November 2019

Dear Families

I would like to offer you a warm welcome to our school. The Henry Box Sixth Form is an exciting and purposeful community of post-16 learners. Sixth Form students thrive in response to creative and imaginative teaching delivered by enthusiastic and qualified subject teachers.

We are extremely proud of our students’ A level achievements this year. Once again, our students have achieved some of the best results in Oxfordshire and beyond, with particular success in Science, Maths, Social Sciences and in attainment of the top grades of A* and A. The Henry Box Sixth Form is one of the highest performing Sixth Forms nationally and 39% of our Year 13 students gained places at Russell Group Universities. A big part of our success is attributable to training and supporting our Sixth Formers to become confident and independent learners. Our students have adopted a strong work ethic and a very positive learning ethos.

Sixth Form students at The Henry Box School understand the importance of examination success, but they also know that being part of this school means that they will be given a whole range of opportunities to excel in learning beyond the classroom. We encourage all Sixth Formers to take an active role in the community by running House competitions and volunteering an hour every week to support lower school students and local charities. We also offer Gold Duke of Edinburgh and a wide range of extra-curricular opportunities.

All applicants to our Sixth Form will be invited for an informal interview to discuss which pathway and subjects will be most suitable. If you would like to come to school for a further tour, please contact our Sixth Form Student Manager, Mrs Cole (tcole@henrybox.oxon.sch.uk).

If you have any queries or require any further information, please do not hesitate to contact Mr Tysom or Mrs Cole.

Yours sincerely

C Tysom
School Leader of Post 16
Working in Partnership

For many years, The Henry Box School and Wood Green School have been collaborating in areas where the two schools can be mutually supportive of each other’s curricular provision. If you would like to study a subject at Henry Box but cannot, due to a clash with another of your choices, you may be able to study this at Wood Green School, and vice versa. Some subjects are also co-taught by teachers from both schools, giving you a really diverse educational experience. This long standing partnership enables both schools to provide the young people of Witney with a truly comprehensive curriculum.

Since September 2017, secondary schools in West Oxfordshire and Abingdon & Witney College have collaborated to give students the opportunity to study a blended offer made up of a mix of qualifications. Students are able to choose from a range of A levels and Level 3 vocational qualifications (BTEC). For full details of these courses please see the course information booklet.

Why A level and BTEC Together?

A combination of A levels and Level 3 BTECs is the fastest growing learning pathway at present. In 2019 26% of university undergraduates accessed university with at least one Level 3 BTEC. This combination is also suitable for students wishing to access higher level apprenticeships and university degrees whilst being able to keep their options open (see the graph below).

Curriculum Developments

The Government has changed A levels to become linear qualifications meaning that students will only take exams at the end of two years. Universities are no longer using AS grades when deciding upon offering places and will instead look at the best 3 A level grades achieved. Our KS5 curriculum has moved to a linear model meaning that students will not sit AS exams at the end of Year 12. The Extended Project Qualification (EPQ) will also be offered to students who wish to study it. The EPQ is a project-based qualification that attracts UCAS points and is well received by universities and employers as it demonstrates high levels of independent learning. Details of this will be delivered to students in
September 2020. We recommend most of our students enrol on 3 A levels when they join us. We can now offer greater flexibility regarding a mix of A levels plus Level 3 BTECs and/or EPQ. A very small number of students may elect to take a 4 A level option. Each student will be invited for a supportive interview to discuss the type and number of subjects with the Sixth Form Team.

LEARNING PATHWAYS

Students can choose from 2 ‘Learning pathways’, both of which have been designed to access either university or apprenticeships. If students are exploring the idea of university, the following websites will help to explore the range of different subjects and entrance requirements:

UCAS: http://search.ucas.com/
Which University: http://university.which.co.uk/
Russell Group university: http://russellgroup.ac.uk/

For those students interested in an apprenticeship, the following websites are useful:

Oxfordshire Apprenticeships: http://www.oxfordshireapprenticeships.co.uk/
National Apprenticeship Service: https://www.gov.uk/topic/further-education-skills/apprenticeships

A Level Pathway

This pathway is designed for students who achieve a minimum of 5 subjects at grade 5 including/as well as a grade 4 or above in English and Maths. Students study A levels and EPQ only and choose 3 subjects from boxes A-E. The entrance criteria for this pathway are dependent upon which A levels students choose as each subject has varying entrance requirements (please refer to the subject information).

Combined Pathway

This pathway is open to students who would prefer to study a more vocational course alongside A levels. Students can choose from a combination of A levels and BTEC Level 3 qualifications offered both at The Henry Box School and Abingdon & Witney College. To access this pathway, students require a minimum of 4 subjects at grade 4 including/as well as grade 4 or above in English and Maths. Students will need to have achieved the individual entrance criteria to access their chosen subjects (please see course information).
### Example GCSE grades for both pathways

<table>
<thead>
<tr>
<th>GCSE Subject</th>
<th>A level Pathway</th>
<th>Combined Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Geography</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>French</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>PE</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Religion, Philosophy and Ethics</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

### Sixth Form Support

The Sixth Form Team will be in school on GCSE results day and the following morning. If you have any questions or you have fallen slightly below the entrance criteria, please come in to speak to a member of our team who will be here to support you. If we feel that we have a pathway that is suitable for a student who falls short of the entrance criteria, we will do our best to accommodate them. The specific needs of each student will be dealt with on an individual basis and our decision will be purely based upon what is best for each learner.

### GCSE English and Maths Retake

For some students who access Sixth Form it might be necessary to re-sit English and Maths. The Department for Education has stated that a pass grade for students sitting English and Maths in 2019 is set at a grade 4. However, they have termed grade 5 as a ‘good pass’. We would recommend that any student who has not achieved a grade 5 in either Maths or English consider re-taking in order to obtain this grade as it may become an important threshold to have achieved in the future. Students who do not achieve our minimum entrance criteria of grade 4 in both Maths and English will receive a separate programme to help them successfully retake and pass in Year 12.

