

Malmesbury School Sixth Form Curriculum Documents September 2020

It is important that you thoroughly research the courses you are interested in. These documents are your starting point, and you should also speak to subject teachers, your tutors and 6th Form students about what the subject is like to study at A Level.



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A LEVEL BIOLOGY

Subject title	A-Level Biology
Exam board	AQA
Exam board specification number	A-Level 7402
Time allowance each week	5 hours Average
Website	http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402

A-Level Course

Types of Assessment

All assessment by external exams

Biology 1 7402/1 (testing topics 1-4)

Biology 2 7402/2 (testing topics 5-8)

Biology 3 7402/3 (testing topics 1-8 Synoptic - including a synoptic essay)

All written examinations are taken in the summer series of Year 13.

Nature of assessments

Assessments

Paper 1	+	Paper 2	+	Paper 3
What's assessed <ul style="list-style-type: none"> Any content from topics 1– 4, including relevant practical skills 		What's assessed <ul style="list-style-type: none"> Any content from topics 5–8, including relevant practical skills 		What's assessed <ul style="list-style-type: none"> Any content from topics 1–8, including relevant practical skills
Assessed <ul style="list-style-type: none"> written exam: 2 hours 91 marks 35% of A-level 		Assessed <ul style="list-style-type: none"> written exam: 2 hours 91 marks 35% of A-level 		Assessed <ul style="list-style-type: none"> written exam: 2 hours 78 marks 30% of A-level
Questions <ul style="list-style-type: none"> 76 marks: a mixture of short and long answer questions 15 marks: extended response questions 		Questions <ul style="list-style-type: none"> 76 marks: a mixture of short and long answer questions 15 marks: comprehension question 		Questions <ul style="list-style-type: none"> 38 marks: structured questions, including practical techniques 15 marks: critical analysis of given experimental data 25 marks: one essay from a choice of two titles

Topics:

1. Biological molecules
2. Cells
3. Exchange of substances with the environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms

6. Response to changes in the environment
7. Genetics, populations, evolution and ecosystems
8. Control of Gene expression

Overview of Topics: More detail on the topics that we cover during the course

3.1 **Biological molecules**

All life on Earth shares a common chemistry. This provides indirect evidence for evolution.

Despite their great variety, the cells of all living organisms contain only a few groups of carbon-based compounds that interact in similar ways.

Carbohydrates are commonly used by cells as respiratory substrates. They also form structural components in plasma membranes and cell walls.

Lipids have many uses, including the bilayer of plasma membranes, certain hormones and as respiratory substrates.

Proteins form many cell structures. They are also important as enzymes, chemical messengers and components of the blood.

Nucleic acids carry the genetic code for the production of proteins. The genetic code is common to viruses and to all living organisms, providing evidence for evolution.

The most common component of cells is water; hence our search for life elsewhere in the universe involved a search for liquid water.

3.2 **Cells**

All life on Earth exists as cells. These have basic features in common. Differences between cells are due to the addition of extra features. This provides indirect evidence for evolution.

All cells arise from other cells, by binary fission in prokaryotic cells and by mitosis and meiosis in eukaryotic cells.

All cells have a cell-surface membrane and, in addition, eukaryotic cells have internal membranes. The basic structure of these plasma membranes is the same and enables control of the passage of substances across exchange surfaces by passive or active transport.

Cell-surface membranes contain embedded proteins. Some of these are involved in cell signalling – communication between cells. Others act as antigens, allowing recognition of 'self' and 'foreign' cells by the immune system. Interactions between different types of cell are involved in disease, recovery from disease and prevention of symptoms occurring at a later date if exposed to the same antigen, or antigen-bearing pathogen.

3.3 **Organisms exchange substances with their environment**

The internal environment of a cell or organism is different from its external environment. The exchange of substances between the internal and external environments takes place at exchange surfaces. To truly enter or leave an organism, most substances must cross cell plasma membranes.

In large multicellular organisms, the immediate environment of cells is some form of tissue fluid. Most cells are too far away from exchange surfaces, and from each other, for simple diffusion alone to maintain the composition of tissue fluid within a suitable metabolic range. In large organisms, exchange surfaces are associated with mass transport systems that carry substances between the exchange surfaces and the rest of the body and between parts of the body. Mass transport maintains the final diffusion gradients that bring substances to and from the cell membranes of individual cells. It also helps to maintain the relatively stable environment that is tissue fluid.

