then see you through university. As in so many things, the challenge makes it all more rewarding. The four skills fit together and you can use your advancing communicative skills to pave the way for your future.

GEOGRAPHY

‘A fascinating and dynamic subject that has never been so relevant in the understanding of today’s changing natural and human world.’

To enter this course, previous experience of Geography to the standard of GCSE grade B or higher is required.

The examining board is AQA. The syllabus is divided into AS (first year) and A2 (second year).

AS involves studying the following units:

1. **Physical and Human Geography:** Students must answer questions on each of the core topics and then select one of the physical options and one of the human options.

Core physical: Rivers, floods and management

Core human: Population change

Optional physical: Coastal environments

Optional human: Health issues

2. **A geographical skills paper based on the content of unit 1:** Skills include investigative, cartographic, graphical, ICT and statistical.

Students will take part in residential fieldwork for their geographical skills paper at AS and A2. The fieldwork will give them experience of a range of techniques and will provide them with the necessary data to write a fieldwork report. This report can then be used for one of their units at A2.

The fieldwork will take place at Nettlecombe Court Field Studies Centre in Somerset at a cost of approximately £200.

A2 involves studying the following units:

3. **Contemporary Geographical Issues:** Students must answer questions on three topics; at least one from the physical options and at least one from the human options.

Optional Physical topics:

Plate tectonics and associated hazards

Ecosystems: Change and Challenge

Optional Human topics:

World cities

Development and globalisation

4. **Geography Fieldwork Investigation (exam based):** Structured short and extended questions based on candidates’ own fieldwork investigation.

Structure:

AS Examination	A2 Examination
Unit 1	Unit 3
Structured short and extended questions. 2 hours 70% of the total AS marks 35% of the total A-level marks	Structured short and extended questions and an essay. 2½ hours 30% of the total A-level marks
Unit 2	Unit 4A
Structured skills and generic fieldwork questions. 1 hour 30% of total AS marks	Structured short and extended questions based on candidates own fieldwork investigation. 1½ hours 20% of the total A-level marks

Fieldwork:

We believe that fieldwork is a vital part of geographical education and so we offer a varied and exciting programme of local and regional field trips.

Year	Location
12	Coastal fieldwork in Dorset/Hampshire (day trip)
12/13	Nettlecombe Court in Somerset (4 day residential)
13	Urban regeneration – London Docklands and the Olympic Site (day trip)

Many students have expressed their enjoyment of A-level Geography as it allows a wide variety of topics to be studied and a multitude of skills to be developed.

GERMAN

Why study German?

English may be the international language of communication, but German is a major language for business. It is also the most widely spoken language in Europe, and one of the working languages of the EU; it is widely used as a means of communication in Eastern European countries. In the current climate of international commerce and closer links between European countries, job possibilities are plentiful.

If you can speak German, it sets you apart from the field. It looks good for a company if someone can speak with German clients in their native tongue. Increasingly, employers in London prefer taking on employees who can speak a foreign language. Furthermore, today's technology provides excellent opportunities for learning a language. Media such as the Internet, e-mail help make the process easier and even more enjoyable.

German will combine with, or complement **all subjects** at A Level.

What does the course entail?

We follow the Edexcel syllabus. At both AS and A2, you will be assessed on your ability to understand and communicate in German. You will build on what you have done at GCSE, learning to communicate at a higher level in German and studying in depth a wide range of topics connected to German speaking countries. **You need to have a good grade at GCSE in order to take German at AS/A2 level.**

At AS, you will sit one paper (combining listening, reading and writing skills), and have an oral examination, conducted by your teacher. For A2, you will also take one paper, in which you will have to write two essays and translate a short text from English into German; there is also an A2 oral examination.

You will be encouraged to spend time abroad (perhaps doing work experience), and to widen your knowledge of all aspects of the language, culture and people in German-speaking countries. You will have to form your own opinions on subjects such as: youth culture and concerns (including music and fashion), environmental issues, education and customs and traditions.

What could I do at the end of my course?

University: Nowadays, there are many combined degree courses: German and Arts, German and Accountancy etc. Why not take a year out first and go and work in a German-speaking country as an "au pair" or find a job in a mountain resort?! It would improve your language skills no end!

