

Sixth Form Course Booklet

FOR ENTRY 2016-17

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WELCOME TO THE SIXTH FORM

Prior Park College sets great store by its Sixth Form, seeing it as a transition between school and university, as a preparation for adult life and as a period of independent academic exploration. We believe that the ‘gold standard’ of A Level provides the best opportunity for students to grow in intellectual maturity, whilst securing qualifications that enjoy national and international gravitas, and which are highly regarded by universities and potential employers.

A LEVEL REFORM

You will be aware that the last Government embarked on a major programme of Post-16 reform which by the time it is completed in September 2017, will have changed the nature of all academic and vocational courses delivered by schools and colleges to 16-19 year olds in England.

The Government decided that from September 2015, some GCE AS and A-Levels would become separate qualifications and that AS levels will no longer be allowed to contribute to an overall A-Level qualification. Eventually all AS and A-Level courses will be decoupled and become fully linear with all the examinations required by each qualification being sat at the end of the course.

We are now in the second phase of these reforms and, from September 2016, revised linear AS and A-Level courses will be offered in all subjects, with the exception of Mathematics, Further Mathematics, Music Technology and Philosophy, which will be offered as Linear subjects from 2017.

At Prior Park we have embraced the reforms as a positive step, and a golden opportunity to review and enhance our Sixth Form Curriculum and to recognize the needs of our pupils as individuals with unique talents and aspirations.

CHOOSING THE RIGHT CURRICULUM

In the vast majority of cases, students joining Lower Sixth will select three

subjects to full A Level. In addition selection will be made for a 4th supporting qualification, such as an AS level, Extended Project Qualification (EPQ) or a specialist bespoke course such as Sports Leadership. We offer 26 taught A Level subjects and also have students who take A Levels in their native language including Russian, Dutch, German, Italian, Korean and Chinese.

Your choice of A Level subjects is important as it will inform your options going forward including Higher Education and careers. All the A Level courses offered at Prior Park provide a solid foundation for university entry, but for some more traditional institutions, including the Russell Group of leading universities, you also need to ensure that you have the right combination of subjects to maximize your chance of securing an offer of a place. In this context the Russell Group have identified a number of so called “facilitating subjects” which are often required for entry to the more academic courses at their institutions.

Facilitating Subjects include:

- English Literature
- Biology
- Chemistry
- Physics
- Mathematics and Further Mathematics
- Geography
- History
- Modern and Classical Languages

Most subjects offered by Prior Park but which do not appear on this list, such as Economics, Philosophy, Psychology and Theology would also be viewed favorably

by these institutions, but have not been included as they are not essential for entry to any particular university course. Our advice would be that two of the above courses studied successfully to full A Level would provide a pupil with a strong foundation for application to a Russell Group university on a strong research based course.

It is important to remember that such courses are not appropriate for all Sixth Formers, and that taking a different combination of subjects does not rule out entry to a top university. The guiding precept must always be to choose courses that you enjoy and for which you have demonstrable aptitude. Never select a course just because you think that you should! If in doubt, seek advice from such mentors as your teachers, careers advisor, and by researching courses directly.

Each A Level course offers the challenge of a fresh start, whether or not the subject was studied previously at GCSE. As students distil their curriculum from 10 or 11 subjects studied at GCSE, to just three or four subjects at A Level, the emphasis is clearly on depth of study, and the disciplines of self-motivation and independent learning are gradually developed. To achieve a proper balance, depth must be matched by breadth, and so the ‘daily homework’ becomes the ‘weekly assignment’; background reading will be set, and there will be more opportunities for discussion and independent initiative.

A strong feature of the Sixth Form has been the increasing popularity of the



Extended Project Qualification (EPQ). This qualification allows students to broaden their experiences in Sixth Form by undertaking an original project that they must design and carry out. Prior Park students have achieved truly outstanding results, with Prior Park established as a beacon of excellence in the quality of EPQ's produced by pupils. In terms of the national average percentage, Prior Park EPQ students continue year on year to excel against both state and other independent schools. More details about the EPQ, along with entrance requirements, are included in this prospectus.

Our students' results at A Level speak for themselves, and this year saw another fine performance. Virtually all students go on to high quality university places, including a consistently strong Oxbridge entry. Others choose to go straight into employment or follow apprenticeship schemes and Mrs Ford, our Careers Advisor, fully supports these students with their applications and interviews. Building on our tradition of service to others, many leavers embark on worthwhile Gap Year projects before entering university.

Our UCAS programme begins in the Lower Sixth and our students are thoroughly supported and guided through this process. Housemasters, Heads of Department and an experienced team of UCAS advisors work with students to produce thoughtful and dynamic Personal Statements supportive of successful applications. Each student has an individual interview with the Academic Head of Sixth Form once offers have been made, in which opportunities are discussed and decisions made. Prospective Sixth Form students are advised to contact universities directly to check that their subject combinations are acceptable for the courses in which they are interested.

BEYOND THE CURRICULUM

While at Prior Park, all students are encouraged to pursue their academic interests beyond the A Level course curriculum through competitions, lectures, work experience and private

research. However, A Level courses alone do not constitute a rounded Sixth Form education. It is crucially important that students' general intellectual, religious, cultural and moral education should continue whichever subjects have been chosen. Thus all students will take part in enrichment, which will continue throughout their Sixth Form career.

Our Pastoral Programme is delivered in taught periods on a fortnightly basis. Each lesson has a pastoral theme and this year we have covered important issues such as Personal Safety, Well Being and Self-image. Tutor periods, within houses, then follow up the issues raised in a smaller and informal group setting.

Weekly General Studies lectures tie in with the wider pastoral theme, giving all students the opportunity to be intellectually stimulated by a diverse range of subjects and speakers, as well as opportunities to ask challenging questions. Favourites in the past have included Dr Thomas Woolley (Maths and Zombie Contagion), The Israeli Youth Delegation, Chris Lubbe (Apartheid) and Natasha Devon (Body Gossip - Love the Skin you're in).

In addition, students are encouraged to develop individual skills, both by continuing activities they already enjoy e.g. Sport, Drama, Choral Society, by joining, dedicated Sixth Form societies or even establishing a student newspaper. All Upper Sixth students are expected to participate in the leadership of the school, either in a pastoral role with a younger year group or by sitting on a Sixth Form Committee such as Charities, Eco-Prior, Liturgy, or Social.

Many students participate in our community service initiative known as 'Prior Concern' and students find great fulfillment in serving others in local primary schools, residential homes and hospitals. A number of Sixth Formers assist with the weekly 'Soup Run' for the homeless in Bath. We have a school pilgrimage to Lourdes and, alongside pre-season sport, it has become an essential part of the summer for many of our Sixth

Form students.

Our brand new Sixth Form Centre commands spectacular views of the Palladian Bridge, Bath and the countryside beyond. Sited in the heart of the school it contains the Dairy (a work room), The Pantry (a Deli and café), the Cellar (a social area), a garden area for warmer months as well as storage and interview rooms. We also have the Big School Room which is used for lectures and weekly Sixth Form assemblies.

Each Sixth Form student belongs to a House and reports to the Housemaster/ Housemistress who will monitor each student's progress. The books in the Mansion Library have been selected specifically with the needs of the Sixth Form in mind. Students also have access to ICT facilities and Wi-Fi is now available to all our students.

To assess the worth of a school, it is obviously important to look carefully at the 'end product' and weigh the qualities and achievements of its Leavers. Of our Leavers, we believe, we can be truly proud; they are confident, capable, compassionate and independent minded. We look to those who enter the Sixth Form next year to continue our traditions of service, study and ultimately success within a friendly and supportive environment.

Please look carefully through this course booklet, and use it in conjunction with attending the Sixth Form Open Evening. Find out all that you can and do not hesitate to ask questions. The Sixth Form is ultimately your opportunity to develop and refine your talents towards a rewarding future career and full life.

Tom Simons
Academic Deputy Head

Amy Colquhoun
Head of Sixth Form (Academic)

Laura Young
Head of Sixth Form (Pastoral)

FINE ART, PHOTOGRAPHY AND TEXTILES

Through the study and practice of the visual arts, the course aims to provide an understanding of visual analysis through drawing, techniques related to an outcome, the relevance of Art in context, and to provide an arena for the building of personal reactions, ideas and ideals and the development of the imagination.

THERE ARE THREE ENDORSEMENTS AVAILABLE IN THE ART AND DESIGN COURSES THAT WE FOLLOW USING OCR.

- FineArt H601
- Photography H603
- Textiles H 604

The format for each course is the same. The assessed work that is done in respect of the OCR Assessment Objectives is produced during year 13 for both the AS and A level qualifications.*

FINE ART AND PHOTOGRAPHY

A LEVEL

Personal Investigation
120 marks, 60% of the Total A level
Externally Set Task
Starts in February
15 hour final work
80 marks, 40%. Of total A level

AS LEVEL

Externally Set task
Starts in January
10 hours, 100% of AS

The Lower 6 year is devoted to the learning of skills and approaches of each of the endorsements. Students will build a folio of work which reflects their development, progress and understanding as a precursor to the Personal Investigation.

NEW SPEC GENERAL OVERVIEW OCR. A LEVEL ART AND DESIGN H601 FINE ART, H603 PHOTOGRAPHY, H604 TEXTILES

MICHAELMAS TERM

Lower 6th
Knowledge, Skills, Understanding
Contextual Connections

Lower 6th A Level

Drawing, Painting, Print making, Mixed Media and Collage, 3D construction, Digital media, 35 mm and dark room methods, Film Making, Textile dying and printing, Textile fabric construction, Hand and machine embroidery, Embellishment

Lower 6th AS Level

Drawing, Painting, Print making, Mixed media and Collage, 3D construction, Digital media, 35 mm and dark room methods, Film Making, Textile dying and printing, Textile fabric construction, Hand and machine embroidery, Embellishment

Upper 6th

Personal Investigation 60%
120 marks

Practical Portfolio 100marks
Related Study Essay 20 marks

LENT TERM

Lower 6th

Knowledge, Skills, Understanding
Contextual Connections

Lower 6th A Level

Drawing, Painting, Print making, Mixed media and Collage, 3D construction Digital media, 35 mm and dark room methods, Film Making, Textile dying and printing, Textile Construction

Lower 6th AS Level

OCR Externally Set Task
Research and Develop

Upper 6th

Complete Personal Investigation's Final Outcome and Related Study

OCR Set Task 40%
Starts 1/2/2017

SUMMER TERM

Lower 6th

Specialisation
Individual Project

Lower 6th A Level

Individual Project working in at least two areas. Sketch book that shows development and contextual connections.

Lower 6th AS Level

10 Hour Final Work, 100% of total mark

Upper 6th

Set Task 15 hour final work

ORGANISATION.

Michaelmas Term 15 weeks

6 two week units to be done in class time. Much of the work will be oversized and stored in departmental drawers but also will be supported by a scrap/ sketch book Independent Study. The one contextual period per unit will be worked in a Connections sketch book. This will include notes on artist and concepts and personal response in any appropriate media.