### How to Apply

All the information contained in this booklet can also be found on our website below:

[https://www.henrybox.oxon.sch.uk/360/welcome](https://www.henrybox.oxon.sch.uk/360/welcome)

Please follow the link to our online application form located on the ‘Admissions’ page of the Sixth Form section on the Henry Box website. If you have any problems completing the form, please email Mrs Cole, our Sixth Form Student Manager: [tcole@henrybox.oxon.sch.uk](mailto:tcole@henrybox.oxon.sch.uk)
## 2019 PUBLIC EXAMINATION RESULTS

### A LEVEL RESULTS 2019 (provisional)

<table>
<thead>
<tr>
<th>Year</th>
<th>A*/A grades %</th>
<th>*A/B grades %</th>
<th>*A-C grades %</th>
<th>*A-E grades %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>24</td>
<td>51</td>
<td>83</td>
<td>99.5</td>
</tr>
<tr>
<td>2018</td>
<td>30</td>
<td>58</td>
<td>81</td>
<td>99</td>
</tr>
<tr>
<td>2017</td>
<td>27</td>
<td>54</td>
<td>78</td>
<td>100</td>
</tr>
</tbody>
</table>

### Subject Results

<table>
<thead>
<tr>
<th>Subject</th>
<th>A*-B %</th>
<th>A*-C %</th>
<th>A*-E %</th>
<th>Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>40</td>
<td>60</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>Biology</td>
<td>53</td>
<td>63</td>
<td>100</td>
<td>19</td>
</tr>
<tr>
<td>Business Studies</td>
<td>14</td>
<td>86</td>
<td>100</td>
<td>7</td>
</tr>
<tr>
<td>Chemistry</td>
<td>25</td>
<td>56</td>
<td>94</td>
<td>16</td>
</tr>
<tr>
<td>Drama</td>
<td>33</td>
<td>100</td>
<td>100</td>
<td>6</td>
</tr>
<tr>
<td>Economics</td>
<td>50</td>
<td>90</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>English</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>English literature</td>
<td>50</td>
<td>72</td>
<td>100</td>
<td>18</td>
</tr>
<tr>
<td>French</td>
<td>60</td>
<td>80</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>Further Mathematics</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>Geography</td>
<td>45</td>
<td>90</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>History</td>
<td>57</td>
<td>86</td>
<td>100</td>
<td>14</td>
</tr>
<tr>
<td>Mathematics</td>
<td>54</td>
<td>88</td>
<td>100</td>
<td>26</td>
</tr>
<tr>
<td>Product design</td>
<td>50</td>
<td>100</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>PE</td>
<td>50</td>
<td>50</td>
<td>100</td>
<td>2</td>
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<tr>
<td>Physics</td>
<td>63</td>
<td>72</td>
<td>100</td>
<td>11</td>
</tr>
<tr>
<td>Psychology</td>
<td>50</td>
<td>88</td>
<td>100</td>
<td>26</td>
</tr>
<tr>
<td>Religious studies</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>3</td>
</tr>
<tr>
<td>Sociology</td>
<td>72</td>
<td>94</td>
<td>100</td>
<td>18</td>
</tr>
</tbody>
</table>

### BTEC Level 3 (double award weighted as 2 A levels):

<table>
<thead>
<tr>
<th>Subject</th>
<th>Distinction*/Distinction*-%</th>
<th>Distinction*/Distinction*-Merit/Merit-%</th>
<th>Distinction*/Distinction*-Pass/Pass-%</th>
<th>Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Studies</td>
<td>25</td>
<td>100</td>
<td>100</td>
<td>2</td>
</tr>
</tbody>
</table>
### BTEC Level 3 (weighted as 1.5 A levels)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Distinction*-Distinction %</th>
<th>Distinction*- Merit %</th>
<th>Distinction*- Pass %</th>
<th>Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAL Media</td>
<td>0</td>
<td>50</td>
<td>100</td>
<td>4</td>
</tr>
<tr>
<td>UAL Art and Design (Photography)</td>
<td>50</td>
<td>50</td>
<td>100</td>
<td>2</td>
</tr>
</tbody>
</table>

### BTEC Level 3 single award (weighted as 1 A level)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Distinction*-Distinction %</th>
<th>Distinction*- Merit %</th>
<th>Distinction*- Pass %</th>
<th>Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Science</td>
<td>50</td>
<td>100</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>Health and Social Care</td>
<td>33</td>
<td>100</td>
<td>100</td>
<td>3</td>
</tr>
</tbody>
</table>

### BTEC Level 3 (weighted as 0.5 A level)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Distinction*-Distinction %</th>
<th>Distinction*- Merit %</th>
<th>Distinction*- Pass %</th>
<th>Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Social Care</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>1</td>
</tr>
</tbody>
</table>
GCSE RESULTS 2019 (provisional)

Summary (222 students)

<table>
<thead>
<tr>
<th></th>
<th>9 – 4 in English and mathematics %</th>
<th>9 – 5 in English and mathematics %</th>
<th>Attainment 8*</th>
<th>Progress 8 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>Girls</td>
<td>All</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>2019</td>
<td>58.1</td>
<td>73.3</td>
<td>65.3</td>
<td>34.2</td>
</tr>
<tr>
<td>2018</td>
<td>68</td>
<td>70</td>
<td>69</td>
<td>43</td>
</tr>
<tr>
<td>2017</td>
<td>72</td>
<td>73</td>
<td>72</td>
<td>48</td>
</tr>
</tbody>
</table>

Subject Results

<table>
<thead>
<tr>
<th>Subject</th>
<th>9 – 7%</th>
<th>9 – 4%</th>
<th>Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>17</td>
<td>86</td>
<td>59</td>
</tr>
<tr>
<td>Biology</td>
<td>28</td>
<td>97</td>
<td>72</td>
</tr>
<tr>
<td>Business</td>
<td>5</td>
<td>47</td>
<td>92</td>
</tr>
<tr>
<td>Child Development</td>
<td>96</td>
<td>100</td>
<td>28</td>
</tr>
<tr>
<td>Chemistry</td>
<td>32</td>
<td>90</td>
<td>72</td>
</tr>
<tr>
<td>Computing</td>
<td>4</td>
<td>52</td>
<td>23</td>
</tr>
<tr>
<td>Drama</td>
<td>10</td>
<td>67</td>
<td>52</td>
</tr>
<tr>
<td>English Language</td>
<td>14</td>
<td>69</td>
<td>222</td>
</tr>
<tr>
<td>English Literature</td>
<td>12</td>
<td>71</td>
<td>218</td>
</tr>
<tr>
<td>Food Preparation and Nutrition</td>
<td>0</td>
<td>39</td>
<td>36</td>
</tr>
<tr>
<td>French</td>
<td>46</td>
<td>100</td>
<td>26</td>
</tr>
<tr>
<td>German</td>
<td>15</td>
<td>90</td>
<td>41</td>
</tr>
<tr>
<td>Geography</td>
<td>18</td>
<td>63</td>
<td>119</td>
</tr>
<tr>
<td>History</td>
<td>19</td>
<td>62</td>
<td>81</td>
</tr>
<tr>
<td>Information Technology</td>
<td>11</td>
<td>69</td>
<td>35</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20</td>
<td>72</td>
<td>222</td>
</tr>
<tr>
<td>Music</td>
<td>6</td>
<td>59</td>
<td>17</td>
</tr>
<tr>
<td>PE</td>
<td>5</td>
<td>59</td>
<td>41</td>
</tr>
<tr>
<td>Physics</td>
<td>28</td>
<td>94</td>
<td>71</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>16</td>
<td>60</td>
<td>210</td>
</tr>
<tr>
<td>Science (double award)</td>
<td>3</td>
<td>43</td>
<td>147</td>
</tr>
<tr>
<td>Technology</td>
<td>18</td>
<td>51</td>
<td>51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>A*-A%</th>
<th>A*-C%</th>
<th>Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development</td>
<td>96</td>
<td>100</td>
<td>28</td>
</tr>
<tr>
<td>IT</td>
<td>11</td>
<td>69</td>
<td>35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level 2 Pass</th>
<th>Level 1 Pass</th>
<th>Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC Health and Social Care</td>
<td>14</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>BTEC Sports Studies</td>
<td>6</td>
<td>7</td>
<td>13</td>
</tr>
</tbody>
</table>
ART & DESIGN