Careers: For all the jobs listed below, German would be a definite asset.

- | |
|--|
| <ul style="list-style-type: none">• Journalism• Civil Service, Foreign Office/Diplomatic Corps• Secretarial/P.A. position• Engineering• Sales or Marketing• Tourism/Travel• Politics• Economics• Law• Medicine• Sports• Hotel Management & Catering• Teaching• Translating/interpreting |
|--|

GOVERNMENT AND POLITICS

From September 2008 it is intended to follow the revised syllabus in Government and Politics as offered by the AQA exam Board.

There are two modules on UK Politics for AS level:

1. People, Politics and Participation. This considers key aspects such as political parties (e.g. whatever happened to Tony Blair; what is David Cameron?) pressure groups (e.g. Greenpeace, Fathers4Justice), voting behaviour and the electoral system.
2. Governing Modern Britain. The main focus here is on Parliament (Lords and Commons: do they matter and how far are they effective?), Prime Minister, Cabinet (how are Blair and Brown different?), and the impact of the EU (why can't we have crooked bananas?)

Both modules involve a 90 minute exam with two main questions from four (each of three parts) to be attempted.

At A2 there are two further modules where the emphasis switches to the politics of the United States;

1. The Government of the USA. The main areas are Congress (why is it so hard to get anything done in the USA?), the Presidency (what makes for a successful president?), the Supreme Court (why are nine ageing judges so politically important?) and the Constitution (why is an eighteenth-century document so relevant in the twenty-first century?)
2. The Politics of the USA. The main focus is on the electoral process (why does it take over two years to decide who the President will be?), parties (does it really matter whether you are Republican or Democrat?), pressure groups (why is it so easy for special interests to influence policy making?), and voting behaviour (is contemporary America red, blue or purple?)

The Department is a member of the Politics Association and the British Association for American Studies. It is also developing links with the Eccles Centre for American Studies at the British Library. Annual subscriptions are made for the journals *Politics Review* and *Talking Politics*. These usefully supplement traditional texts, though it is also vital to keep abreast of current affairs via the media. Numbers permitting, we would like to run a trip to the US in addition to attending conferences in the UK

HISTORY

From September 2008, the Department has followed the modular course offered by the OCR exam board. Students are required to study two modules in year 12 at AS level and two further modules in year 13 for the full 'A' level. All modules are weighted evenly.

The two modules at AS level are currently as follows (but the Department possesses considerable expertise and so other periods are perfectly possible depending upon pupil preferences):

1. The Age of Churchill 1922-1945. This module will investigate Churchill's career after the Great War, in particular his warnings about the dangers of a reviving Germany during his wilderness years. Consideration will then be devoted to his reputation as a war leader, including his role as an architect of the Grand Alliance. There is a passage-based paper consisting of several sub-questions in the terminal module exam. It is hoped to visit either Blenheim or Chartwell at some point in the course.
2. Germany 1919-1963. This module will start by looking at the problems confronting the Weimar Republic and how it eventually succumbed to Nazi dictatorship in 1933-4. There will be a full examination of the Nazi period down to 1945 and also a look at the less familiar story of Adenauer's Germany after the Second World War. The exam requires students to answer two essay questions from a choice of three. A trip to Berlin is projected.

The two A2 modules are as follows:

1. Russia 1855-1964. This is a hugely popular thematic study whose first half examines the nature and fate of Romanov rule in imperial Russia from the Crimean War to the Bolshevik Revolution of 1917. Those years are then contrasted with the story of the communist USSR under Lenin, Stalin and Khrushchev. Students are required to answer two essay questions from a choice of three in the final exam.
2. Investigations & Interpretations. This is a coursework module involving 2 x 2,000 word essays which are moderated by the Board. The choice of content can be influenced significantly by students, the choice ranging from Alfred the Great through to Elizabeth I and the Thatcher years 1979-1990! (in fact one of the two essays can be on virtually any topic chosen by the candidate).

For all modules, a selection of text, topic and specialist books are provided. There are also specialist articles in academic magazines – and the school library. The Department also has a range of taped and other material. We also have a good record of attending relevant conferences and trips tailored to specific modules.

INFORMATION AND COMMUNICATION TECHNOLOGY

This subject is available at both AS and A2 levels. The examining board is OCR.