TEXTILES

OCR

A level Art and Design H601 Fine Art , H603 Photography, H604

The course is made up of two units, two of which are completed at the end of the second year. There is a broad range of materials and approaches with good analytical drawing being at the centre of the work. There is sufficient opportunity for students to pursue an ambitious 'work of their own' in their second year, in terms of painting, sculpture and mixed media, which includes digital work.

FINE ART, PHOTOGRAPHY AND TEXTILES CONTINUED

There is an emphasis upon the study of Art in context, with individual research work and trips to galleries. Students are allotted their own space, which they are expected to use for much independent working. They are encouraged to develop their personal dimensions within the subject area, and there is both a mixture of compulsion and choice in their use of media. This has proven to be a popular and stimulating course but it does require commitment both in time and in energy.

ENTRY REQUIREMENTS

Students should ideally have at least achieved a Grade B at GCSE. Occasionally students have successfully completed the course not having studied Art at GCSE, but have had to demonstrate their ability to draw and to think creatively. We strongly recommend that students do not sign up for AS if they have NOT done GCSE.

THE AS COURSE

H201 Fine art, H203 Photography, H204 Textiles

There is no coursework folio. The total mark comes from one Set Task which begins in January and concludes in one 10-hour piece which is offered for assessment in the Summer. The first term is spent exploring methods, developing skills extending contextual knowledge.

ENTRY REQUIREMENTS

We strongly recommend that students do not sign up for AS if they have NOT done GCSE.

THE A2 COURSE

This consists of two units.

Unit 3: Personal Investigation

- One major project on a chosen theme that embraces recording, analysis and development and which demonstrates knowledge and skills from a personal perspective.
- A personal study into a chosen aspect of the Visual Arts in a historic or contemporary context. This must have a focus and can include practical work but must also contain 1,000 – 3,000 words of original work.

COMPLIMENTARY SUBJECTS

Most subjects complement Art. There is sufficient scope within the subject matter for individuals to explore ideas in their own way. Those who choose to do Two Art and Design Endorsements should be clear on their post A level aspirations.

CAREER & UNIVERSITY OPPORTUNITIES

The course provides a good gateway to the foundation course which leads to Applied Art degree courses and some design degrees. It is also recognised as a good A Level for developing a student's ability to work independently and creatively even though they are not taking an Art related degree. A Level Art can also be enrichment for life.

BIOLOGY

The course aims to provide a thorough grounding in Biology as a preparation for a Biological Sciences Degree course or a related discipline such as Medical Sciences. It is a subject that is best studied in combination with Chemistry if a Biosciences degree is a likely next step.

AQA

The Biology department follow the AQA Specification for A Level Biology. The content is summarised below:

ENTRY REQUIREMENTS

Ideally we ask for at least a Grade A at Key Stage 4 (IGCSE/GCSE) in separate or Dual Award Science. Experience has shown that students with a lower grade tend to struggle with the demands of the subject.

THE AS COURSE**Unit 1: Biology and Disease**

This Unit looks at Biochemistry and Physiological control in the context of disease. It includes certain diseases and their impact upon particular systems of the body. There is information on the defensive functions of the blood and how some drugs work.

- This makes up 33% of the marks for AS.

Unit 2: Variety of Living Organisms

The variety of life is extensive and is reflected in its biochemical basis and cellular organisation. This unit includes learning about DNA as an informational molecule.

- This makes up 47% of the marks for AS.

Unit 3: Centre Assessed Unit

This is an assessment of practical skills based on students' investigative work.

- This makes up 20% of marks for the AS Examination paper (100 UMS) (60 raw marks).

THE A2 COURSE**Unit 4: Populations and Environment**

This Unit focuses on how living organisms form structured communities within stable ecosystems through which energy is transferred and chemical elements are recycled. Students will be expected to have carried out field investigations as part of this Unit.

- This makes up 33% of the A2 marks.

Unit 5: Control in Cells and Organisms

This Unit looks at how multicellular organisms are able to control the activities of different tissues and organs within their bodies. This involves an appreciation of the way that coordinated responses are brought about by nervous and hormonal control. At the cellular level the role of DNA in the control of functions is also considered.

- This makes up 47% of the A2 marks.

Unit 6: Investigative and Practical Skills Assessment

This Unit examines the ability of students to plan and carry out and evaluate safe, ethical and skilful practical techniques.

- This makes up 20% of the A2 marks.

ADDITIONAL INFORMATION

Biology AS, although challenging, has a fascinating syllabus. Studying in much greater depth than Key Stage 4 really satisfies a curious scientific mind. Highly experienced, enthusiastic staff are always willing to answer any questions and help you right up to the examination.

COMPLEMENTARY SUBJECTS

Biology typically complements Chemistry, Geography and Sports Studies. It is a subject which can be studied simply out of interest and it is a well-regarded A Level qualification for non-science university applications. It is also a good subject to support an application for Psychology and Anthropology.

CAREER & UNIVERSITY OPPORTUNITIES

Biomedical Sciences, Medical Sciences, Veterinary Services, Zoology, Environmental Biology, Physiotherapy and Sports Injury, Biochemistry, Agricultural Sciences and Oceanography/Marine Biology.



BUSINESS

‘To open a shop is easy, to keep it open is an art’.

Chinese Proverb

Nowadays I'm not sure that opening a shop could be deemed 'easy' but the A-level Business course helps students to work through the process of business start-up, through survival and gives them a grasp of all that needs to be considered to ensure international business success. It is a wonderful introduction to the dynamic world of business and introduces budding entrepreneurs (as well as future consumers and employees) to concepts such as motivation, marketing and profit-margins.

WHAT ARE THE BENEFITS?

An interesting and challenging learning experience which includes debates, lively discussion, industrial visits, guest speakers, the use of the Internet and social media

The opportunity to put your ideas, opinions, independence of thought and initiative to practical use

The development of transferable skills which are relevant to the world we live in – problem-solving, creative thinking, research, evaluation, communication, personal development and decision-making

Opens up a range of possibilities in the world of work, enterprise, further and higher education

A valuable and well respected entrance qualification for university.

WHAT DO WE STUDY?

(Full A Level exam structure provided here, AS at the bottom which can be added if necessary)

At Prior Park College we follow the OCR specification for business. The 2 year linear A-level course will cover 6 broad topic areas:

- Marketing
- Finance
- Human Resources
- Production

- Strategy and Decision Making
- External Influences on Business

All this material can be assessed in any of the 3, 2 hour exams which are equally weighted (33.3% each) and structured as follows:

Paper 1 - Small/Local Businesses

Paper 2 - Medium Sized/National Businesses

Paper 3 - Large/Multinational businesses

- 15 Multiple Choice Questions
- A compulsory data response questions based on a case study of a real small/local business
- 20 marks worth of Short Answer Questions
- A compulsory data response question based on a case study of a real medium sized/national business
- A compulsory data response question (with one extended response) based on a case study of a large/multinational business

WHAT ARE THE ENTRY REQUIREMENTS?

At least B grade Maths and English Language. An interest in current affairs, particularly those relating to economics and the business world.

WHAT EXTRA CURRICULAR OPPORTUNITIES ARE THERE?

The school regularly enters a team in the national business competition 'BASE' run by ICAEW. We have an school league in the Student Investor Challenge - a stock market 'trading' game and there is a group of students who run their own import/export business through the Achievers International scheme.

We take trips regularly to see local and national businesses at work. Last summer this included a trip to Morgan and Mini to compare their car production processes. We also try to invite old students, parents and local business people in to give talks and presentations to BUS-SOC one or twice a term.

WHAT MIGHT IT LEAD TO IN TERMS OF UNIVERSITY AND BEYOND?

Business Studies, Management, Economics, Marketing and Finance. This A Level also sits well with other subjects to form the basis of a joint degree, for example, French and Marketing, Geography and Business Studies. Plenty of university courses for business are sandwich courses, a 4 year course where the third year normally involves a 'year in industry' these can be particularly CV enhancing and many students gain graduate placements with the firms where they work in their third year. Business graduates can gain access to a wide range of careers such as Marketing,

Market Research, Accountancy and Finance, Banking and Investments, Town and County Planning, Hospitality, Sport and Leisure Management, Retail Management, Human Resources and careers in IT, Public Relations and general management in many other different industries.

COMPLEMENTARY SUBJECTS

Most subjects but especially Design Technology, Computing, Maths, Geography, Economics, Modern Languages and Art.

EXAM STRUCTURE FOR AS:

2, 2 hr papers worth 50% each

Paper 1 - Small/Local Businesses

Paper 2 - Medium Sized/National Businesses

- 15 Multiple Choice Questions
- A compulsory data response question based on a case study of a real small/local business
- 20 marks worth of Short Answer Questions
- A compulsory data response question based on a case study of a real medium sized/national business



CHEMISTRY

The AQA course encourages students to: Develop essential knowledge and understanding of the concepts of Chemistry and the skills needed for the use of these in new and changing situations. Develop an understanding of the link between theory and experiment. Sustain and develop their enjoyment and interest in Chemistry and bring together knowledge of ways in which different areas of Chemistry relate to each other.

AQA

A level (7405)
(AS level 7404)

The AQA course encourages students to:

- Develop essential higher knowledge and understanding of the concepts of Chemistry and the skills needed for the use of these in new and changing situations.
- Develop an understanding of the link between theory and experiment. Sustain and develop their enjoyment and interest in Chemistry and bring together knowledge of ways in which different areas of Chemistry relate to each other.

This is a linear course. Written exams are sat in June of U6 (Year 13)

EXAMINATION STRUCTURE

Paper 1:

What is assessed:

- Relevant Physical chemistry topics: (syllabus sections 3.1.1 to 3.1.4, 3.1.6 to 3.1.8 and 3.1.10 to 3.1.12)
- Inorganic chemistry (syllabus section 3.2)
- Relevant practical skills.

How it is assessed:

Written exam: 2 hours
105 marks.
35% of A-level.

Questions

105 marks of short and long answer questions.

Paper 2:

What is assessed:

- Relevant Physical chemistry topics (syllabus sections 3.1.2 to 3.1.6 and

3.1.9)

- Organic chemistry (syllabus section 3.3)
- Relevant practical skills

How it is assessed:

Written exam: 2 hours
105 marks.
35% of A-level.

Questions

105 marks of short and long answer questions.

Paper 3:

What is assessed:

- Any content
- Any practical skills

How it is assessed:

Written exam: 2 hours
90 marks.
30% of A-level.

Questions

- 40 marks of questions on practical techniques and data analysis.
- 20 marks of questions testing across the specification.
- 30 marks of multiple choice questions.

ENTRY REQUIREMENTS

In general, a student needs a good Grade (A*/A) in Chemistry or Dual Award Science, and a sound understanding of GCSE Level Mathematics is desirable – ideally at least a grade A - if he or she is to make a success of the course. However, a student's motivation and interest are of vital importance.