Options: Fine Art (painting, drawing, printmaking, sculpture, mixed media, digital photography, alternative media, land art, installation)

SPECIFICATION: OCR  |  CONTACT: Ms E Hallmark

ENTRY REQUIREMENT: GCSE Grade 9 – 5

COURSE CONTENT
A level – Two Components:
60% Coursework (Personal Investigation) and 40% Externally Set Task

At A level, students complete a personal investigation based on a personal starting point; this includes planning sheets, sketchbooks, a portfolio of work and final pieces. They also complete related in-depth work placing their work within an historical and/or contemporary context. There is a word limit of between 1000 and 3000 words.

An externally set task based on a test paper is completed. This includes preliminary work and a final piece.

Each year students attend gallery study days. It is strongly recommended that students attend optional evening life drawing classes and art study group each week.

COURSE ASSESSMENT

<table>
<thead>
<tr>
<th>Components</th>
<th>Name</th>
<th>Duration</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personal Investigation</td>
<td>Internally set in February</td>
<td>60%</td>
</tr>
<tr>
<td>1</td>
<td>Externally set assignment</td>
<td></td>
<td>40%</td>
</tr>
</tbody>
</table>
**ENTRY REQUIREMENT:** Grade 9 to 6 in GCSE Biology (or Additional Science). Students will have achieved a grade 6 in Maths.

**COURSE CONTENT**

<table>
<thead>
<tr>
<th>Topic 1: Biological Molecules</th>
<th>Topic 5: Energy for Biological Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure and function and biological molecules, and the roles of enzymes in living organisms.</td>
<td>Respiration and Photosynthesis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 2: Cells and Viruses</th>
<th>Topic 6: Microbiology and Pathogens</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Topic 3: Classification</th>
<th>Topic 7: Modern Genetics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing modern and original classification techniques, and how these are relevant to conversation strategies to maintain biodiversity.</td>
<td>Genetic modification and gene technologies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 4: Exchange and Transport</th>
<th>Topic 8: Origins of Genetic Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport systems and mechanism used in both animals and plants, and involves dissections of the respiratory and circulatory systems.</td>
<td>Genetic inheritance and causes of variation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 9: Control Systems</th>
<th>Topic 10: Ecosystems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeostasis and nervous control.</td>
<td>Environmental fieldwork techniques, energy transfer, nutrient recycling and conservation.</td>
</tr>
</tbody>
</table>

**COURSE ASSESSMENT**

**Practical Endorsement**

Students’ practical skills will be monitored over the two years and a Pass or Fail is awarded at the end of the A level course.

Core practicals are carried out in lessons where specific skills are assessed. These skills then form the basis of Paper 3 sat at the end of the course.

**A level**

**Paper 1: Advanced Biochemistry, Microbiology and Genetics (9B1O/01)**

This unit is 1 hour 45 minutes and comprises 30% of the A level course.

**Paper 2: Advanced Physiology, Evolution and Ecology (9B1O/02)**

This unit is 1 hour 45 minutes and counts for 30% of the A level course.

**Paper 3: General and Practical Principles in Biology (9B1O/03)**

This unit is 2 hours 30 minutes and counts for 40% of the A level course.
ENTRY REQUIREMENT: Grade 5 or above in GCSE Business (if studied before). Ideally students will have achieved a grade 5 in either English Language or Literature. However, we welcome conversation with students who achieve 2 grade 4s.

COURSE CONTENT

Theme 1: Marketing and People
- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders

Theme 2: Managing Business Activities
- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

Theme 3: Business Decisions and Strategy
(follows on from Theme 2)
- Business objectives and strategy
- Business growth
- Decision making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change

Theme 4: Global Business
(follows on from Theme 1)
- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies

COURSE ASSESSMENT

Paper 1: Marketing, People and Global Businesses
What’s assessed – Themes 1 and 4, and from local, national and global contexts.

Written exam – 2 hours (35% of A level). 100 marks available.
Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.

Paper 2: Business Activities, Decisions and Strategy
What’s assessed – Themes 2 and 3, and from local, national and global contexts.

Written exam – 2 hours (35% of A level). 100 marks available.
Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.

Paper 3: Investigating Business in a Competitive Environment
What’s assessed – all topics

Written exam – 2 hours (30% of A level). 100 marks available.
Pre-release context will be released in the November before the exam. Section A will focus on the broad context provided. Section B will focus on at least one strand within the context provided, such as a particular business.
### BUSINESS STUDIES LEVEL 3 BTEC

**SPECIFICATION:** BTEC Level 3 National Diploma Business  
**CONTACT:** Miss N Oliver

**ENTRY REQUIREMENT:** Grade 4 or above in GCSE Business (if studied before)

### COURSE CONTENT

<table>
<thead>
<tr>
<th>Internally Assessed Assignments</th>
<th>Externally Assessed Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Business</td>
<td>Developing a Marketing Campaign</td>
</tr>
<tr>
<td>Managing an Event</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>International Business</td>
<td></td>
</tr>
<tr>
<td>Two Optional Modules to be confirmed</td>
<td></td>
</tr>
</tbody>
</table>

**Exam**
- Personal Finance
- Business Finance

### COURSE ASSESSMENT

**Internally Assessed Assignments**
- Students complete 5 assignments, which will be conducted throughout the 2 years and will be internally marked by the teacher.

**Externally Assessed Assignments**
- Students complete 2 assignments, which will be conducted in school at specified times of the year and will be marked by the exam board.