Aims

This course is designed to develop pupils' knowledge and awareness of various aspects of ICT and how ICT relates to the world around them. At the same time as they gain an understanding of the nature, application and implication of information technology systems they will also improve their problem-solving skills and the interpersonal skills necessary for communicating with others.

The Units

AS level

G061: Information, Systems and Applications (2 hr written paper. 30%)

Topics covered in this unit: data, information, knowledge and processing; software and hardware components of an information system; characteristics of standard applications software and application areas; spreadsheet concepts; relational database concepts; applications software used for presentation and communication of data; the role and impact of ICT - legal, moral and social issues.

G062: Structured ICT Tasks (Coursework. 20%)

Candidates have the opportunity to explore design, software development, testing and documentation.

A2 units

G063: ICT Systems, Applications and Implications (2 hour written paper. 30%)

In this unit candidates gain an understanding of the systems cycle; designing computer-based information systems; networks and communication; applications of ICT; implementing computer-based information systems and implications of ICT.

G064: ICT Project (Coursework . 20%)

Candidates explore definition, investigation and analysis; design; software development, testing and implementation; documentation and evaluation through a client-driven project.

ICT has many facets and pervades the whole curriculum. It uses a task-driven approach to problem-solving and decision-making that relies on the effective use of ICT systems; it enhances the pupil's role as a communicator and extends their conception of the effects and limitations of ICT. It is the practical use of ICT resources to perform useful tasks.

In conclusion, a pupil will find this course stimulating and it will increase their awareness of, and interest in, ICT, at the same time giving them skills for their future even if they do not choose to pursue a career in ICT. After all, ICT is everywhere in modern life and so is an essential tool for a citizen of the twenty first century.

LAW

Now that all pre-GCSE students are being made that much more aware of their role as citizens within our society, Law has naturally become an examination option in the Sixth Form. In today's increasingly litigious society, when you need to know your rights, your obligations, and your means of redress (but never let on to anyone else that you do in fact know!), the need for such a course has become paramount.

Be it as an adjunct to Business Studies, or as a move towards a specific career path, or just to keep one's head clear of the murky waters of society for a little longer, a *genuine* knowledge of English Laws and the system of their administration is as valuable a course of study as one can get – *practical, neo-vocational, with academic stricture, steeped in reality, fringing on exciting aspects of the adult world.*

Students will learn about the law-making process, the dispute-resolution processes, and the concepts of criminal and civil liability. Further studies cover offences against the person, Human Rights, consumer-protection, and the ethics and morals of Law.

The Specification is more knowledge-based than many, and should therefore be an ideal stepping-stone from GCSE towards GCE. Genuine knowledge about the people involved in Law, about the processes involved in Law, and about pitfalls involved in Law is something to be valued by all members of the real world – and those are the foundations of this course, upon which valid opinions are to be built and developed.

There are no specific requirements to meet in order to embark on the course, although it is strongly recommended that a student is clearly fluent in reading and writing English, *and* is a cogent thinker. (It is possible that following the course will actually bring out these qualities!)

As a proof of a student's breadth of study and methodology, it is an invaluable subject.

MATHEMATICS

The 'A2' level consists of six units taken throughout the two-year course. In the first year, two Pure units and one Applied unit are covered; this also constitutes the 'AS' level course. The Pure units will introduce the concepts of calculus and sequences and extend the GCSE work on trigonometry, algebra and co-ordinate geometry. The Applied unit will look at mathematical models and vectors in Mechanics, the kinematics, dynamics and statics of a particle and moments.

In the second year, two further Pure units and one more Applied unit are taken. The Applied unit will usually be a Statistics unit which extends the work done on Statistics and Probability at GCSE and introduces work with discrete and continuous variables.

The study of Mathematics at either level is not a 'spectator sport'; therefore both good academic discipline and constant practice are required. You need to be committed to hard work from day one!

Students wishing to take Mathematics in the Sixth Form will have gained at least a Grade B on the Higher Level GCSE course.

Further Mathematics at 'AS' and 'A2' level will be an option if there is sufficient demand. This is really only necessary if you wish to study a mathematical subject at university.