PRACTICAL SKILLS

ENDORSEMENT

In addition to their A level grade, students

will also work to obtain a Practical Skills Endorsement – Pass or Fail. Students will undertake a great many laboratory activities during the 2 year course, including 12 required practicals. Students have to show that they are developing their skills and ability to plan and work both safely and independently in preparation for practical work at University level. Over the entirety of the course, teachers will assess their progress in the following 5 key competencies:

- following written instructions
- application of investigative approaches and methods when using instruments and equipment
- safely using a range of practical equipment and materials
- make and record observations
- perform research providing references and reports

ADDITIONAL INFORMATION

This is an intensive course with hard work and good organisation required from the start. During lessons the mysteries of GCSE Chemistry are unravelled and we get a chance to use a wider range of chemicals and equipment making practicals more interesting and challenging. The new A level course also delves deeper into areas of Biochemistry and Molecular Biology, with topics on Enzymes and Proteins, DNA, Action of Anti Cancer Drugs. During the course, a way of thinking is developed, which can help in everyday situations and can also increase your awareness to chemicals in the environment around us.

It is not a course to be taken lightly, but it is very enjoyable and for the logical thinkers and those with an enquiring mind it will prove to be a satisfying course.

COMPLEMENTARY SUBJECTS

Biology, Physics and Mathematics.

UNIVERSITY LINKS

We have close links to the University of Bath Chemistry Department. Towards the end of our Lower Sixth year students undertake a project to synthesise and purify aspirin. Then, early on in the Upper Sixth year, we visit the University to analyse this aspirin sample using their computerised instrumental technology.

CAREER & UNIVERSITY OPPORTUNITIES

Chemistry plays a vital role in a technological society. It is a vital qualification in many fields (Medicine, Dentistry, Veterinary Science, Chemical Engineering, Pharmacology and Graduate Nursing). However, as with all science subjects, the skills that are learnt make A Level Chemistry a highly regarded qualification, whatever course of study is chosen in the future.



CLASSICAL CIVILISATION

This course teaches the prescribed works in detail and students will understand them both as works of art and as contributions to the civilisation of Europe and the world. The aim is to understand the thoughts and feelings of the ancient Greeks and Romans, appraise the achievements of the ancient world in the light of modern knowledge and evaluate modern achievements and assumptions.

AQA

ENTRY REQUIREMENTS

A GCSE in the subject, although helpful, is not necessary. All that is required for studying the subject at Advanced Level is a lively interest and commitment to reading and study.

THE AS COURSE

Module 1:
Homer's *Odyssey*. The earliest European literature and the society that produced it.

Module 2:

Greek Architecture and Sculpture. The achievements of Greek art and architecture and the social, political and religious forces that inspired them.

THE A2 COURSE

Module 3:
Greek Tragedy. The first and definitive drama of Europe, and the beliefs, fears and assumptions of Athenian society.

Module 4:

Roman Epic. Virgil's epic *The Aeneid*, and its central position within the mythology of the Augustan regime.

ADDITIONAL INFORMATION

We need the last three thousand years in order to cope with the next hundred. Every culture of civilising influence has been based on knowledge of the past. In studying the thoughts and experiences of our predecessors, students encounter social, political and moral problems and are compelled to think about them instead of just following, by default, the modes of thought that happen to be current in our own society.

Classical Civilisation is a modern and wide-ranging course, which can be combined with a variety of other subjects to make a suitable package for university entry. It is recommended for those who are interested in classical literature, culture and history, but who want a course that does not depend on attainment in a language.

COMPLEMENTARY SUBJECTS

Classical Civilisation can be combined with almost any other subject to make a suitable package for university entry.

CAREER & UNIVERSITY OPPORTUNITIES

The Classical subjects are recognised by the academic, professional and business worlds as holding the mark of distinction, and people with its training have proved their ability to solve problems, think precisely and communicate clearly. People who have opted for this subject at Advanced Level go into a wide range of careers such as law, marketing, journalism, medicine, publishing, civil service and computing.

DESIGN & TECHNOLOGY: PRODUCT DESIGN (3D DESIGN), ART & DESIGN TEXTILES

The Design and Technology department offer two pathways at A Level both of which encompass the true essence of design. In these courses candidates will develop a broad view and understanding of Design and Technology, developing their capacity to design and make products. The courses also consider broader issues including the complex relations between design, society, environment, materials, manufacture and marketing.

The Product Design and Textiles courses at A Level progress quite naturally from the Product Design and Textiles courses offered at GCSE Level at Prior Park. New pupils entering the Sixth Form may have studied GCSE Resistant Materials, Product Design, Textiles or Graphics; all of which are suitable as introductions to the course. The course is taught by teachers specialising in AS and A2, and they work closely together in a team teaching situation so that skills and expertise are shared. During project work modules the DT Centre facilities are shared by Upper Sixth and Lower Sixth pupils, with a strong emphasis on mutual support.

ENTRY REQUIREMENTS

Students who wish to undertake A Level Product Design should have gained at least a grade B in one of the GCSE Design and Technology courses mentioned above. Although experience working with textiles is preferred, we are happy to take students who have a similar grade in Art should they wish to study the Art and Design Textiles course. The major pre-requisite is to be able to draw and be comfortable using computers. Candidates need to be highly motivated and it is expected that students will willingly spend free time in the DT Centre.

AQA PRODUCT DESIGN (3D DESIGN)

The Product Design specific course requirements are to have an interest in design styles and movements, some experience with the use of hand tools and machinery, as well as the use of CAD and CAM equipment.

THE AS COURSE

Unit 1 – Materials, Components and Applications

- Developing an understanding of the physical and mechanical properties in a broad range of materials and components
- The broader issues for the designer including the environmental sustainability of products and their manufacture, ergonomic and anthropometrics, inclusive design and consumer safety
- Methods in which materials and components can be manipulated to manufacture products
- Develop knowledge of appropriate health and safety issues relevant to working with materials
- Computer aided design (CAD), computer aided manufacture (CAM) and the use of basic quality control measures.

Unit 2 – Learning Through Designing And Making

Written (or electronic) design portfolio with manufactured designs. The coursework may take a number of forms; a single design-and-make project, two smaller projects and/or a portfolio of work. These units utilise knowledge gained from Unit 1, which is then applied to the Unit 2 task.

ASSESSMENT

Unit 1 – Materials, Components and Applications

Written exam: 2 hours
Weighting: 50% of total AS,
25% of total A Level marks
This is based primarily on Materials and

Components.

Consisting of three sections: Section 1 contains compulsory limited response questions. Section 2 offers a choice of one question from two. Section 3 contains one compulsory question.

Unit 2: Learning Through Designing And Making

Coursework: Approximately 50 hours.
Weighting: 50% of total AS,
25% of total A Level marks.

THE A2 COURSE

Unit 3 – Design and Manufacture

- Further development of knowledge and understanding of materials and components, design and market influences and processes and manufacture are built upon the previous learning from the AS course
- The synoptic element assessment focuses on knowledge of materials and components in relation to the context of application, market demands and through processes and manufacture.

Unit 4 – Design and Making Practice

Written (or electronic) design portfolio with a manufactured design. The coursework will take the form of a single substantial design-and-make project that uses the knowledge gained from Units 1 and 3, which is then applied to this design-and-make task.

ASSESSMENT

Unit 3 – Design and Manufacture

Written exam: 2 hours
Weighting: 25% of total A Level marks
This paper is based primarily on design and manufacture. Consisting of two sections and



DESIGN & TECHNOLOGY CONTINUED

including a synoptic assessment. The synoptic assessment is to test the candidates' understanding of the connections between the different elements of the subject and their holistic understanding of the subject.

Unit 4: Design and Making Practice

Coursework: Approximately 60 hours
Weighting: 25% of the total A Level marks

OCR ART & DESIGN TEXTILES

The aim of Art and Design Textiles is to create visual and tactile meaning through expressive, functional or decorative outcomes by selecting and manipulating fabrics or fibres. Formal skills to be covered include shape, colour, pattern and repetition. Students can focus on the following specialisms:

- Fashion - garments or accessories
- Printing - using a range of methods for image transfer and repeat
- Application of fabric dye - batik, silk painting, tie dye
- Constructed - knit, weave, felt, embroidery, appliqué
- Installed - the creation of an installation piece for a commercial or a domestic setting
- Expressive textiles.

THE AS COURSE

Unit 1 - Art & Design Textiles Coursework Portfolio

For this unit students are to produce a portfolio of work that derives from initial starting points, topics or themes that are determined by the centre. This year is primarily aimed at the exploration and

experimentation of techniques and approaches to the development of ideas. All of these areas of work will need to be backed up by the study of the work of other artists and designers. Students will make written notes on how the work of others impacts upon their own efforts. Gallery visits in Bath and to London are key elements for the course. The coursework folio should conclude with a final piece in an appropriate medium. There is a 5 hour trial exam which requires students to complete one work which is a development of their folio final piece.

Unit 2 - Controlled Assignment

This is set by the exam board, students will have approximately six weeks to prepare a response to a stimuli, which must be realised in a 5 hour exam. The preparation involves independent research and development in a sketch book or other formats.

ASSESSMENT

Unit 1 - Coursework Portfolio

Approximately 50 hours.
Weighting: 60% of total AS,
30% of total A Level marks.

Unit 2 - Controlled Assignment

Timed Exam: 5 hours.
Weighting: 40% of total AS,
20% of total A Level marks.

Both units must be submitted for marking on the same day as the controlled assignment concludes. The school will mark the work according to the criteria

laid down by OCR; these marks are then confirmed by a visiting moderator. Students will be encouraged to submit their coursework folio for "ghost marking" before they embark upon their Controlled Assignment. Internal assessment and self-assessment takes place through one to one tutorials and class discussion using both past examples and applying the OCR assessment objectives.

THE A2 COURSE

Unit 3: Personal Investigation

This is a body of thematic work which is entirely of the students choosing. It must contain:

- Research of images, information, ideas from both primary and secondary sources
- Insights into the work of other artists and traditions which are relevant to the theme or topic
- Developmental work where ideas are linked together and seen in relationship to the chosen media or technique
- A personal reaction which shows creativity, inventiveness and an individual visual language.

Students will create a least one sketch book and some larger work in other formats; this will conclude in one major work in any media during the 15 hour trial exam. This investigation requires a contextual study which should be 3000 word (approx) essay or equivalent (as an annotated sketch book or film) which relates directly to the theme or topic of the Personal Investigation. The title underpinning the essay will be negotiated

with the teachers as the project unfolds.

Unit 4: Controlled Assignment A2

This is externally set by OCR. Students will have approximately 6 weeks to research and prepare their work which is concluded in a 15 hour exam.

ASSESSMENT

Unit 1: Personal Investigation

Coursework: Approximately 50 hours.
Weighting: 30% of total A Level marks.

Unit 2: Controlled Assignment A2

Timed Exam: 15 hours.
Weighting: 20% of total A Level marks.