**Exam**
- Assesses knowledge of the purpose and importance of personal and business finance.
- 2 hour written exam comprising of a range of short and long answer questions.
# CHEMISTRY

**SPECIFICATION:** Edexcel  
**CONTACT:** Mr S Davies/ Mr P Blois

**ENTRY REQUIREMENT:** Grade 9 to 6 in GCSE Chemistry (or Additional Science). Students will have achieved a grade 6 in Maths.

**COURSE CONTENT**  
Chemistry at Advanced Level continues to develop the ideas and concepts introduced at GCSE and provides a stimulating and rewarding course. Students studying Chemistry at A level follow the Edexcel syllabus. The course puts emphasis on practical work supporting theoretical work and this practical work is assessed internally. At least 20% of the marks for the course will come from mathematical questions; therefore at least a grade 6 in GCSE Mathematics is essential.

<table>
<thead>
<tr>
<th>A level Year 1</th>
<th>A level Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Atomic Structure and the Periodic Table</td>
<td>11. Equilibrium 2</td>
</tr>
<tr>
<td>3. Redox 1</td>
<td>13. Energetics 2</td>
</tr>
<tr>
<td>4. Inorganic Chemistry and the Periodic Table</td>
<td>14. Redox 2</td>
</tr>
<tr>
<td>5. Formulae, Equations and Amounts of Substance</td>
<td>15. Transition Metals</td>
</tr>
<tr>
<td>10. Equilibrium 1</td>
<td></td>
</tr>
</tbody>
</table>

**COURSE ASSESSMENT**  
**Paper 1:** Advanced Inorganic and Physical Chemistry  
Questions from topics 1 – 15.

**Paper 2:** Advanced Organic and Physical Chemistry  
Questions from topics 1-10 and 16-19.

**Paper 3:** General and Practical Principles of Chemistry  
Questions drawn from the entire course.

All students will get a pass or fail on the Practical Endorsement part of the course which is teacher assessed and does not impact on their final grade. The Chemistry grade will be 100% from these three exams at the end of the two-year A level course.
**COMPUTER SCIENCE**

**SPECIFICATION:** OCR (H046, H446)  **CONTACT:** Mr Surrall

**ENTRY REQUIREMENT:** Grade 5 or above in GCSE Maths and ideally Physics (or Combined Science). GCSE Computer Science would be useful but is not required.

**COURSE CONTENT**

<table>
<thead>
<tr>
<th>Computer systems</th>
<th>Algorithms and programming</th>
<th>Programming project</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The characteristics of contemporary processors, input, output and storage devices</td>
<td>• Elements of computational thinking</td>
<td>The learner will choose a computing problem to work through according to the guidance in the specification.</td>
</tr>
<tr>
<td>• Software and software development</td>
<td>• Problem solving and programming</td>
<td>• Analysis of the problem</td>
</tr>
<tr>
<td>• Exchanging data</td>
<td>• Algorithms to solve problems and standard algorithms</td>
<td>• Design of the solution</td>
</tr>
<tr>
<td>• Data types, data structures and algorithms</td>
<td></td>
<td>• Developing the solution</td>
</tr>
<tr>
<td>• Legal, moral, cultural and ethical issues</td>
<td></td>
<td>• Evaluation</td>
</tr>
</tbody>
</table>

**COURSE ASSESSMENT**

*Computer systems* is a written paper worth 40% of the total A level. The exam lasts 2 hours and 30 minutes covering a selection of the content from the ‘Computer Systems’ module.

*Algorithms and programming* is a written paper worth 40% of the total A level. The exam lasts 2 hours and 30 minutes covering a selection of the content from the ‘Algorithms and programming’ module.

*Programming project* is a practical module in which students design and code a complex program of their choice. It is worth 20% of the total A level.

*The AS course covers much of the same content as the A level (without the project) so students may opt to sit an AS in Computer Science at the end of their first year.*
COURSE CONTENT
These courses offer excellent progression from the GCSE Design & Technology course. They enable students to learn about contemporary technologies, materials and processes, as well as established practices. Much emphasis is placed on understanding and applying the iterative design process. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others’ needs, wants and values. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing prototypes of their choice.

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

The subject content is split into two distinct areas; Technical Principles & Designing and Making Principles. Content will be delivered through a combination of theory, design and practical work.

The A level requires a Non-Exam Assessment (NEA), formerly referred to as Coursework. The NEA will test students’ knowledge and recall of Technical Principles and will allow them to demonstrate Designing and Making Principles by way of investigation, analysis, designing, making and evaluation skills.

COURSE ASSESSMENT

Paper 1 – Technical Principles
A written exam. 2.5 hours. Short answer and extended response. 120 marks. 30% of A level.

Paper 2 – Designing and making principles
A written exam. 1.5 hours. Short answer and extended response. 80 marks. 20% of A level.

Non-Exam Assessment (NEA)
Practical application of technical principles & designing and making principles. A substantial design and make project. 100 marks. 50% of A level.
**ENTRY REQUIREMENT:** Grade 5 or above in GCSE Drama. If students have not studied GCSE Drama they must have achieved a grade 5 or above in both English Language and English Literature, or a grade 5 in GCSE English, and show an interest in both the theoretical and practical aspects of theatre.

**COURSE CONTENT**

**Component 1: Drama and Theatre 40%**
- Study of two set plays (Antigone by Sophocles and Metamorphosis by Berkoff).
- Analysis and evaluation of a live theatre production.

Externally set and assessed

**Component 2: Creating Original Drama 30%**
- The process of creating devised drama.
- The performance of devised drama (students may contribute as performer, designer or director).
- Devised performance must be influenced by the work and methodologies of one prescribed practitioner.

Marked by teacher and moderated by AQA.

**Component 3: Making Theatre 30%**
- Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play
- Methodology of a prescribed practitioner must be applied to Extract 3

Externally assessed.

**COURSE ASSESSMENT**

**Component 1: Written exam 3 hours.**
- Section A: one question (from a choice) on one of the set plays (25 marks).
- Section B: one three-part question on a given extract from one of the set plays (30 marks).
- Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (25 Marks).

**Component 2: Working notebook (40 marks) and Performance (20 marks)**

**Component 3: Performance of extract 3 (40 marks) and Reflective report (20 marks)**
COURSE CONTENT

Theme 1: Introduction to Markets and Market Failure
- The nature of economics
- How markets work
- Market failure
- Government intervention

Theme 2: The UK Economy – Performance and Policies
- Measures of economic performance
- Aggregate demand
- Aggregate supply
- National income
- Economic growth
- Macroeconomic policy and objectives

Theme 3: Business Behaviour and the Labour Market (follows on from Theme 1)
- Business growth
- Business objectives
- Revenues, costs and profits
- Market structures
- Labour market
- Government intervention

Theme 4: Global Business (follows on from Theme 2)
- International economies
- Poverty and inequality
- Emerging and developing economies
- The financial sector
- Role of the state in the macro economy

COURSE ASSESSMENT

Paper 1: Markets and Business Behaviour
What’s assessed – Microeconomics from Themes 1 and 3
Written exam – 2 hours (35% of A level). 100 marks available.
Sections A comprises a range of multiple choice and short answer questions. Section B comprises one data response question, broken down into a number of parts. Section C comprises a choice of extended open-response questions; students select one from a choice of two.