3.4 Genetic information, variation and relationships between organisms

Biological diversity – biodiversity – is reflected in the vast number of species of organisms, in the variation of individual characteristics within a single species and in the variation of cell types within a single multicellular organism.

Differences between species reflect genetic differences. Differences between individuals within a species could be the result of genetic factors, of environmental factors, or a combination of both.

A gene is a section of DNA located at a particular site on a DNA molecule, called its locus. The base sequence of each gene carries the genetic code that determines the sequence of amino acids during protein synthesis. The genetic code is the same in all organisms, providing indirect evidence for evolution.

Genetic diversity within a species can be caused by gene mutation, chromosome mutation or random factors associated with meiosis and fertilisation. This genetic diversity is acted upon by natural selection, resulting in species becoming better adapted to their environment.

Variation within a species can be measured using differences in the base sequence of DNA or in the amino acid sequence of proteins.

Biodiversity within a community can be measured using species richness and an index of diversity.

3.5 Energy transfer in and between organisms (A-level only)

Life depends on continuous transfers of energy.

In photosynthesis, light is absorbed by chlorophyll and this is linked to the production of ATP.

In respiration, various substances are used as respiratory substrates. The hydrolysis of these respiratory substrates is linked to the production of ATP.

In both respiration and photosynthesis, ATP production occurs when protons diffuse down an electrochemical gradient through molecules of the enzyme ATP synthase, embedded in the membranes of cellular organelles.

The process of photosynthesis is common in all photoautotrophic organisms and the process of respiration is common in all organisms, providing indirect evidence for evolution.

In communities, the biological molecules produced by photosynthesis are consumed by other organisms, including animals, bacteria and fungi. Some of these are used as respiratory substrates by these consumers.

Photosynthesis and respiration are not 100% efficient. The transfer of biomass and its stored chemical energy in a community from one organism to a consumer is also not 100% efficient.

3.6 Organisms respond to changes in their internal and external environments (A-level only)

A stimulus is a change in the internal or external environment. A receptor detects a stimulus. A coordinator formulates a suitable response to a stimulus. An effector produces a response.

Receptors are specific to one type of stimulus.

Nerve cells pass electrical impulses along their length. A nerve impulse is specific to a target cell only because it releases a chemical messenger directly onto it, producing a response that is usually rapid, short-lived and localised.

In contrast, mammalian hormones stimulate their target cells via the blood system. They are specific to the tertiary structure of receptors on their target cells and produce responses that are usually slow, long-lasting and widespread.

Plants control their response using hormone-like growth substances.

3.7 Genetics, populations, evolution and ecosystems (A-level only)

The theory of evolution underpins modern Biology. All new species arise from an existing species. This results in different species sharing a common ancestry, as represented in phylogenetic classification. Common ancestry can explain the similarities between all living organisms, such as common chemistry (eg all proteins made from the same 20 or so amino acids), physiological pathways (eg anaerobic respiration), cell structure, DNA as the genetic material and a 'universal' genetic code.

The individuals of a species share the same genes but (usually) different combinations of alleles of these genes. An individual inherits alleles from their parent or parents.

A species exists as one or more populations. There is variation in the phenotypes or organisms in a population, due to genetic and environmental factors. Two forces affect genetic variations in populations: genetic drift and natural selection. Genetic drift can cause changes in allele frequency in small populations. Natural selection occurs when alleles that enhance the fitness of the individuals that carry them rise in frequency. A change in the allele frequency of a population is evolution.

If a population becomes isolated from other populations of the same species, there will be no gene flow between the isolated population and the others. This may lead to the accumulation of genetic differences in the isolated population, compared with the other populations. These differences may ultimately lead to organisms in the isolated population becoming unable to breed and produce fertile offspring with organisms from the other populations. This reproductive isolation means that a new species has evolved.