ADDITIONAL INFORMATION

It would be fair to say that this course makes huge demands on student's free time. As each person takes on a project of their own it is more or less impossible to set whole class work schedules. The most successful students have a high level of self-discipline and choose projects that can sustain their interest. Student's cannot avoid working with computers and have to have the ability to sketch out design solutions quickly and with flair.

The lesson structures vary between single and double periods, with practical, portfolio work and theory all being completed alongside each other. Excellent exam results in the Design and Technology courses are regularly achieved due to the expert knowledge, teaching and support provided by the DT faculty. The DT staff have very high expectations of students

and their design approach to the subject and hence aim to extend the students in all facets of the course.

COMPLEMENTARY SUBJECTS

Nearly all of them! The most popular seem to be Economics or Business Studies, Art, Theatre Studies, Music Technology, Mathematics and Physics.

CAREER & UNIVERSITY OPPORTUNITIES

Design and Technology is applicable to most University courses such as: Architecture, Product Design, Advertising, Business Studies, Industrial D&T, D&T Teaching PGCE, Civil, Aeronautical, Chemical, Electrical and Mechanical Engineering, Computer Technology, Fashion, Jewellery, Art Foundation, Interior Design and Landscape Gardening. For those who decide not to move on to university apprenticeships in a wide variety of subjects could be studied.

Design and Technology can assist and lead in to many career opportunities including textile technology, consumer science, electronics, dental technology, architecture, furniture making, printing, cybernetics, product design, medical technology, model making, vehicle design, packaging technology, building crafts, prosthetics, signmaking, D&T teaching, structural engineering and vehicle maintenance.



DRAMA & THEATRE STUDIES

Students will study various theatre texts from a cultural, social and historical context; be expected to create drama and theatre, either in a performance or production role; study plays and playwrights, theatre practitioners and conventions; also write critically about plays they have seen.

EDEXCEL

A two year linear course to be launched in 2016. The course is intended to stretch students both intellectually and practically. All components will be completed in the second/final year of the course. There is a focus on the practical application of performance texts. The course is structured in such a way as to follow on from the new GCSE drama qualification, which is also being launched in 2016.

There are three components to the course, listed below.

Component 1: Devising

80 marks. (40% of the qualification.)

Students will devise an original performance piece. They will also study the work of one theatre practitioner and this component can be taken as a performer or designer.

There are two parts to this component.
A submitted portfolio of work (60 marks)
A devised performance/design (20 marks)

Component 2: Text in Performance

60 marks. (20% of the qualification.)

Students will perform/design a realisation of one key extract from a performance text. They will also perform/design for a monologue/duologue from a different performance text. Both parts are externally examined.

There are two parts to this component.

Group performance (36 marks)
Monologue/duologue (24 marks)

Component 3: Theatre Makers in Practice

80 marks. (40% of the qualification.)

A Written examination.

Students will evaluate a live theatre performance as well as respond to an unseen extract from a performance extract that they have studied and also respond, as a director, to a performance text, as well as demonstrate an understanding of another theatre practitioner.

There are three sections to the written exam which lasts 2 hours and 30 minutes.

Section A: Live Theatre Evaluation
(20 marks)

Section B: Page to Stage
(36 marks)

Section C: Interpreting a Performance Text (24 marks)

At time of going to press, this qualification is awaiting verification from Ofqual so may be subject to some change. Should that be the case, I will notify all students and parents of students who have indicated an interest in taking the course.

ENTRY REQUIREMENTS

It is useful to have taken Drama at GCSE but not essential. Given the literary content of the course it is essential that you achieve at least a Grade B at English GCSE.

THE AS COURSE

Unit 1: (6DR01) Exploration of Drama and Theatre

- Internally assessed
- To be completed by the end of April.

CONTENT SUMMARY

This unit introduces students to the content of plays written for the theatre. They will learn how to analyse plays in a variety of ways so that they become familiar with the way written plays can

beinterpreted for realisation in performance.

ASSESSMENT

This internally assessed unit requires students to explore two contrasting play texts, chosen by the centre, in a practical and active way. At least one of the plays must be explored in the light of a recognised theatre practitioner. Students are also required to experience a live theatre performance and submit an evaluation.

Weighting:
40% of the total AS marks
20% of the total GCE marks.

Unit 2: (6DR02)

- Externally assessed
- Availability: February – May.

CONTENT SUMMARY

This unit offers students the chance to demonstrate skills in a performance environment. The knowledge and understanding gained during the study of two plays in Unit 1 can now be applied with a view to delivering a performance to an audience.

ASSESSMENT

This is an externally assessed unit. The first section requires students to offer either a monologue or duologue. The second section requires students to contribute to a performance of a professionally published play by a known writer. Students may offer either acting or a design form and must also provide a concept of the interpretation of their chosen roles or designs.

60% of the total AS marks
30% of the total GCE marks.

THE A2 COURSE

Unit 3: (6DRO3)

- Internally assessed
- To be completed by the end of May.

CONTENT SUMMARY

This unit requires the creation of an unique and original piece of theatre. The knowledge and understanding gained in the AS units can now be applied to a created production. Students will be assessed on both the process of creation and the finished product in the form of a performance to an invited audience.

ASSESSMENT

Students will be assessed on the research and development of their work as well as the final performance in front of an identified audience. They are also required to complete an evaluation on both process and performance of their work. Written evidence will be required reflecting the research and development work.

Weighting:
40% of the total A2 marks
20% of the total GCE marks.

Unit 4: Theatre Text in Context

- Externally assessed
- Availability: June.

CONTENT SUMMARY

This externally examined written unit requires the detailed study of one set play text and one prescribed historical period of theatrical development.

ASSESSMENT

This externally assessed unit takes the form of a 2 hour 30 minute written paper in three sections. Sections A and B require students to explore one play, from a choice of three set play texts, from the point of view of a director in both an

academic and practical way. In section C a selection must be made of one from a choice of three historic periods of theatre history. A live performance of a play from the chosen period must be experienced and evaluated and a comparison made with the original staging conditions of the play.

Weighting:
60% of the total A2 marks
30% of the total GCE marks.

ADDITIONAL INFORMATION

You need to be curious about issues and ideas and have a creative flair for communicating your views. You will have an interest in various aspects of theatre and will also enjoy visits to the theatre. You will be keen on the close study of texts and be a strong group worker.

COMPLEMENTARY SUBJECTS

Drama and Theatre Studies can be taken with any combination of AS subjects.

CAREER & UNIVERSITY OPPORTUNITIES

Drama and Theatre Studies complements a range of subjects and is useful in building confidence and improving presentation skills. This clearly assists careers in a number of areas including sales, marketing, management and work involving group input.

Aside from allowing you the opportunity to study Drama in Higher Education and possibly leading to a career in the performing arts industry, Drama and Theatre Arts is a fully recognised A Level that is both recognised and appreciated by many employers and universities for the skills it develops in candidates and the confidence it builds in them.



ECONOMICS

Fundamentally, Economics is about analysing choices and, at its heart, it is about advising humans on how to use scarce resources efficiently to achieve their chosen goals. The aftermath of the credit crunch has made it a very exciting time to be studying Economics. The shocks of the past few years have taught us that the economic models and theories of the future are still to be written and current Economics students may well be the ones to write them.

OCR

At Prior Park College we follow the OCR specification for economics. The course is split into two sections microeconomics the study of individuals and firms, and macroeconomics - the study of a whole economy. In micro economics students will consider topics such as Prices, Quantities, Markets, Welfare, Government Policies. In macroeconomics they will learn about Inflation, Economic Growth, Interest Rates, Exchange Rates, Trade and Unemployment.

WHAT ARE THE BENEFITS OF STUDYING ECONOMICS

- An interesting and challenging learning experience which includes debates, lively discussion and lots of analogy in an attempt to make abstract ideas make sense.
- The opportunity to form your own opinions and exercise independence of thought. There is often no 'correct' answer in Economics - it is more about showing how you come to your own conclusion.
- The development of transferable skills which are relevant to the world we live in: analytical and problem solving, numerical, presentation, research, communication, political awareness
- Opens up a range of possibilities in the world of work and higher education
- An entrance qualification for university that is highly valued and sought after.

ASSESSMENT

Assessment will be completely exam based and there will be three, two hour exams taken at the end of the two year

course which are equally weighted (33.3% each). There will be separate Microeconomics and Macroeconomics papers consisting of a data response style question on a real world case study and two extended response questions.

The third paper will have no specific content but will apply the syllabus material for the other two exams to the real world by way of an unseen 'theme'. A large part of this third paper will be multiple choice questions with the other section being a mixture of short and extended response questions based on articles and data.

ENTRY REQUIREMENTS

At least B grade Maths and English Language. An interest in current affairs in both the UK and other countries.

THE STAND ALONE AS COURSE M2 x 1 1/2 hour papers

(50% each)
Both Micro and Macro Economics exams (papers 1&2) have:
- 15 Multiple Choice Questions
- A compulsory data response question
1 essay (from a choice of two)

ADDITIONAL INFORMATION

The school regularly enters a team in target 2.0 competition run by the Bank of England. We have an school league in the Student Investor Challenge - a stock market 'trading' game. We take part in the Bristol Festival of Economics in November of each year and run a bi-annual trip to London to visit the Bank of England and the Metal Exchange. Other opportunities

to attend lectures at Bath University are offered from time to time. We also help students to subscribe to various relevant periodicals and receive a fantastic reduced price subscription offer to The Economist.

COMPLEMENTARY SUBJECTS

Most subjects but especially Maths, Geography, History, Philosophy, Business, Psychology, Modern Languages and The Sciences.

CAREER & UNIVERSITY OPPORTUNITIES

Economics, Econometrics, Actuarial Sciences, MORSE, International Relations, Business Studies, Management, Economic Development, Marketing, Finance and Accounting, Environmental Economics and Land Economy. Economics also sits well with other subjects to form the basis of a joint degree, for example, Economics and Spanish or Politics, Philosophy and Economics. (It is important to note that for a pure Economics course at university Maths is very often required and is seriously recommended)

Economics graduates can gain access to a wide range of careers such as Marketing, Market Research, Accountancy and Finance, Banking and Investments, Town and County Planning, Hospitality, Sport and Leisure Management, Retail Management, Human Resources and careers in IT, Public Relations and general management in many other different industries.

ENGLISH LITERATURE

The OCR specification encourages candidates to read widely and independently, to explore literary texts for their own intrinsic interest and significance and to set them within their literary, cultural and historical contexts. Students will read radical, innovative texts alongside major canonical works, giving them a sense of the diversity Of literature in English. As well as developing analytical skills, students will learn how to write extended essays and to carry out research: skills which underpin many degree courses and are highly valued by universities.

OCR

The English Department teaches the OCR syllabus which now offers a linear route to the A level qualification as well as a 'stand alone' AS. The AS is co-teachable with the first year of the A level course. All students will study a Shakespeare play and poetry from the pre-1900 period, as well as Drama and Prose post-1900.

ENTRY REQUIREMENTS

The entry requirement is a Grade B at English Literature GCSE.