Paper 2: The National and Global Grid
What’s assessed – Macroeconomics from Themes 2 and 4
Written exam – 2 hours (35% of A level). 100 marks available.
Sections A comprises a range of multiple choice and short answer questions. Section B comprises one data response question, broken down into a number of parts. Section C comprises a choice of extended open-response questions; students select one from a choice of two.

Paper 3: Investigating Business in a Competitive Environment
What’s assessed – all topics
Written exam – 2 hours (30% of A level). 100 marks available.
Students are required to apply their knowledge and understanding, make connections and transfer higher-
order skills across all four themes. The paper comprises two sections. Each section comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; students select one from a choice of two.
COURSE CONTENT
The A level course has a thematic element. The theme that will be studied is LOVE THROUGH THE AGES. The second element of the A level course is INDEPENDENT CRITICAL STUDY: TEXTS ACROSS TIME.

This means that a variety of texts will be studied around the theme of ‘Love’, specifically human relationships. All students will study a selection of pre-1900s poetry, Othello by William Shakespeare, Tess of the D’Urbervilles by Thomas Hardy, Feminine Gospels by Carol Ann Duffy, A Streetcar named Desire by Tennessee Williams and one or both of The Handmaid’s Tale by Margaret Atwood and One Flew Over the Cuckoo’s Nest by Ken Kesey. Some may go on to study Atonement by Ian McEwan, Spies by Michael Frayn and Translations by Brian Friel. Students will carry out the rest of their wider reading in the summer holidays. In addition, students will develop skills in unseen reading by approaching a variety of different extracts from different time periods and genres.

COURSE ASSESSMENT
A level English Literature will be assessed over three units. One non-exam assessment and two exams. The two exams will be worth 40% of the total A level each. The independent critical study will be worth 20% of the total mark.

Unit 1: LOVE THROUGH THE AGES
Paper 1: Love through the Ages
Assessed as a closed book in Section A and B and as an open book in Section C. Section A will be an extract question on Shakespeare’s Othello where students are required to link to the rest of the play. In Section B, students will be analysing and comparing two unseen poems. In Section C, students will link a poem from the 1900s anthology to a prose text they have studied – the prose text will either be Atonement or Tess of the D’Urbervilles.

Unit 2: TEXTS IN SHARED CONTEXTS
Assessed as an open book exam. Section A involves answering one question on Carol Ann Duffy’s Feminine Gospels. Section B involves one question on an unseen prose extract and one question linking two texts: one prose and one drama. For most students, the drama text will be A Streetcar Named Desire, and the prose will be The Handmaid’s Tale or One Flew Over the Cuckoo’s Nest.

Unit 3: INDEPENDENT CRITICAL STUDY: TEXTS ACROSS TIME
Paper 3:
Students will write a comparative critical study of two texts, one will be published pre-1900s and the other post-1900s. The students will study A Doll’s House by Henrik Ibsen and a selection of Victorian text extracts in preparation for this unit.
They will read widely and then choose two they wish to study in depth. The end result is one extended essay with a word count of 2500 words.
ENTRY REQUIREMENT: This is an extra-curricular option, open to all Year 12 students. The minimum requirements are:
- A 4 in English Language and English Literature.
- A desire to research a topic of your own choice.
- Determination, good time management and an inquisitive mind.
- Willingness to work independently on an extended piece of work.

COURSE CONTENT

The Extended Project is a single piece of work of a student's choosing that requires evidence of planning, preparation, research and independent learning. It is available as a stand-alone qualification for A level students.

The Extended Project offers opportunities for learners to:

- Have significant input into the choice and design of an extended piece of work;
- Develop and apply decision-making skills, problem-solving skills, initiative and enterprise;
- Extend their planning, research, critical-thinking, analytical, synthesis, evaluation and presentation skills;
- Use their learning experiences to support their personal aspirations for higher education and career development.

The skills that students develop through the Extended Project are excellent preparation for university-level study. Students can refer to the Extended Project in their UCAS personal statements and at interview to demonstrate some of the qualities that universities are looking for.

COURSE ASSESSMENT

All candidates are required to meet the following Assessment Objectives. The Assessment Objectives are weighted as indicated below:

**Assessment Objectives Weighting**

**Manage**
Identify, design, plan, and carry out a project, applying a range of skills, strategies and methods to achieve objectives.
Use Resources
Research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.

Develop and Realise
Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes.

Review
Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in an appropriate format.
**COURSE CONTENT**

Themes covered throughout A Level French include:

- Family and relationships
- Youth Culture & Media
- Work and unemployment
- Social issues, including equality, diversity, race and religion
- Festivals and traditions
- Law and order
- Immigration
- The digital world
- Music & cinema
- Politics
- Heritage and history of France

Language learning is rooted in the context of French speaking culture, and students will also study a French literary text and film.

The course will be delivered in 4 hours per week. There is a particular focus on reinforcing and further extending students’ grammatical knowledge. We also devote a lesson every week to intensive speaking practice and preparation for the oral exam.

**COURSE ASSESSMENT**

Students will be assessed in the following skills for A level:

- Comprehension - of authentic written texts and passages of spoken language
- Translation from French into English and vice versa
- Speaking - discussions based on a stimulus and students’ own research into a topic of their choice
- Writing - a critical essay on a literary text and a film that students have studied
## SPECIFICATION: OCR B (MEI)  
## CONTACT: Mrs K Moss

### ENTRY REQUIREMENT: Grade 8 or 9 at GCSE Mathematics (Students will be expected to complete a summer assignment reflecting their Higher GCSE knowledge). Students who achieve a grade 7 in GCSE Mathematics and wish to study Further Mathematics should contact the Maths Department (kmoss@henrybox.oxon.sch.uk)

### COURSE CONTENT
The Further Mathematics course includes all the A level Mathematics content with students then studying Mathematics to a more advanced level.

Students are taught in a separate class from the single A level students.

The teaching is shared with Wood Green School.

The course counts as two Advanced Level awards.

### COURSE ASSESSMENT
Six papers are needed for the double award of A level Mathematics and A level Further Mathematics.

This will include three single Mathematics papers and three Further Mathematics papers.