MUSIC

Music is suitable both for those who wish to continue their musical studies at college or university and those who simply wish to gain a wider understanding of the subject because of the interest and enjoyment they get from it through performance. It is not the domain of the 'classical musician'; jazz and popular styles are equally acceptable. A high standard of performance is expected.

The current Edexcel subject specification is outlined below.

YEAR 1: AS UNITS

Unit 1: Performing (30% of the total AS marks, 15% of total GCE marks)

Assessed performance of one or two pieces lasting 5-6 minutes.

Unit 2: Composing (30% of the total AS marks, 15% of total GCE marks)

A three-minute piece with CD sleeve notes in response to a chosen brief.

Unit 3: Listening and Understanding (40% of the total AS marks, 20% of total GCE marks)

A two-hour examination paper covering listening, investigating musical styles, and completing a short passage for four voices.

YEAR 2: A2 UNITS

Unit 4: Extended Performance (30% of the total A2 marks, 15% of total GCE marks)

Assessed performance of a balanced programme of music lasting 12 – 15 minutes.

Unit 5: Composition and Technical Study (30% of the total A2 marks, 15% of total GCE marks)

Two composition tasks and/or technical studies.

Unit 6: Further Musical Understanding (40% of the total A2 marks, 20% of total GCE marks)

A two-hour listening examination including aural analysis, music in context, and continuity and change in instrumental music. Music for this exam will be based on set anthology works studied throughout the course.

Candidates are expected to be able to perform to at least Grade 5 standard on either voice or an instrument, though graded exams do not have to have been taken. Although helpful, it is not a requirement to have taken GCSE Music in order for an able musician to take the subject at AS or A level.

Classes are taught using a variety of methods, striking a lively balance between performing, composing and listening. Every lesson will be practical and informative and suitable independent work will be given to supplement the course. Candidates are expected to contribute towards the musical life of the school by performing and/or composing; this can be used as coursework.

MUSIC TECHNOLOGY

As the title suggests, the course is aimed at *MUSICIANS* who are interested in using *TECHNOLOGY*. You will need both musical and technological skills to obtain a good grade in this subject. It is important that you are a confident musician, proficient on an instrument and some knowledge of music theory. It is very useful to have some keyboard skills as this is the most time efficient method of entering MIDI data into a computer. We recognise that many good musicians have not taken GCSE Music; for those who haven't we are willing to discuss whether you would be suitable for the course.

Three areas of study underpin work for the entire course

- **The Principles and Practice of Music Technology**
- **Popular Music Styles since 1910**
- **The Development of Technology based Music**

AS MUSIC TECHNOLOGY

Sequenced Realised Performance

Create an accurate musical realisation of a popular style piece from a score and recording. This will be done using sequencing software controlling MIDI data and possibly Audio samples. Whilst not essential, adequate keyboard skills will make this task much easier.

Multi-Track Recording

Record a 2-4 minute song in a prescribed popular style. It will be marked according to capture of sound, it's processing and mixing of the tracks. It will use at least 8 tracks.

Creative Sequenced Arrangement

Create 2-3 minute original arrangement (or cover) of a popular style piece. This will probably be completed in sequencing software controlling MIDI data and possibly Audio samples. Whilst not essential, adequate keyboard skills will make this task much easier.

Listening and Analysing

Questions will assess the pupils knowledge of '*Popular styles of Music since 1910*' and '*The Principles and Practice of Music Technology*'. It will test in more detail the pupils understanding of two special focus styles (these will change each year).

A2 MUSIC TECHNOLOGY

Sequenced Integrated Performance

Create an accurate musical realisation of a popular style piece from a recording only. This will be done using sequencing software controlling MIDI data and requires additional Audio tracks to be recorded for vocals.

Multi-track Recording

Record a 3-5 minute song in a prescribed popular style. It will be marked according to capture of sound, it's processing and mixing of the tracks. It will use between 12 and 24 tracks.

Composing using Music Technology

Compose a 3-4 minute piece according to a choice of set briefs. The composition will be marked according to both musical criteria and the 'creative' use of technology.

Analysing and Producing

Pupils will be given an Audio CD with a series of music files that need to be imported into a sequencing program. They will analyse the files, for example identifying 'mistakes' or identifying a particular method. They will also need to produce a final stereo mix of these tracks.