THE AS COURSE

Unit 1: Shakespeare and Poetry pre-1900
We will study Hamlet along with Milton's epic poem Paradise Lost, Books 9 and 10.

ASSESSMENT:

There is a 1 hour, 30 minute exam, worth 60 marks, comprising 50% of the total AS level. Students answer one question on their Shakespeare play and one extract-based question on the poetry text.

Unit 2: Drama and poetry post-1900

We will study A Streetcar Named Desire and The Great Gatsby. Through this study of modern literature, students learn to compare texts and gain confidence in their use of literary critical concepts and terminology. The prose text will be studied as part of a wider tradition of American literature (1880-1940) which will give students the opportunity to explore a rich variety of different texts.

ASSESSMENT:

There is a 1 hour, 30 minute exam, comprising the final 50% of the AS level. Students answer one question on their play, and one on the prose text, making connections with an unseen prose extract from the same topic area (American literature, 1880-1940). Students studying for the Linear A level qualification will then move to the year 2 programme of study, which will build on the first year (consisting of what AS students have studied, but without a final exam).

A LEVEL YEAR 2

American Literature 1880-1940
Building on our study of The Great Gatsby during the first year of the course, we will also explore Steinbeck's The Grapes of Wrath and read more widely in American literature of this period, including writers such as Henry James, Mark Twain, William Faulkner and Ernest Hemmingway. We will study literature of this period in relation to its historical context, as well as looking at key stylistic features and thematic preoccupations

ASSESSMENT

As part of the final exams, students will sit a Comparative and Contextual paper (2 hours, 30 minutes; worth 40% of the total A level).

Coursework component

Students doing the linear qualification will also complete a coursework folder (20% of the total A level) consisting of one

critical or re creative piece based on one text (an opportunity to write creatively), and one essay based on linked texts. For this unit we will draw on our first year study of A Streetcar Named Desire, adding The poetry of Wilfred Owen and Pat Barker's Regeneration. Drama and Poetry pre-1900 exam (2 hours and 30 minutes)

The last exam will concentrate on material studied during the first year of A level and is worth 40% of the total. There will be an opportunity to return to Hamlet and Paradise Lost during the final year.

COMPLEMENTARY SUBJECTS

English combines particularly well with History, Drama, Theology, Latin and Modern Language A Levels. However, we have also had students applying for Medicine who have continued the subject to A2.

CAREER & UNIVERSITY OPPORTUNITIES

The skills you learn through studying A Level English Literature are highly valued by universities and will help prepare you for the extended writing required at that level. The ability to analyse literature is a key skill required for Modern Languages degrees. The ability to conduct independent research and to evaluate and analyse are also very useful transferable skills, opening up opportunities in a diverse range of fields.

GEOGRAPHY

The OCR specification emphasises the unity of Geography, in order to achieve an understanding of the complex inter-relationships between people and environment. The AS course provides a coherent course in Physical and Human Geography, promotes an investigative approach, and lays a sound foundation for further study at A2. The A2 modules include opportunities for candidates to study global issues of topical interest.

OCR

A modern subject which combines scientific discipline with arts based communication and research skills. Geographers learn to understand how human and natural systems work and to have the ability to relate them to their spatial location. The discipline tends to produce lateral thinkers who have the ability to understand fine detail to a high level. In addition geographers are good at synthesising ideas at different scales to reach an overview of all the interacting factors.

ENTRY REQUIREMENTS

Ideally candidates should have studied Geography at GCSE and achieved Grade B or better. In addition literacy and numeracy skills should be reflected in good Grades (B or higher) for English and Maths GCSE. Candidates should be willing readers who are curious about the world around them. They must be able to write extended prose.

THE AS COURSE

Unit 1: (F761) Managing Physical Environments

- River environments
- Coastal environments
- Cold environments.

Unit 2: (F762) Managing Change in Human Environments

- Managing urban change
- The energy issue
- The growth of tourism.

THE A2 COURSE

Unit 3: (F763) Global Issues

Environmental issues:

- Earth hazards (Option A1).

Economic issues:

- Population and resources (Option B1)
- Globalisation (Option B2).

Unit 4: (F764) Geographical Skills – An examined unit – no coursework

Geographical Skills:

- Identifying a suitable geographical question or hypothesis for investigation
- Developing a plan and strategy for conducting the investigation
- Collecting and recording appropriate data
- Presenting the data collected in appropriate forms
- Analysing and interpreting the data.

ADDITIONAL INFORMATION

Student Comments:

"The transition from GCSE to AS was well paced and stimulated me intellectually. It goes well with my other AS choices (Economics, English and History)."

"The field trips to the River Avon and Cley Hill were fun, and they provided great opportunities to put skills into practice and improve my understanding of the topics."

"The teachers are always accessible and want us to do our best. Geography gives an appreciation of our place in the landscape."

Students are expected to work hard and take an interest in the subject that goes beyond the confines of the exam specification. Confidence is built through a variety of team-based activities and lesson plans and teaching styles are varied to stretch and stimulate. Our ultimate aim is to produce independent learners who cope well with the academic environment of further education. The department has an excellent record for exam results. Many students get their best A Level grade in Geography and we feel that we give exceptional "value added".

COMPLEMENTARY SUBJECTS

Geography matches well with most AS subjects. Scientific thinking skills are useful but the analytical skills developed by historians and English students would also be valuable to geographers. The thinking, team-work and organisational skills that geographers acquire transfer readily to a variety of subjects.

CAREER & UNIVERSITY OPPORTUNITIES

Geography Graduate Careers Survey: 40.6% management and administration; 25.8% further training, including PGCE and higher degrees; 11.5% financial sector; 10.5% retail; 10% other professional including media. Further information on course and careers can be found at: www.rsg.org, www.geographical.co.uk, www.prospects.csu.as.uk.



HISTORY

With analysis and research essential for A Level History, key skills will be developed that are subject transferable, but that are also necessities for most University courses. A developed understanding of both continuity and change in a wide array of areas (politics, economics, society, religion, global issues) have direct relevance to the modern world, enabling students to become better citizens, with a greater sense of how our twenty-first century society functions.

AQA

At AS, this specification supports historical study that should promote an understanding of change and development over time (Unit 1) plus an understanding of change over a short period studied in depth (Unit 2). At A2, the specification offers a natural progression from AS. Unit 3 focuses on the relationship between the state and the people, and the forces which influenced this relationship. Unit 4 is an historical enquiry which tests understanding of change over 100 years.

ENTRY REQUIREMENTS

A GCSE Grade B or above is required to study AS History, due to the demanding nature of the course. In exceptional circumstances, we accept students with a Grade C and those who have not done GCSE History, requiring a strong set of GCSE results across the board.

THE AS COURSE

Unit 1: Change and Consolidation: USA 1890-1945

This unit will allow pupils to develop an understanding, and an awareness, of cause and consequence and of continuity within a broad historical context, enabling pupils to reach conclusions based on an appreciation of longer term developments.

ASSESSMENT

Written Paper: 1 hour 15 minutes
Weighting:
50% of total AS marks
25% of total A Level marks

Two questions to be answered from a choice of three two-part questions. Tests understanding of change over time.

Unit 2: Historical Issues Periods of Change: Britain 1902-1918: The Impact of New Liberalism

This unit provides the opportunity to investigate the impact of New Liberalism in both peace and war. Candidates will gain an understanding of the nature of New Liberalism, its promotion of social and constitutional reform and the challenges it faced in both war and peace. This period allows for the development of an understanding of the relationships between ideas, individuals and wider forces.

ASSESSMENT

Written Paper: 1 hour 30 minutes
Weighting:
50% of total AS marks
25% of total A Level marks
One compulsory two-part, source-based question and one structured two-part question from a choice of two.
Tests understanding of a significant period of history in depth.

THE A2 COURSE

Unit 3: The State and the People: Britain 1918-1964

This unit requires an understanding of change and continuity in Britain from the end of the First World War to the election of 1964, through periods of peace and war to an era of consensus and affluence. Pupils will study the impact of economic and social change on government policies

and, by studying the key events and developments, will be able to draw conclusions about the changing relationship between the state and its citizens.

ASSESSMENT

Written Paper: 1 hour 30 minutes
Weighting:
30% of total A Level marks
Two essay questions to be answered from a choice of three. Tests understanding both in depth and breadth.

ASSESSMENT

Historical Enquiry: African American History: 1900-2001
Weighting:
20% of total A Level marks
An individual study of approximately 3,500 words: An analysis of the development of African American Civil Rights, assessing the interrelationship of various factors, which ensured their civil rights were achieved.

ADDITIONAL INFORMATION

Students tend to agree that History A Level is "challenging" whilst "hugely enjoyable". They particularly like the discourse and argument that the subject encourages. While it is true that the content levels are high, they appreciate the chance to get a better conceptual grasp through detailed study. Some have been most stimulated by the chance to assess issues from varying perspectives, and then formulating their own. All tended to agree that the Historical Enquiry was the most

rewarding aspect of the course, as it allowed them the chance to explore an issue in detail and work independently, or closely with their study tutor.

COMPLEMENTARY SUBJECTS

History may be taken with any combination of A Level subjects.

CAREER & UNIVERSITY OPPORTUNITIES

History is a highly regarded A Level for admissions tutors and employers alike. It is directly applicable to a wide variety of University courses, such as Political Science, Philosophy, Languages, Economics and of course History oriented degrees of many types. Beyond University, a multitude of careers are enhanced by having an History A Level, such as Law, Journalism, Accountancy, the Civil Service, Teaching, and many Media/IT jobs.



LATIN

The aims are: to develop an analytical approach to language generally; to develop an awareness of the influence of the classical languages and of their modes of expression; to read, understand and make an informed response to Latin literature, using evidence from written and other materials; to prepare for a university course in Latin/Classical Greek.

OCR

ENTRY REQUIREMENTS

At least a Grade B in GCSE Latin, and preferably higher.

THE AS COURSE

Module 1:

Unseen Latin prose, tested by translation.

Module 2:

Prescribed verse and prose texts: Ovid, *Metamorphoses* and Cicero, *De Imperio*.

THE A2 COURSE

Module 3:

Prescribed verse text from Virgil, *Aeneid*, and unprepared verse.

Module 4:

Prescribed prose text from Tacitus, *Annals*, and unprepared prose.

ADDITIONAL INFORMATION

The AS course in the Lower Sixth leads on to A2 studies, or else it can be taken by itself as a self-validating one year course, involving study considerably in advance of GCSE. The A Level courses involve hard work but are correspondingly rewarding. Latin, like all the classical subjects, is the study of human beings – an instrument in trying to understand the nature of the human personality.

At a time when all kinds of attempts are being made to educate people in the skills of problem-solving, independent thought, aesthetics and other such elusive subjects, the classical subjects are a field of study that offers enlightenment in these very things. Possibly the most important product of any classical subject at A Level is skill in communication, both oral and written.

COMPLEMENTARY SUBJECTS

Since Latin is seen by those who do it as a general training in language and linguistics, as well as an end in itself, it can be taken with any other combination of subjects.