It is possible to take the AS level in Further Mathematics at the end of Year 12 or Year 13 if this is your fourth subject.
ENTRY REQUIREMENT: Grade 9 - 5 at GCSE (but individual cases will be considered as appropriate)

COURSE CONTENT:
A level Geography at The Henry Box School enables students to engage critically with real world issues and places, apply their own geographical knowledge, understanding and skills to make sense of the world around them, and to help prepare them to succeed in their chosen pathway. It offers an issues-based approach to studying geography, enabling students to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change.

A level Geography gives students the opportunity to develop an in-depth understanding of physical and human geography, the complexity of people and environment questions and issues, and to become critical, reflective and independent learners. There are four equally-weighted content areas of study, offering both compulsory and optional content assessed through three external assessments and one piece of non-examination assessment.

Content is framed by enquiry questions that encourage an investigative and evaluative approach to learning with geographical skills and fieldwork. This specification will encourage students to make links between different geographical themes, ideas and concepts through synoptic themes embedded in the compulsory content.

Unit 1: Dynamic Landscapes
Tectonic Processes and Hazards
Earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.

Coastal Landscapes and Change
Coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing

Unit 2: Dynamic Places
Globalisation
Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities’ increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.

Regenerating Places
Local places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving
geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world’s coasts. Study must include examples of landscapes from inside and outside the UK.

Unit 3: Physical Systems and Sustainability

The Water Cycle and Water Insecurity
Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply.

The Carbon Cycle and Energy Security
A balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions.

Fieldwork and Independent Investigation
The purpose of this non-examination assessment is to test students’ skills in independent investigation. Students are required to undertake an independent investigation that involves (but which need not be restricted to) fieldwork. The focus of the investigation must be derived from the specification the student is studying. The guidance for word length is 3000-4000 words. The student defines a question or issue relating to the compulsory or optional content. The student’s investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data. The student’s report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.
<table>
<thead>
<tr>
<th>COURSE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 1: Examining Units 1 and 3</strong></td>
</tr>
<tr>
<td>Written examination: 2 hours and 15 minutes</td>
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<tr>
<td>30% of A level</td>
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<tr>
<td>105 marks</td>
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</table>

| **Paper 2: Examining Units 2 and 4** |
| Written examination: 2 hours and 15 minutes |
| 30% of A level |
| 105 marks |

| **Paper 3: Synoptic Investigation of a Geographical Issue** |
| Written examination: 2 hours and 15 minutes |
| 20% of A level |
| 70 marks |

| **Independent Investigation** |
| Non-examined assessment |
| 20% of A level |
| 70 marks |
GERMAN
(Taught at Wood Green School 2020 – 2022)

<table>
<thead>
<tr>
<th>SPECIFICATION:</th>
<th>AQA 7652</th>
<th>CONTACT:</th>
<th>German – Mrs Slater, Head of Languages</th>
</tr>
</thead>
</table>

ENTRY REQUIREMENT: Grade 9 -6 in German

Are you highly motivated and open to new experiences? Do you want to stand out from the crowd? Only 3% of students in England can speak a modern foreign language at this level, and employers are crying out for a confident linguist with strong communication skills. German is a facilitating A level, highly regarded by the top universities. German can be combined with almost any subject and will significantly improve the range of skills you offer to an employer. The opportunity to work abroad becomes a real possibility.

COURSE CONTENT

The course aims to build upon and develop the linguistic skills obtained at GCSE. New language will be acquired via topic-based work.

**Year 12**
In Year 12, the topics covered will be the changing state of the family, the digital world, youth culture, festivals and traditions, art and architecture and cultural life. In addition, students will have the chance to study a film in depth.

**Year 13**
In Year 13 students will explore multiculturalism in German speaking society and aspects of political life in the German speaking world. There will also be the opportunity to study a work of literature in German.

Oral participation is a vital component and students should come prepared to contribute to lively discussions. Grammar will be an important aspect of the course and will be supported by a grammar workbook.

Students are encouraged to further their understanding and appreciation of German culture through research on the internet. German news websites can be viewed regularly to help students keep up to date with wider social/political development of the country which will in turn help increase confidence in listening skills.

Reading a parallel text and watching films in German are highly recommended for helping students to immerse themselves in language.
**COURSE CONTENT**

**Year 12**
The Year 12 course introduces students to a pivotal period of English History: the Wars of the Roses 1450-1471. The course allows students to develop an appreciation of continuity and change across the period and they will become acquainted with such compelling characters as Henry VI, Warwick the Kingmaker, Edward IV and the **White Queen**.

Students will also study Tsarist and Communist Russia between 1855 and 1917 and will be able to explore the changing nature of autocratic rule, the rise of opposition and the use of force and compromise to control it.

**Component 1: Breadth Study**
Tsarist and Communist Russia: 1855-1917

**Component 2: Depth Study**
The Wars of the Roses: 1450-1471

**Year 13**
The linear A level course will build upon the areas and skills studied in Year 12 and develop them further with the addition of an independent study undertaken in Year 13. In Year 13 students will continue looking at the Wars of the Roses and Tsarist Russia but will consider 1471-1499 for the depth study and 1917-1964 for the breadth study.

In addition to these units, students will also undertake an independent coursework unit. This will be run as a series of taught study skills at the beginning of year 13 and will then move to one-to-one guidance. This support will be based on a student’s specific needs. All students will complete their coursework looking at the same question focussed on the development of women’s rights from 1866 to 1975.

**Component 1: Breadth Study**
Tsarist and Communist Russia: 1917-1964

**Component 2: Depth Study**
The Wars of the Roses: 1471-1499

**Component 3: Historical Investigation**
Women’s rights 1866 - 1975

**COURSE ASSESSMENT**

<table>
<thead>
<tr>
<th>Year</th>
<th>Method of Assessment</th>
<th>Type of Questions</th>
</tr>
</thead>
</table>
| **Component 1: Tsarist and Communist Russia: 1855-1964** | A written exam of 2 hours and 30 minutes. This will be worth 80 marks and will count as 40% of the A level. | There will be two sections in the exam:  
1. Section A will be a compulsory question linked to interpretations and worth 30 marks.  
2. Section B will offer the choice of answering two questions from three options. Each question will be worth 25 marks. |
| **Component 2: The Wars of the Roses:** | A written exam of 2 hours and 30 minutes. This will be worth 80 marks and will | There will be two sections in the exam:  
1. Section A will be a compulsory question linked to primary sources and worth 30 marks. |
| 1450-1499 | count as 40% of the A level. |
| Component 3 | This will be a 3000-3500-word essay. It will be worth 40 marks and will equivalent to 20% of the A level. This will be marked by teachers and moderated by AQA. | 2. Section B will offer the choice of answering two questions from three options. Each question will be worth 25 marks. |
ENTRY REQUIREMENT: Grade 6 or above in GCSE Mathematics (Students will be expected to complete a summer assignment reflecting their Higher GCSE knowledge).