It is a qualification that most Universities look kindly on as it requires many of the different skills that are needed in a range of subjects. A successful candidate will have shown the following skills:

- Ability to work both independently and with others.
- Creative thought.
- An ability to use a wide range of ICT skills.
- An ability to analyse data.
- Problem solving

This is undoubtedly a cool subject, which is very enjoyable and rewarding. Candidates are expected to contribute towards the musical life of the school by taking part in the school's extra-curricular ensembles and performing in, or composing for, school concerts and other events.

PHYSICAL EDUCATION

Do you know where your Semitendinosus is? Do you know why 'selling a dummy' works? Do you know why sport is different from physical recreation?

All of these questions and more will be answered during the AS and A2 Physical Education course. The course is broken down as follows:

A PRACTICAL COMPONENT (followed in both AS and A2) Unit G452

Athletics activities	Striking/ fielding games
Combat activities	Target game activities
Dance activities	Gymnastic activities
Invasion Games	Outdoor and adventurous activities
Swimming activities	Safe and effective exercise activities

The candidate must choose two activities, from two different activity profiles, in which to be examined for AS and one activity for A2. Other options may be available after consultation with the Head of PE and the Board.

AS LEVEL

An introduction to PE Unit G451

Anatomy and Physiology (Section A)

Structure and function of bone tissue; skeletal construction and function; joint types; differences between cardiac, smooth, and skeletal muscle; detailed structure of skeletal muscle; relationship of muscular system to skeletal system; structure and function of heart; vascular system; respiration.

Acquiring Movement Skills (Section B)

The nature of skilled performance; principles and theories of learning; information processing in perceptual motor performance; presentation of information and the organisation of practices.

Socio-cultural Studies (Section C)

Philosophical enquiry into the nature of physical activity; sport and culture, and contemporary sporting issues

A2 LEVEL Unit G453

Exercise & Sport Physiology

Energy; fuels for exercise; recovery; components and measurements of fitness; training principles; nutrition; fitness programmes.

Historical Studies

Relevance of historical perspective; country pursuits and popular recreation; public school developments of athleticism; the emergence of rational recreation; the development of PE in state schools; social and institutional agencies influencing the development of sport.

Sports Psychology

Operational methods and techniques; individual differences related to performance in sport; social influences and motor performance; motivation in sport; optimising performance.

PHYSICS

What is the 'God' particle, and why is it so important? Is centrifugal force a popular myth? Is light a wave or a stream of tiny particles? Answers to these questions and others about life, the universe and everything can be found by following the course in 'A' level Physics.

The new course for September 2008 is the 'Physics A' specification offered by the AQA Examining Board. It has been designed to provide a seamless transition to Advanced level from the GCSE specification offered by AQA that is studied at HCS, and aims to introduce students to new and exciting areas of Physics as well as to develop an essential knowledge and understanding of the key principles of the subject.

Students embarking on the course should have achieved at least a grade 'B' - preferably higher - at GCSE Physics (or a 'AA' in Double Award Science). They should also be fit and healthy in mind, and be prepared to ask searching questions about the nature and behaviour of systems, from the very small (quarks) to the very large (galaxies). But beware, discussions on subjects ranging from why we lean over when turning a corner on a bicycle, to why black holes 'evaporate' are very likely!

The assessed Units are as follows:

AS Unit 1: Particles, Quantum Phenomena and Electricity

AS Unit 2: Mechanics, Materials and Waves

AS Unit 3: Centre-assessed Investigative and Practical Skills

A2 Unit 4: Fields and Further Mechanics

A2 Unit 5: Section A - Nuclear and Thermal Physics

Section B – one of the following options:

- Astrophysics
- Medical Physics
- Applied Physics
- Turning Points in Physics

A2 Unit 6: Centre-assessed Investigative and Practical Skills

So....just what DID cause the Big Bang?

PSYCHOLOGY

The Psychology 'A' level course specification provides a broad view of psychology covering all core areas. The students study all of these as topics in 'AS'. As the class sizes are small most students will get to study the areas that interest them the greatest in more detail in 'A2'.

Psychology offers an insight into how and why people behave in the way that they do. Over the years psychologists have used a scientific approach to develop theories that attempt to explain all aspects of the human condition.