Populations of different species live in communities. Competition occurs within and between these populations for the means of survival. Within a single community, one population is affected by other populations, the biotic factors, in its environment. Populations within communities are also affected by, and in turn affect, the abiotic (physicochemical) factors in an ecosystem.

3.8 The control of gene expression (A-level only)

Cells are able to control their metabolic activities by regulating the transcription and translation of their genome. Although the cells within an organism carry the same genetic code, they translate only part of it. In multicellular organisms, this control of translation enables cells to have specialised functions, forming tissues and organs.

There are many factors that control the expression of genes and, thus the phenotype of organisms. Some are external, environmental factors, others are internal factors. The expression of genes is not as simple as once thought, with epigenetic regulation of transcription being increasingly recognised as important.

Humans are learning how to control the expression of genes by altering the epigenome, and how to alter genomes and proteomes of organisms. This has many medical and technological applications.

Consideration of cellular control mechanisms underpins the content of this section. Students who have studied it should develop an understanding of the ways in which organisms and cells control their activities. This should lead to an appreciation of common ailments resulting from a breakdown of these control mechanisms and the use of DNA technology in the diagnosis and treatment of human diseases.

Skills developed during the course

Written and verbal communication, numeracy skills, practical skills, critical analysis and evaluation of data and information, research skills, essay writing skills, working with others, improving own learning and performance and problem solving.

Home study

Expected time allocation for the subject

5 hours per week usually split between the two subject teachers. Pupils are expected to read their notes and work from each lesson to check their understanding. Students should also use online resources and complete exam questions outside of lessons

Help for home study

<https://www.physicsandmathstutor.com/biology-revision/a-level-aqa/>

<https://www.s-cool.co.uk/a-level/biology>

<https://learn.genetics.utah.edu/>

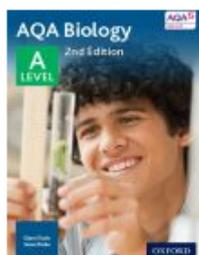
<https://www.youtube.com/user/AmoebaSisters>

<https://www.youtube.com/user/bozemanbiology>

Additional support for the course

Text book

AQA A Level Biology (2nd edition)



Authors: Glenn Toole, Susan Toole

Publisher: Oxford University Press (including Nelson Thornes)

ISBN-13: 978-0-19-835177-1

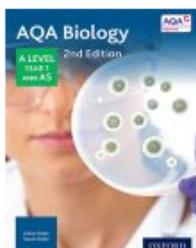
Price: £42.00

Publication date: June 2015 - out now

Digital version - out now

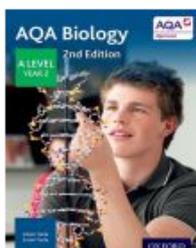
The above book covers the whole course, it is however quite large and heavy, this text books is also sold in two parts equating to the Year 12 units (Topics 1-4) and the Year 13 units (topics 5-8), see below (but this works out to be more expensive).

AQA A Level Biology Year 1 and AS (2nd edition)



Authors: Glenn Toole, Susan Toole
Publisher: Oxford University Press (including Nelson Thornes)
ISBN-13: 978-0-19-835176-4
Price: £28.50
Publication date: January 2015 - out now
Digital version - out now
 [Look inside](#) 

AQA A Level Biology Year 2 (2nd edition)



Authors: Glenn Toole and Susan Toole
Publisher: Oxford University Press (including Nelson Thornes)
ISBN-13: 978-0-19-835770-4
Price: £28.50
Publication date: September 2015 - out now
Digital version - out now

Results (2018-2019)

In 2018-2019, 14 % of our students achieved an A*, 33 % achieved A*-A and 57 % achieved A*-B. Students studying A-Level Biology at Malmesbury School have, over the last three years, achieved on average, 0.4 grades higher than their expected grade or a value added score of 0.4 (as calculated by ALIS). This shows that students have consistently performed significantly better than expected over the last three years and this is because of the outstanding teaching and learning experience that we deliver to students.

Additional information about the course

Students undertake an optional residential field course in June after their examinations, students conduct a variety of ecological investigations during this trip. We also run an optional day trip to We The Curious (@Bristol) in Year 13 to conduct a workshop on molecular biology techniques (covered in Topic 8) called "A Question of Taste".