COURSE CONTENT
Mathematics is a body of knowledge to be studied for its own sake and to model and solve problems in the real world. There is an increased emphasis on problem solving, communication, reasoning and mathematical modelling in the new A level.

The common content for all exam boards for this award includes:

1. **Pure Mathematics**
   This is designed to develop the skills and techniques necessary to manipulate and solve mathematically formulated problems. They include work in the fields of algebra, co-ordinate geometry, functions and graphs, calculus and trigonometry.

2. **Statistics**
   This examines the application of mathematical probability to the drawing of inferences from data. The theory of random variables, significance testing and probability are given special attention. A large data set will be used to teach this aspect of the course.

3. **Mechanics**
   This develops the principles needed to model the physical world. Statics, dynamics and kinematics are introduced.

The new A level requires the use of technology throughout. As well as laptops used in school, students will require their own graphical calculator. These can be purchased through the school.

COURSE ASSESSMENT
There will be three papers taken at the end of Year 13. Any of the pure mathematics can be examined in any of these papers. One paper will include additional questions on statistics and will depend upon the knowledge of the pre-released large data set. One paper will include questions on mechanics. The third will include a comprehension paper where students answer questions based on a mathematical article that they read.
MUSIC
(Taught at Wood Green School 2020 - 2022)

SPECIFICATION: EDEXCEL 9MU0
Component 1, 2 & 3

CONTACT: Ms Laughlin

ENTRY REQUIREMENT: Grade 5 or above in GCSE Music and at least Grade 5 standard on your instrument. We expect that students continue to take an active part in music-making; for example, Concert Band, Orchestra, Choir, in school and/or at County level.

COURSE CONTENT
A level Music aims to develop your understanding and experience of a wide range of music. You will be expected to perform, compose and study specific works in great detail. You will be encouraged to engage critically and creatively with a wide range of music and musical contexts and reflect on how music is used in the expression of personal and collective identities.

The course will allow you to develop particular strengths and interests, encourage life-long learning and provide access to higher education and university degree courses in music and music-related subjects as well as other careers. Courses in Music range from performing, teaching, music administration and music publishing to music therapy and music technology as well as performing and orchestral management.
**PHYSICAL EDUCATION**
(Taught at Wood Green School 2020 – 2022)

<table>
<thead>
<tr>
<th>SPECIFICATION:</th>
<th>AQA 7582</th>
<th>CONTACT:</th>
<th>Mr Burge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1, 2 and NEA</td>
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<td></td>
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</tbody>
</table>

**ENTRY REQUIREMENT:** Grade 9 - 5 at GCSE. A minimum of Grade 5 in the written theory paper, and a 5 or above at GCSE Biology or Additional Science is preferred, owing to the scientific nature of the course. A genuine interest in the world of sport, exercise, training and playing a high level in at least one competitive sport is essential.

**COURSE CONTENT**
The syllabus takes a multi-disciplinary approach, encouraging different methods of enquiry drawn from a wide range of disciplines, with the focal point being the performer and the performance. Physical Education links well with Biology, Psychology and Sociology. Students interested in higher education courses and careers in teaching physical education, fitness training and physiotherapy, physiology, medicine, sports coaching, leisure and recreation and outdoor education will find Physical Education very useful and interesting.
PHYSICS

SPECIFICATION: AQA

ENTRY REQUIREMENT: Grade 9 to 6 in GCSE Physics (or Additional Science) and grade 6 or above in GCSE Mathematics.

CONTACT: Mr S Davies / Dr R Smith

COURSE CONTENT
The Physics Department follows the AQA syllabus. All universities accept this course as an entrance qualification. Practical physics will be endorsed internally by centres but will be assessed in written terminal examinations.

The A level is a two-year course.

Year 12
Year 1 contains five sections. These are:
1. Particles and radiation
2. Waves and optics
3. Mechanics and materials
4. Electricity
5. Measurements and their errors

Additionally, there are a number of compulsory practical activities to complete within these units.

Year 13
Year 2 has 3 core units and one unit which is an option* that will be decided on by the centre. These are:

6. Further Mechanics and Thermal Physics
7. Fields and their consequences
8. Nuclear Physics
9. Turning Points*

COURSE ASSESSMENT
Paper 1: 2 hours – 85 marks – 34% of A level marks

Questions: 60 marks of short and long answer questions and 25 multiple choice questions on Sections 1-5 and 6.1 (Periodic motion)

Paper 2: 2 hours – 85 marks – 34% of A level marks

Questions: 60 marks of short and long answer questions and 25 multiple choice questions on 6.2 (Thermal Physics) and sections 7 and 8.

Paper 3: 2 hours – 80 marks – 32% of A level marks

Questions: 45 marks of short and long answer questions on practical experiments and data analysis. 35 marks of short and long answer questions on the optional topic (Turning Points).
ENTRY REQUIREMENT: Grade 4 in Biology or Additional Science (not Applied Science). Ideally students will have achieved a grade 5 in English and Maths. However, we welcome a conversation with students who achieve 2 grade 4s.

Why study Psychology?
Psychology is a fascinating and varied subject and will interest anyone who has ever wondered why people behave in the way they do. We try to answer that question with scientific rigour. It is an academically challenging course and is seen as very good preparation for any degree or career. Many previous students have gone on to study Psychology to degree level and beyond.

COURSE CONTENT
- Social Influence
- Memory
- Attachment
- Approaches in Psychology
- Psychopathology
- Research Methods
- Issues and Debates within

- One chosen topic from: Relationships, Gender and Cognition and Development
- One chosen topic from: Schizophrenia, Eating Behaviour and Stress
- One chosen topic from: Aggression, Forensic Psychology and Addiction

The A level course considers how our memory works and how the accuracy of eyewitness accounts of a crime can be affected by different factors. It also looks at the process of attachment between infants and their caregivers and what can happen if this process is disrupted. Students will also explore reasons why people obey authority figures and conform to peer pressure. In Psychopathology, we look at different ways to define abnormality and examine different approaches and treatments for abnormality. As students progress through the course they will study three optional topics in more depth as well as the wider issues in Psychology itself. Throughout this course, students will develop understanding of how psychologists use different research techniques to carry out their work as well as looking at the different approaches/perspectives used by psychologists to explain human behaviour.