How did you become who you are? Do you think that you were born a nice person, or do you think that you become nice because of the way that you were nurtured as a baby? Maybe you think that you are who you are mainly because of your relationships with your friends?

Psychologists try to answer these types of questions by researching and observing human behaviour. The course takes you through some of the most influential evidence produced by psychologists and we try to answer these questions.

Our students studying psychology at the moment are all enjoying the subject, which is taught in small groups using a wide variety of teaching methods. The material is varied and interesting covering all of the subject's core areas from a number of perspectives.

Your studies in psychology will develop skills that are relevant to your future studies. The skills and knowledge learned will also be useful in all aspects of your life. This is an insightful course, which will suit students that have enjoyed the debates in English and research in science.

In year 12

The 'AS' specification is split into two modules:

- Cognitive Psychology, Developmental Psychology and Research Methods
- Biological Psychology, Social Psychology and Individual Differences

In Year 13

The 'A2' specification is also split into two modules:

- Topics in Psychology*
- Psychopathology*, Psychology in Action* and Research Methods

* Note: Students select areas of study that interest them from the topics in each module.

Assessment

Each unit is assessed by an examination
(1.5 hours modules 1, 2 & 3 and 2 hours module 4).

Students will develop their skills in a number of key areas during the course:

- Communication

- Application of Number
- Information Technology
- Working with Others
- Problem Solving
- Improving their own Performance and Learning

Students will also undertake small research projects as they work their way through the course. They will develop a greater understanding of “how science works” and how to apply scientific method to psychological research.

This subject has a broad appeal and is very popular at degree level. As well as opportunities and careers in psychology, students will find that psychology is particularly useful in any career with a people focus.

Working as a psychologist usually requires a second degree and roles include Clinical Psychologist, Educational Psychologist, Work Psychologist, Forensic Psychologist and Academic Psychologist.

Many degree courses include an element of psychology. For example: medicine, business, marketing and teaching.

RELIGIOUS STUDIES

THE PHILOSOPHY AND ETHICS OF BELIEF

ADVANCED LEVEL

EXAMINING BODY – EDEXCEL

The course offered at GCE is comprised of four units; two of which are studied at AS level, whilst the remaining two are studied at A2 level.

AS

The two units studied at AS are:

1. **Foundations** – a unit which explores the foundations of Philosophy of Religion and Ethics. Topics covered include:
 - the philosophical arguments for the existence of God, which entails studying the theories put forward by such philosophers as Aquinas, Kant and Descartes,
 - the problem of evil and suffering, including different types of evil and the problem of evil and suffering in relation to beliefs about the nature of God,
 - the philosophical debate about miracles,
 - a study of ethical theory,
 - the relationship between religion and morality
 - a study of ethical dilemmas, including issues of war and peace and sexual ethics.

This unit is examined in June of Year 12 in one paper lasting 1 hour and 45 minutes.

2. **Investigations** – the aim of this unit is to give students the opportunity to undertake individual research into a topic in which they are particularly interested in the field of Philosophy. This will enable students to study independently and to use, and evaluate, a wide range of source material. There are three topics within this area of study and students choose one of these – the choices are:

- Religious experience; meditation
- Contrasting standpoints on the relationship between mind and body
- A study of one or more philosophers of religion.

This unit is examined in June of Year 12 in one paper lasting 1 hour and 15 minutes.

A2

The two units studied at A2 are:

1. **Developments** – this unit is designed to build on the knowledge, understanding and skills developed in the Foundations unit. Topics include:
 - further arguments for the existence of God including, religious experience, the non-existence of God and critiques of religious belief,
 - beliefs about life after death, reincarnation and rebirth,
 - a study of religious language, myth and symbol,
 - deontology, natural moral law and virtue ethics,
 - the meaning of ‘good’,

- justice, law and punishment.

This unit is examined in June of Year 13 in one paper lasting 1 hour and 45 minutes.

2. **Implications** – students will consider implications in terms of how far particular beliefs and values might affect people's understanding or awareness of religion and human experience.

This unit is examined in June of Year 13 in one paper lasting 1 hour and 15 minutes based on the anthology published by Edexcel.

The aim of this course is to provide students with the opportunity to study a wide range of philosophical and ethical material and express their acquired knowledge with a greater depth of maturity and analytical skill. The knowledge and skills acquired are relevant across the subject spectrum at A2 and beyond.