CAREER & UNIVERSITY OPPORTUNITIES

The Classical languages are recognised by the academic, professional and business worlds as holding a mark of distinction, and people with its training have proved their ability to solve problems, think precisely and communicate clearly. Classicists go into a wide range of careers such as law, marketing, journalism, medicine and publishing.

MATHEMATICS & FURTHER MATHEMATICS

Mathematics is applied in all aspects of engineering, science and statistics, and such diverse fields as finance and weather forecasting. All of these draw upon sophisticated mathematical ideas and the demand for people with the skills to engage in these processes is ever increasing.

EDEXCEL

The Mathematics Department offers Mathematics and Further Mathematics at AS and A2 Levels for suitably qualified students. Some choice of modules is available at AS. Further Mathematicians complete the Mathematics A Level in the Lower Sixth and go on to Further Mathematics A Level in the Upper Sixth. There is much flexibility with regard to extra modules and AS Further Mathematics and we make every effort to ensure that individual requirements are accommodated.

ENTRY REQUIREMENTS

The minimum realistic requirement is a Grade A in Mathematics at GCSE and IGCSE although a Grade B from the Higher Tier may be considered. Experience has shown that a Foundation Tier background does not provide the necessary algebra skills for success at AS or A2 Level. All students with the ability and motivation should seriously consider further study of Mathematics in the Sixth Form.

THE AS COURSE

This consists of the study of Pure Mathematics together with an Application. There is no coursework, and all are taken in the Summer of the Lower Sixth. Core 1 and Core 2 extend knowledge and facility in aspects of Pure Mathematics, including an introduction to the calculus. Students have a choice in the Applied module, from either Mechanics 1 or Decision Mathematics 1. Mechanics 1 is essentially about motion and the causes of motion. Newton's three famous laws are encountered as we apply Mathematics to both static and dynamic situations, including tiles falling off roofs, collisions, towing caravans and seesaws. Decision Mathematics 1 is the

study of algorithms, logical ways to solve practical problems, and would be a useful preparation for degree courses in Business Studies or Computer Programming. Approaches to sorting and searching lists are considered, as well as applications to finding the shortest route between two places, and determining the shortest time in which a complex building project could be completed.

THE A2 COURSE

At A2 Level we study two further Pure Mathematics units and one Applied unit. Again there is no coursework for any of the units. The Pure units (Core 3 and Core 4) build on techniques and concepts learnt in Core 1 and Core 2, including more advanced work on exponential functions, trigonometry and development of calculus techniques. In Statistics 1, we consider ways in which Mathematics deals with uncertainty. It covers probability ideas and the normal probability model for data, which is applied to a variety of 'real world' situations. We see mathematical ideas applied to topics such as opinion polling and quality control.

ADDITIONAL INFORMATION

The single AS Mathematics course has been designed to run on from GCSE and IGCSE and students find some of the early work reassuringly familiar. Clearly students have to work hard and become increasingly responsible for their own progress. However, students are appreciative of the close support and guidance provided within the department. Students will find that the study of Mathematics in the Sixth Form provides skills which may well be helpful in other subjects or on a university course, or perhaps in a later career. Most students enjoy the Mathematics

course and results are good for those who work hard.

COMPLEMENTARY SUBJECTS

Mathematics may be taken with any combination of AS subjects.

CAREER & UNIVERSITY OPPORTUNITIES

Mathematics is a qualification highly regarded by Admissions Tutors and employers alike. Students may take degrees in Mathematics and related disciplines of course, but Mathematics is also an important requirement for all Engineering courses and for degrees in the Physical Sciences, as well as for many degrees in Economics and Finance. Increasingly, many degrees have a significant mathematical content and the study of Mathematics in the Sixth Form will be beneficial at this time or in later employment. Further Mathematics is useful for admission to the more selective universities, especially to study Mathematical Sciences and Engineering.



MODERN LANGUAGES

Competence in all four language skills and a critical insight into contemporary European politics and culture is gained. Authentic, current materials are interpreted and analysed and debated. Improving grammatical understanding encourages confident expression of opinions in a variety of contexts and linguistic structures. A high level of personalised learning and independent research furthers knowledge of the target culture.

AQA

Modern Languages in the Sixth Form are dynamic, varied and challenging subjects which require students to develop a broad range of transferable, highly marketable skills. The department offers A Levels in French, German and Spanish. The AQA specification is designed to be extremely accessible to young people living in a globalized society. The A level course focuses on aspects of society in German, French and Spanish-speaking countries along with political, intellectual and artistic culture. For example students will look at Immigration, at changing family structures, at festivals and traditions, at the right to vote and political commitment.

As part of the course students will study a film and a work of literature in the target language. Listening, reading, writing and speaking will all be assessed with equal weighting and students will be required to translate into and from the target language.

ENTRY REQUIREMENTS

The entry requirement is a Grade B at GCSE in any of the languages. Dual linguists at GCSE should seriously consider continuing with their two languages in the Sixth Form.

THE A LEVEL EXAMINATION

Paper 1: Listening, Reading, Translation into English and Translation into Target Languages

This comprises a written exam of 2 hours and 30 minutes.

Paper 2: Written response to works, literary and film

A written exam of two hours.

Paper 3: Speaking

This comprises answering questions on an individual research project and discussion of one of four subthemes from the course. It lasts 21-23 minutes and includes five minutes' preparation time for the discussion of the subtheme that is based on a stimulus card.

ADDITIONAL INFORMATION

Students need to be aware that A-level languages are a radical and exciting departure from the GCSE specification. Far higher levels of independent study and research skills are required along with a genuine interest in the target language and culture. Similarly, a more rigorous approach to grammar is prerequisite to achieving true mastery of the language. These greater challenges are matched by rewarding learning and students generally feel genuine communicative confidence in their chosen language by the end of their course.

Students also benefit from Weekly conversation classes with the foreign language assistant. All Sixth Form linguists are offered the opportunity of a work experience placement and or exchange in France (Nantes), Spain (Málaga) or Germany (Berlin).

COMPLEMENTARY SUBJECTS

Modern Languages may be taken with any combination of subjects at AS Level.

CAREER & UNIVERSITY OPPORTUNITIES

Language graduates traditionally have one of the highest employment rates of all subject areas. While many of our students go on to study pure language degrees,

there is increasing demand for graduates of all disciplines to be proficient in languages. Not only this but our students will be working in multinational companies, either in the UK or abroad. Hence most universities now offer a wide range of courses such as Engineering, Business, Politics, Law and Economics combined with a foreign language and the opportunity of a work placement abroad. Employers value not only a student's linguistic capabilities, but also the enhanced independence, confidence and communication skills which language learners develop.

MUSIC

This course is for students who wish to extend their understanding of music for its intrinsic value and interest and for the pleasure they derive from it, as well as for those who wish to continue their musical studies at University or College.

OCR

A Level Music develops students' skills in the same three broad areas as the GCSE course, Performing, Composing, and Listening/History/Analysis. Compared with GCSE, the focus is more on Western Classical Music. There is a significant jazz component in the AS course. The AS Level course is suitable for a student who plays one or more instruments to approximately Grade 6 standard, while A2 ideally requires Grade 7+ standard of performance. Grade 5 Theory is very valuable for both courses. All AS/A2 music pupils are expected to take an active part in the musical life of the College, playing in groups and singing.

ENTRY REQUIREMENTS

Most AS students will have passed GCSE Music with a Grade B or above, but it is not impossible to study the course if you have not taken GCSE Music, subject to discussion with the Director of Music about your particular case.

THE AS COURSE

Performing

A 5–8 minute recital to a visiting examiner, followed by a Viva Voce, with a short second instrument or ensemble option.

Composing

Coursework: 6–8 harmony exercises, plus one 3 minute instrumental composition in any style, for 4+ instruments.

History/Listening/Analysis

2 hour Listening examination on individual CDs: aural tests, classical and jazz set works, and one essay on music history topics.

THE A2 COURSE

Performing

Recital (12–15 minutes) to visiting examiner, and a viva voce based on the Recital.

Composing

Coursework: 8–10 exercises in a set historical style, plus one vocal composition to a set text, or a free composition, or a film storyboard (choose one).

History/Listening/Analysis

2 hours Listening examination on individual CDs: set historical topics and aural tests.

ADDITIONAL INFORMATION

A Level Music is good fun because it's very varied. You need to feel good about performing solos and you do need to like classical music (but not just classical!). Grade 5 Theory is helpful. If you already spend a lot of time around the Music department and with musicians you'll fit in well into A Level. It is quite a social course because of the performing groups etc. It builds up your confidence too and you learn to present your performances in public. Do it if you love it, not because you want to 'be a musician as a career'. Students are expected to buy scores and recordings of (at least) the nine set works involved in AS and A2.

COMPLEMENTARY SUBJECTS

A Level Music is a well-respected academic qualification, and in no way means you only intend to become a professional musician. As a very varied discipline, ranging from concert performing through historical essay writing, creative composing and music analysis, it makes

an excellent complement not only to Arts and Humanities subjects but also combines well with Sciences, Classical and Modern Languages. For music specialists it combines well with Music Technology (a completely separate course). It also allies naturally with Theatre Studies but the demands of performing and coursework will be heavy.

CAREER & UNIVERSITY OPPORTUNITIES

Music A Level is an obvious asset for those wishing to work in any area of the gigantic industry of music, and leads naturally on to a huge variety of University and College courses in Music, some of which include studies in performing. There is also a very wide range of courses which combine music with other disciplines such as philosophy, media, marketing etc. Music graduates are well-placed to pursue careers in Law, Media, Publishing and Teaching.



MUSIC TECHNOLOGY

Students learn how to produce performances using sequencing software in a range of musical styles, develop the skills required to make high quality recordings of musical performances, learn how to compose and arrange using technology, develop their knowledge of the principles and development of music technology and learn to control and interpret data.

EDEXCEL

An A Level course in studio production, recording and sequencing designed for musicians who wish to explore their music through technology.

ENTRY REQUIREMENTS

The course is aimed at musicians with a keen interest in Music Technology, who enjoy creating and listening to different styles of music, and who wish to extend their practical experience and understanding of Music Technology. The course is also designed for the musician who wishes to develop computer sequencing and recording skills. It is not for non-musicians.

THE AS COURSE

In AS students take Area of Study 1 and 2, 'Popular Music since 1910' and 'Principles and Practice of Music Technology'.

Unit 1: Music Technology Portfolio 1

Students will produce an audio CD entitled 'Music Technology Portfolio 1', containing three tracks of work as specified in the tasks below. They will also present a logbook. The work is to be done under coursework conditions between the issue of the stimulus material in September and the submission date (usually May).

Task 1A: Sequenced Realised Performance (40 marks)

The sequenced realised performance will be based on a recording of a piece of music specified by Edexcel. A skeleton score, but not the recording, will be provided by Edexcel.