COURSE ASSESSMENT
Students who complete the course will sit three exams at the end of the two years.

These will be three 2 hour exams that make up 33.3% of the A level. They will consist of multiple choice questions, short answer, and extended writing questions.
## RELIGIOUS STUDIES

<table>
<thead>
<tr>
<th>SPECIFICATION:</th>
<th>AQA</th>
<th>CONTACT:</th>
<th>Miss C Clarke</th>
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### ENTRY REQUIREMENT:
Grade 9 - 5 at GCSE RS. Ideally, students will have achieved a grade 5 in English Language or Literature. However, we welcome a conversation with students who achieve 2 grade 4s.

### COURSE CONTENT:
This course aims to encourage students to:
- Develop their interest in a rigorous study of religion and belief and relate it to the wider world
- Develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- Adopt an enquiring, critical and reflective approach to the study of religion
- Reflect on and develop their own values, opinions and attitudes in the light of their study.

#### Component 2 – A study of Religion (Christianity)

<table>
<thead>
<tr>
<th>Theme</th>
<th>Title</th>
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<tbody>
<tr>
<td>Theme 1</td>
<td>Sources of Wisdom and authority</td>
</tr>
<tr>
<td>Theme 2</td>
<td>God</td>
</tr>
<tr>
<td>Theme 3</td>
<td>Self, Death and the Afterlife</td>
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<tr>
<td>Theme 4</td>
<td>Good conduct and key moral principles</td>
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<tr>
<td>Theme 5</td>
<td>Expressions of religious identity</td>
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<td>Theme 6</td>
<td>Christianity, gender and sexuality</td>
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<td>Theme 7</td>
<td>Christianity and science</td>
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<td>Theme 8</td>
<td>Christianity and the challenge of secularisation</td>
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<tr>
<td>Theme 9</td>
<td>Christianity, migration and religious pluralism</td>
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<tr>
<td>Theme 10</td>
<td>The dialogue between Christianity and Philosophy</td>
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<tr>
<td>Theme 11</td>
<td>The dialogue between Christianity and Ethics</td>
</tr>
</tbody>
</table>

#### Component 1: Section A – Philosophy of Religion

<table>
<thead>
<tr>
<th>Theme</th>
<th>Title</th>
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<tbody>
<tr>
<td>Theme 1</td>
<td>Arguments for the existence of God.</td>
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<tr>
<td>Theme 2</td>
<td>Evil and Suffering</td>
</tr>
<tr>
<td>Theme 3</td>
<td>Religious Experience.</td>
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<tr>
<td>Theme 4</td>
<td>Religious Language</td>
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<tr>
<td>Theme 5</td>
<td>Miracles</td>
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</tbody>
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#### Component 1: Section B – Ethics and Religion

<table>
<thead>
<tr>
<th>Theme</th>
<th>Title</th>
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<tbody>
<tr>
<td>Theme 1</td>
<td>Normative Ethical Theories</td>
</tr>
<tr>
<td>Theme 2</td>
<td>The Application of Ethical theories to Issues of human life and death</td>
</tr>
<tr>
<td>Theme 3</td>
<td>The Application of Ethical Theories to Issues of Non-human life and death</td>
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<tr>
<td>Theme 4</td>
<td>An Introduction to Meta-ethics</td>
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<tr>
<td>Theme 5</td>
<td>Free Will and Moral Responsibility</td>
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<tr>
<td>Theme 6</td>
<td>Conscience</td>
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<tr>
<td>Theme 7</td>
<td>Bentham and Kant</td>
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</table>
COURSE ASSESSMENT

• Each component will be assessed by one 3-hour exam.
• Each exam will contribute 50% towards the overall qualification.
ENTRY REQUIREMENT: Grade 9 - 4 in English. Ideally students will have achieved a grade 5 in English Language or Literature. However, we welcome a conversation with students who achieve 2 grade 4s.

A LEVEL
Some of you are probably wondering what Sociology is like, and whether it is likely to fit into your future career plans. This will answer some of your questions. Sociology is one of the social sciences, a group of subjects focusing on human behaviour. Professional sociologists are often interviewed in the news to explain the rise in a particular type of crime or whether changing the benefit system could encourage more couples to get married. They might be asked to offer a view about whether media violence affects children or why certain groups continue to perform badly at school or truant. Sociologists perform a very useful function because they have studied these issues thoroughly by observing or interviewing people or using similar methods. All these topics are part of the A level course, so potentially you too could become an expert sociologist interviewed on television or consulted by a government deciding how to address a pressing social issue!

However, many students who have other ambitions take sociology to widen their horizons. We are all intrigued by issues such as why men and women often act so differently, whether children’s behaviour is changing and whether it is possible to reduce crime and global inequalities. Sociologists disagree amongst themselves about these things as there are no easy answers, so in the lessons we spend a lot of time in lively discussions. Our students feel pleased that they have taken a new subject giving them detailed insights into the adult world. They feel they can join in conversations in a well-informed way when other people are talking about current affairs or social issues and this sort of confidence is particularly useful in university and job interviews. A student from Year 13 said: “Do it. It’s interesting and relevant to an understanding of what’s going on in the world. It gives you a new viewpoint”.

AQA
Mrs C Wells
COURSE CONTENT
The A level comprises three papers:

Paper 1: Education with Theory and Methods
For this paper you will investigate how educational achievement varies with class, gender and ethnicity. You will find out more about pupil/teacher relationships and the hidden curriculum. The impact of government policies on education will also be analysed. We learn about sociological research methods and their application to the study of education.

Paper 2: Topics of Sociology
For this paper you will study two topics:
1. Family and households: You will investigate the issues surrounding marriage, divorce and family diversity today. We consider how childhood is changing and think about the roles of men and women within the family today. Finally, we analyse the extent to which government policy affects our families.
2. Global development: You investigate the reasons behind global inequality. We look at globalization, aid, debt, population growth, the role of women and the impact of war and conflict.

Paper 3: Crime and Deviance with Theory and Methods
For this paper you look at the social distribution of crime and deviance by age, ethnicity, gender and class. You look at the globalization of crime, human rights, state crimes and crime control. You will also examine the connections between sociological theory and methods and the study of crime.

COURSE ASSESSMENT
Each paper is assessed by a two-hour exam at the end of the two-year course. Each paper is worth 33.3% of the A level.

Paper 1:
Education: Short answer and extended writing - 50 marks.
Theory and Methods: Extended writing – 10 marks

Paper 2:
Section A: Extended writing – 40 marks.
Section B: Extended writing – 40 marks.

Paper 3:
Crime and Deviance: Short answer and extended writing – 50 marks.
Theory and Methods: Extended writing – 30 marks.