SPANISH

The Course

The 'A' level Spanish course gives you the opportunity to further your study of Spanish and the Spanish speaking world. Not only will you learn how to communicate confidently, clearly and imaginatively in Spanish in a variety of registers, but you will also learn a great deal about the cultural background, heritage and contemporary society of Spain and Latin-America. You will build on what you have learnt at G.C.S.E. level and explore new topics such as 'The Media', 'Spanish Cinema' and social issues such as 'Immigration'. You will have a traditional textbook but will also be using a variety of web based resources such as newspapers and Spanish television.

Why Study Spanish?

If you are good at and enjoy Spanish at GCSE level then you will find the 'A' level course both enjoyable and stimulating. You will discover that being able to communicate in Spanish at an advanced level opens doors to a world of opportunity.

There are numerous reasons to continue your study of Spanish, here are just a few:

- More than 400 million people in the world speak Spanish as their first language.
- Spanish is the third most widely spoken language in the world after Chinese and English.
- Language learning develops your study skills (i.e. essay writing, research, planning)
- Learning a language helps to develop your communication skills which are vital when applying for jobs
- It gives you the flexibility to go and work in a Spanish-Speaking country
- Britain lags behind Europe in language learning and we need to catch up
- Language learning promotes tolerance and understanding of different cultures

The Qualification

- 'A' Level Spanish is acknowledged as an important qualification in its own right showing employers that you are an outgoing, confident and articulate person who is not afraid of challenges or hard work.
- You can go on to study languages at university (as a language degree or as part of another degree course e.g. Law, Business Studies)
- It is useful if you are going on to study any Business Studies, Economics, Politics or Travel and Tourism qualifications.
- You will be a valuable asset to any employer if you can offer a language at this level. Having a high level language qualification broadens your career options.
- There are lots of opportunities for travel to Spain and Latin–America. Many organisations are looking for volunteers to work in their charity and overseas development projects in Latin-America. (An ideal gap-year activity)

The Assessment

The material studied in Year 12 is assessed to form the AS qualification. There are two examination papers which comprise listening, reading, writing and oral tasks based on various topics grounded in current issues. At the end of Year 13, further assessments will combine with the AS level to provide the A2 qualification.

EXTRA CURRICULAR ACTIVITIES

Extra Curricular Activities form an integral part of life at the School. Activities take place each lunch time and each afternoon.

In the Winter and Spring terms football, rugby, hockey and netball are the major representative sports at the school. In the summer term cricket, tennis and rounders take over. These are supplemented by a variety of sports such as athletics and golf. Coaching is done at all levels by qualified coaches on the school staff.

The School has a strong reputation in netball, hockey, rugby and cricket with pupils representing Hampshire at all age groups every season for many years, and also at Divisional and National level. The School also plays host to an annual 7-a-side rugby tournament for schools from across the south of England.

Pupils are also encouraged to participate in non-sporting activities such as the Duke of Edinburgh's Award Scheme, Engineering, Computing and Drama.

Saturday mornings or afternoons normally see the School involved in inter-school sports, which also sometimes take place during the week.

UNIVERSITY, HIGHER EDUCATION, CAREERS AND PERSONAL DEVELOPMENT IN THE SIXTH FORM

All Sixth Form pupils follow a comprehensive careers programme with 100% of pupils going onto Higher Education.

The Careers Library is furnished with the very latest careers material and computer software, including ECCTIS (Educational Counselling and Credit Transfer Information Service) which gives pupils information on all aspects of Higher Education and particularly university (UCAS) entry.

All pupils in the Year 12 take a Centigrade Test which matches a pupil's interests, abilities and personal qualities with the courses available in Higher Education at degree level. This provides them with a profile of the course areas most appropriate for them to research, and lists the universities and colleges registering suitable courses within their ability range.

RESPONSIBILITY:

All Sixth Formers are assessed in some area of responsibility during their two-year course. Many are successful in accepting responsibility as prefects, chosen directly by the Head Boy and Head Girl.

Along with the Sixth Form Council, team games, the activities, and the Duke of Edinburgh Scheme, this path of self-development and responsibility makes the Sixth Form at HCS a totally different product from that offered elsewhere.



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