Task 1B: Multi-track Recording (40 marks)

Students will record a piece of their own choice from Area of Study 2: Popular Music Styles since 1910, lasting between 2–4 minutes. Recordings must have between eight and 12 live tracks (no MIDI). Close-mic and direct-inject (DI) capture will be required (with at least four tracks captured using microphones).

Task 1C: Creative Sequenced Arrangement (40 marks)

The creative sequenced arrangement will be based on one or two prescribed stimuli supplied by Edexcel. The chosen stimulus will be worked in one of two prescribed styles. The work must not be a cover version, remix or transcription, but an arrangement showing creative development and/or manipulation of the chosen stimulus, and extending to between 2–3 minutes.

Unit 2: Listening and Analysing

1 hour 45 minutes examination, in the summer of the Lower Sixth. The style of questions will range from multiple choice questions to short answer questions, to questions requiring a few sentences of continuous prose. First and foremost the questions will assess knowledge of Popular Music Styles since 1910, but understanding of The Principles of Music Technology is also required.

THE A2 COURSE

Unit 3: Music Technology Portfolio 2

Students will produce an audio CD entitled 'Music Technology Portfolio 2', containing three tracks of work as

specified in the three tasks below.

They will also present a logbook. The work is done under coursework conditions between the issue of the stimulus material in September and the submission date (usually May).

Task 3A: Sequenced Integrated Performance (40 marks)

The sequenced integrated performance will be based on a recording of a piece of music selected from a choice of two specified by Edexcel. Neither a skeleton score nor a recording will be provided by Edexcel. The sequenced performance must contain a live audio recording of the vocals and, if the student wishes, other live audio tracks, which must be integrated with the other sequenced tracks. Students will be assessed on the following areas:

- Realisation of pitch and rhythm
- Choice of timbre, and mix of timbres and vocals
- Musicality of sequencing: dynamics, articulation and phrasing
- Music Technology skills.

Task 3B: Multi-track Recording (40 marks)

Students will select one recording topic from a choice of two. Students will record a piece lasting between 3–5 minutes. Recordings must have between 12 and 24 live tracks (no MIDI). Close-mic and direct-inject (DI) capture will be required (with at least eight tracks captured using microphones). Students will be assessed on the following areas:

- Capture
- Processing
- Mixing.

Task 3C: Composing using Music Technology (40 marks)

The task will be based on one of three prescribed briefs set by Edexcel. Students will compose a piece lasting between 3–4 minutes as specified in their chosen brief. Students will be assessed using four compulsory criteria plus one optional criterion:

- Compulsory criteria:
- Quality of ideas and outcome
 - Coherence
 - Timbres and textures
 - Music Technology skills.

Optional criteria: (one is selected from the following three)

- Harmony
- Melody
- Rhythm.

Logbook

Students will use this book to detail equipment used.

Unit 4: Analysing and Producing (Summer exam)

In a 2 hour exam, students will be tested on their knowledge of music and music technology via a series of questions and tasks supplied in a question paper and on CD ROM. The questions will test students' musical understanding, ability to manipulate recorded music and to write about technological processes.

COMPLEMENTARY SUBJECTS

Music Technology complements most subjects, but in particular it may be studied alongside Music, DT and Drama.

CAREER & UNIVERSITY OPPORTUNITIES

The Advanced GCE in Music Technology can lead to further study of Music Technology or Performing Arts at Higher National or Degree Level. The Advanced GCE can also help students on their way to a career in the music industry or to a Technology/Computer orientated career.

**PHILOSOPHY**

Philosophy is about thinking for yourself. There are many questions that don't have straightforward answers but that we seem to have no choice but to ask: Is there a God? If so, why do horrible things sometimes happen to nice people and nice things seem to happen to horrible people? Can we trust the five senses? If not, what can we trust as a source of knowledge? Should we eat other animals? Are right and wrong or good and evil all just a matter of opinion? Is the mind different from the brain? Will future robots feel depressed? At Prior Park we will discuss these questions and many more and, by looking with a critical eye at the answers philosophers have given, try to find our own answers.

AQA

The course will enable students to gain a thorough grounding in key philosophical concepts, themes, texts and techniques. They will develop their abilities to analyse and assess philosophical writings and to reason, form their own well-supported judgements, express themselves coherently in both written and oral forms and to contribute to the debate.

An Advanced Subsidiary or full A Level course in Philosophy will equip students with a set of transferable skills which can be applied successfully not only to Philosophy but also to other academic subjects and any of the many attempts to persuade that they will encounter throughout life.

This specification recognises that students mature during a two-year course of study. At AS, this specification will introduce candidates to a number of key philosophical themes, which provide a broad introduction to the study of philosophy. At A2, the specification enables candidates to further develop their understanding of key philosophical concepts, themes, texts and techniques.

ENTRY REQUIREMENTS

Students must be open-minded, analytical, and have good essay writing skills. For this reason, a minimum of a Grade A in English Language is required to study Philosophy.

THE AS COURSE**AS Outline**

At AS, this specification will introduce candidates to two key philosophical themes, which provide a broad introduction to the study of philosophy.

Section A

Epistemology – Theory of Knowledge.

Section B

Philosophy of religion.

ASSESSMENT

Written paper: 3 hours (80 marks)

Weighting: 50% of A Level marks

The question paper consists of a range of question types, including short, 2 mark questions, longer expository questions and two 15 mark essays.

THE A2 COURSE**A2 Outline**

At A2, the specification enables candidates to further develop their understanding of key philosophical concepts, themes, texts and techniques.

Candidates will be given the opportunity to specialise further, studying two themes in depth.

Section A

Ethics.

Section B

Philosophy of Mind.

ASSESSMENT

Written Paper: 3 hours (100 marks)

Weighting: 50% of A Level marks

The question paper consists of a range of question types, including short, 3 mark questions, longer expository questions and two 25 mark essays.

COMPLEMENTARY SUBJECTS

As well as being a fascinating and challenging subject in its own right, Philosophy is a discipline which, due to its focus on evaluating and constructing persuasive pieces of reasoning, complements a number of other subjects. Combining both the creative skills of the arts and the rational methods of the sciences, Philosophy combines very well with Arts subjects, Mathematics, or the Sciences.

CAREER & UNIVERSITY OPPORTUNITIES

Apart from the study of the popular PPE course, or Philosophy as a pure degree, there are many opportunities available for the A Level philosopher. The skills and discipline needed for the successful completion of the course are transferable into such degrees as English, History, or Mathematics. Popular careers for Philosophy graduates include: Journalism, Law, Public Relations, Management, Computer Programming, and, a recent growth area, Medical Ethics.

PSYCHOLOGY

The AQA course offers students the opportunity to consider the origins, nature and development of key psychological debates. The course provides an opportunity to examine both human behaviour and experience while promoting the development of the essential skills of analysis, independent thinking and research.

AQA – SPECIFICATION A

This is a linear course entirely assessed by examination. The course will enable students to gain a thorough understanding of key psychological debates. Students will be required to analyse and evaluate psychological investigations and apply ideas to contemporary debates. Research methods are taught in context and provide an excellent preparation for any further study of Social Science beyond school.

ENTRY REQUIREMENTS

Students are expected to have achieved a minimum standard of a Grade B in English Language, Maths and Science

THE AS COURSE

Compulsory content:

Social influence, Memory, Attachment, Psychopathology, Approaches in psychology, Biopsychology, Research methods, Issues and debates in psychology
Optional content (one from each option):

Option 1

Relationships, Gender, Cognition and development

Option 2

Schizophrenia, eating behavior, Stress

Option 3

Aggression, Forensic psychology, Addiction.

ASSESSMENT

Paper 1:

Social influence, Memory, Attachment, Psychopathology.

Paper 2:

Approaches in psychology, Biopsychology, Research methods, issues and debates in psychology.

Paper 3:

- One option from each of the three option areas.
- 2 hour written exam for each paper.

33.3% of A-level

ADDITIONAL INFORMATION

In order to enjoy studying Psychology you need to be curious about human behaviour and interested in the development of ideas and theories. You will need to be prepared to work independently as well as in a group. An interest in current events and a readiness to apply knowledge will make your studies enjoyable and worthwhile.

COMPLEMENTARY SUBJECTS

Psychology combines well with both arts and science subjects. The key skills of analysis, evaluation and critical thinking are equally valued in English Literature, Biology, Geography, Economics or History.

CAREER & UNIVERSITY OPPORTUNITIES

The skills acquired through studying A Level Psychology are highly valued by universities. It provides a valuable foundation when considering careers as various as medicine, nursing, teaching, marketing or human resources.



PHYSICS

Advanced Level Physics is about observing the world around us and trying to identify patterns of behaviour or rules that describe the way it behaves. In order to achieve this regular practical work forms the backbone of the courses.

OCR A

We follow the new concept based (A) Physics specification from OCR. A level Physics is now a linear course: this means all three the examinations are taken at the end of Upper Sixth.

ENTRY REQUIREMENTS

Students are expected to have achieved a minimum standard of a Grade A IGCSE/GCSE in Physics or Dual Award Science. Also, because A level Physics involves the application of Mathematics, a minimum of a Grade A in IGCSE/GCSE Mathematics is also essential.

MODULE 1: DEVELOPMENT OF PRACTICAL SKILLS IN PHYSICS

Requires completing a minimum of 12 practical investigations which we achieve through the normal course of teaching.

MODULE 2: FOUNDATIONS OF PHYSICS

Topics studied are physical quantities and units, making measurements, analysing data and the nature of quantities.

MODULE 3: FORCES AND MOTION

Topics studied are motion, forces in action, work, energy, power, materials and momentum.

MODULE 4: ELECTRONS, WAVES AND PHOTONS

Topics studied are charge, current, energy, power, resistance, electrical circuits, waves and quantum physics

MODULE 5: NEWTONIAN WORLD AND ASTROPHYSICS

Topics studied are thermal physics, circular motion, oscillations, gravitational fields, astrophysics and cosmology.

MODULE 6: PARTICLES AND MEDICAL PHYSICS

Topics studied are capacitors, electric fields, electromagnetism, nuclear physics, particle physics and medical imaging

THE EXAMS

Paper 1: Modelling Physics

100 marks, 2.25 hour written paper which counts 37% of the A level. Covers material from modules 1, 2, 3 and 5.

Paper 2: Exploring Physics

100 marks, 2.25 hour written paper which counts 37% of the A level. Covers material from modules 1, 2, 4 and 6.

Paper 3: Unified Physics

70 marks, 1.5 hour written paper which counts 26% of the A level. Covers material from all modules.

THE AS OPTION

It is possible to study for a standalone AS Physics qualification during Lower Sixth. This course covers the material listed above in Modules 1-4 only. There are two examinations taken at the end of Lower Sixth. Both papers are 70 mark, 1.5 hour written papers which each count 50% of the AS level and cover material from all modules.

ADDITIONAL INFORMATION

Physics at this level goes beyond common experience and introduces some ideas about our world which appear to go against common sense, so a flexible mind is required. There is a greater need for students to show initiative by reading around the subject for themselves. The reward one gets from developing an understanding of Physics is proportional to the level of effort that is put in to the student's studies.

COMPLEMENTARY SUBJECTS

A Level Mathematics is strongly recommended.

CAREER & UNIVERSITY OPPORTUNITIES

There are many degrees which require Physics, e.g. Engineering and Physics. However many courses think highly of Physics, e.g. Medicine, Dentistry, Architecture and Maths to name but a few. Most Admissions Tutors will recognise that the fact you are studying Physics says that you can be challenged conceptually, think logically and analyse problems. Physics graduates are increasingly targeted by recruitment firms, and city banks for just these traits.

ADDITIONAL INFORMATION

Physics at this level goes beyond common experience and introduces some ideas about our world which appear to go against common sense, so a flexible mind is required. There is a greater need for students to show initiative by reading around the subject for themselves. The reward one gets from developing an understanding of Physics is proportional to the level of effort that is put in to the student's studies.

COMPLEMENTARY SUBJECTS

AS Mathematics is strongly recommended.

CAREER & UNIVERSITY OPPORTUNITIES

There are many degrees which require Physics, e.g. Engineering and Physics. However many courses think highly of Physics, e.g. Medicine, Dentistry, Architecture and Maths to name but a few. Studying AS Physics says that you can be challenged conceptually, think logically and analyse problems. Physics graduates have been targeted by recruitment firms, and city banks for just these traits.

PHYSICAL EDUCATION

This new specification is designed to be taught as from September 2016. It will allow candidates to: focus on a single physical activity in its full version; experience and demonstrate practical abilities in the roles of a performer or coach; build on their previous experience to enhance their knowledge and increase their understanding of a variety of sporting matters. These include: the modern day sporting arena; evaluate and discuss current developments in sport such as the impact of new technology, sports analytics, ethics in sport, sports psychology, biomechanical movement sport and applied exercise and physiology.

AQA

ENTRY REQUIREMENTS

Grade B in GCSE PE and Science(s). Practical ability will also be taken into account. Students should be currently performing in two sporting activities regularly at school or club, A or B team level.

A LEVEL COURSE STRUCTURE

Two 2 hour exams for the theoretical content 70%

Non-Exam Assessment (NEA) 30%

A LEVEL COURSE CONTENT THEORY

Factors affecting participation in physical activity and sport

- Applied Anatomy and Physiology:
- Cardio-respiratory System
- Cardiovascular System
- Respiratory system
- Neuromuscular System
- Musculo-skeletal System and analysis of movement

Skill Acquisition

- Skill, skill continuums and transfer of skills
- Impact of skill classification on structure of practice for learning
- Principles and theories of learning and performance
- Use of guidance and feedback Memory models

Sport and Society

- Emergence of Globalisation of sport in 21st Century
- Pre-industrial sport
- Industrial and post-Industrial sport
- Post WW2 sport
- Equal opportunities

Exercise Physiology

- Diet and nutrition
- Preparation and training methods
- Injury prevention and rehabilitation

Biomechanical Movement

- Biomechanical principles
- Levers
- Linear motion
- Angular motion
- Projectile motion
- Fluid mechanics

Sport Psychology

- Psychological factors that can influence an individual in physical activity
- Arousal Anxiety
- Aggression
- Motivation
- Achievement motivation theory
- Social facilitation Group dynamics
- E full version of the activity
- Attribution theory
- Self-efficacy and confidence
- Leadership
- Stress Management

Sport Society and the role of technology in physical activity and sport

- Concepts of physical activity and sport
- Development of elite performers in sport
- Ethics in sport
- Violence in sport
- Drugs in sport
- Sport and the law
- Impact of commercialization on physical activity and sport and the relationship between sport and the media
- Understanding of technology for sports analytics

A LEVEL COURSE CONTENT NEA

- One activity can be chosen from the exam board list.
- 15% practical assessment as a performer or coach in the full version of the activity
- 3 areas of assessment: AA1 Attacking Skills/Event 1, AA2 Defending Skills/Event
- 2, AA3 Tactics and Strategies

15% assessment of an analysis of performance in written, presentation or combination style

Pupils wishing to study this course are advised that at the time of print, specifications from the board remain subject to revision.



PHYSICAL EDUCATION CONTINUED

ADDITIONAL INFORMATION

Former students have commented:
 "Each teacher brings different experience and expertise to their specialist areas, it provides a decent challenge for mind and body."
 "The course was interesting and covers a wide range of elements."
 "I loved all aspects of the course."
 "Teachers give their all to help students achieve their potential."

COMPLEMENTARY SUBJECTS

Biology, English and History.

CAREER & UNIVERSITY OPPORTUNITIES

Higher education courses in Sports Science, Sports Studies, Physical Education and Teaching. Links with Physiotherapy, Sports Psychology and Exercise Physiology. Career opportunities in the Armed Forces, the Leisure Industry and Teaching. Links to business management, medical fields, voluntary sector organisations and elite performance opportunities.

THEOLOGY / RELIGIOUS STUDIES

Studying Theology at A Level gives students an insight into key religious ideas by considering the origins, nature and expression of religious belief. We explore how ethical decisions are reached with a particular focus on a number of contemporary moral issues. The A Level also gives a competent grounding in biblical studies, developing the skills needed to analyse ancient texts and to understand their cultural context.

EDEXCEL

We will be teaching the new Edexcel Religious Studies A level course from September 2016. This will consist of 3 main modules: Philosophy of Religion, Ethics and Studies in the New Testament. This represents an exciting combination of different topics, such as the Cosmological argument for the existence of God, the nature of religious experience, situation ethics, war and peace, understanding the 'I am' sayings in St. John's gospel and the parables and miracles in the synoptic gospels. We also hope to offer Religious Studies AS in a separate qualification.

Pupils wishing to study this course are advised that at the time of print, specifications from the board remain subject to revision.

ENTRY REQUIREMENTS

Preferably a Grade B or above at GCSE Religious Studies, although the AS course does not presume a GCSE in the subject.

ADDITIONAL INFORMATION

Students enjoy the dynamic nature of Religious Studies and readily develop greater confidence and understanding in their work. The topics we will be covering are interesting, thought-provoking and relevant. For many students, studying Theology allows them the opportunity to explore the nature of faith and helps give a greater appreciation of their own beliefs, whatever these may be. However, you do not need to have any particular beliefs in order to study Theology.

COMPLEMENTARY SUBJECTS

Theology can relate to Philosophy (ethical theory and philosophy of religion), History (exploring texts and sources), English (coherence of written work), Biology (medical ethics).

CAREER & UNIVERSITY OPPORTUNITIES

An A Level in Religious Studies is highly regarded by Universities and potential employers. Degree courses could include not only Theology and Religious Studies, but also Philosophy, English, History, Medicine, Drama, Languages, Law and Anthropology, amongst others. Thinking skills used in Theology can lead to a wide range of careers such as journalism, law, teaching, research, business, social work and politics.



THE EPQ

The EPQ (Extended Project Qualification) was introduced in 2008 as part of the Government's 'Stretch and Challenge' Agenda. It is a stand-alone, A Level equivalent qualification, which is graded A*–E. It also attracts a maximum of 70 UCAS points. The EPQ is a process driven qualification with approximately 2/3 of the marks awarded for planning, use of resources, time management and self-evaluation. As such it is expected that pupils of all abilities can succeed in attaining a good EPQ grade. The focus on the process is what sets the qualification apart. Students must not only produce a good end product but evidence how they reached their outcome and reflect on their strengths and weaknesses as learners. By attending taught skills sessions in referencing and critical thinking amongst many others they can be confident they have the skills to succeed in their future studies.

AQA

Prior Park College uses the AQA specification.

Delivery of the EPQ will involve 30 hours of taught skills sessions, as well as supervision and assessment of the student's progress. It will involve extended autonomous work by the student of approximately 90 hours. The Extended Project Qualification offers opportunities for students to:

- Develop and extend from one or more of their study areas and/or from an area of personal interest or activity outside the main programme of study
- Make a significant contribution to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project
- Develop and improve their own learning and performance as critical, reflective and independent learners
- Develop and apply decision-making and, where appropriate, problem-solving skills;
- Extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- Where appropriate, develop confidence in applying new technologies in their studies

- Develop and apply skills creatively, demonstrating initiative and enterprise
- Use their learning experiences to support their aspirations for higher education and/or career development
- Transfer skills developed as part of their extended project to other areas of study.

Although the EPQ is not absolutely essential for a successful UCAS application, many universities have indicated that they will view the EPQ favourably. The EPQ assesses a whole learning process, and in this respect is very different from coursework. All meetings, sessions and deadlines are compulsory. Students must be willing to accept these expectations when they decide to begin a project, as failure to meet these conditions will result in students being unable to continue with the programme.

ASSESSMENT

All project products must include a written report of between 1000 and 5000 words. The exact length of each written report will depend on the nature of the project, the subject area or topic chosen and the other evidence provided. A project which

consists solely of written work should be approximately 5000 words, for example, a research report of an investigation, exploration of a hypothesis, an extended essay or academic report in appropriate form. Projects where the majority of the evidence is provided in other formats should include a report that is at least 1000 words.

The student must provide a presentation for a non-specialist audience and use media appropriate to the type of project. The presentation may involve the use of flipcharts, posters, OHP transparencies, PowerPoint or short excerpts of video material. The presentation should include live response to questions from the School-appointed supervisor as well as peers.

SUPPORT GIVEN

Each student is appointed a supervisor by the EPQ Co-ordinator. The supervisor is there to guide and advise the student where appropriate. The supervisor is likely to be a non-expert in the students' chosen specialism to avoid over direction.

TIMELINE

Students are invited to opt to undertake an EPQ as part of the U5 options process. Teaching will commence in September 2016. By February 2017, Project Proposal Forms will have been approved by the Co-ordinator and students will have gathered their initial research. In June 2017, students will have a Mid-Point Review Meeting with their supervisor to ensure that work is up-to-date and can be completed during the summer vacation. Upon return to school in September, students will have finished their final product and will plan their final presentation to take place before half-term in October. The Projects will be entered for examination in November of the U6 year with results in the following January.

ENTRY REQUIREMENTS

All students are encouraged to complete an EPQ but the demanding nature of the qualification means that applications are carefully scrutinised. In particular, students are expected to score 3s and 4s for their organisation and ability to meet deadlines in their U5 reports.

TYPICAL STUDENT PROFILE

A typical EPQ student at Prior Park is highly committed to developing their already-acquired skills of independent learning and time-management. He or she will be studying at least three A Levels and will be applying to one of the Russell Group universities. He or she will relish the challenge of engaging in a serious process of intellectual and creative endeavour.



Prior Park Schools
PRIOR PARK
COLLEGE

Ralph Allen Drive, Bath BA2 5AH

Tel: +44 (0)1225 835 353

Email: reception@priorparkschools.com

www.priorparkschools.com

Information given in this document is believed to be correct at the time of printing (November 2015).
This, however, does not form part of any agreement between the College and current or prospective parents.
Those requiring information on specific matters should seek written confirmation from the College.