Topics 1-4 are taught in year 12, topics 5-8 are taught in year 13 **All are examined in y13.**

Student practical skills are assessed formally during required practical activities and this results in students being awarded a pass/fail practical endorsement, this is in addition to the final exam assessed grade that is achieved.

Other sources of help

We run an after-school Year 13 Biology Club. Staff are always available to offer help to individual students.

A LEVEL CHEMISTRY

Subject title	Chemistry A level (2 year)
Exam board	OCR Level 3 Advanced GCE Chemistry B (Salters)
Specification number	H433
Time allowance each week	5 hours

Types of Assessment

External exams (at end of year 13)

Paper 1 – Fundamentals of Chemistry (01)

Paper 2 – Scientific Literacy in Chemistry (02)

Paper 3 – Practical Skills in Chemistry (03)

Non-exam assessment – The practical endorsement in Chemistry (04)

Timings of assessments

All examinations will be sat at the end of year 13.

The practical endorsement in Chemistry is assessed throughout the two years and reported separately.

Nature of assessments

Paper 1 – Fundamentals of Chemistry

(110 marks; 41% of total qualification; 2 hours 15mins)

- *Section A*: Multiple Choice (30 marks)
- *Section B*: Structured Questions covering theory and practical skills (80 marks)

Paper 2 - Scientific Literacy in Chemistry

(100 marks; 37% of total qualification; 2 hours and 15 mins)

- Structured questions and extended response questions covering theory, practical skills and chemical literacy.

Paper 3 - Practical Skills in Chemistry

(60 marks; 22% of total qualification; 1 hour 30 mins)

- Structured questions and extended response questions with a focus on the assessment of practical skills.

The practical endorsement in Chemistry

(0 marks; 0% of total qualification; pass/fail only)

A minimum of 12 practical activities to demonstrate competence. Performance reported separately from the A level grade

Modules covered during the course

1. Elements of Life
 2. Developing Fuels
 3. Elements from the sea
 4. The Ozone Story
 5. What's in a medicine?
 6. The Chemical Industry
 7. Polymers and Life
 8. Oceans
 9. Developing Metals
 10. Colour by Design
- *Papers 1, 2 and 3* can assess content from modules 1 to 10 as well as practical skills.
 - *Paper 1* covers breadth of understanding of concepts assessed by mainly shorter structured questions.
 - *Paper 2* covers deeper understanding of concepts assessed by a mixture of short structured questions, extended response items and more open problem solving style questions. This paper includes an advanced notice article aimed at testing skills of chemical literacy developed during the course.
 - *Paper 3* focuses on the assessment of practical skills with a particular emphasis on investigational and problem solving skills.

Skills developed during the course

Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance and Problem Solving

Home study

Expected time allocation for the subject

5 hours per week usually split equally between the subject teachers. The time might be used for specific homework tasks but often the remainder of the time should be used for reviewing work covered in class.

Additional support for the course

Text book

Chemical Ideas is provided for the duration of the course

Specification

<https://www.ocr.org.uk/qualifications/as-a-level-gce/chemistry-a-h032-h432-from-2015/>

Useful Websites

<http://www.docbrown.info/>

<http://www.4college.co.uk/as/index.php>

<http://www.rsc.org/Learn-Chemistry>

<http://rswebsites.co.uk/science/Documents/A%20Level%20Chemistry/Chemistry%20Past%20Papers/Index.htm>

Other sources of help

Students can seek out subject teachers at any time to ask for support or help with topic areas that they are struggling with.

A LEVEL COMPUTER SCIENCE

Subject title	Computer Science A Level
Exam board	AQA
Time allowance each week	5 hours

To complete the A Level, students will complete two 150-minute exams, each worth 40% of their final grade, and in addition, a Non-Examined Assessment (NEA) worth 20%. The exams are structured as follows:

Paper 1: On-screen exam to test student's ability to program.

Paper 2: Written exam on Computer Science theory.

In Paper 1, students are assessed on practical programming skills using Python, as well as:

- Fundamentals of programming;
- Fundamentals of data structures;
- Fundamentals of algorithms; and,
- Theory of computation.
-

In Paper 2, students will study:

- Fundamentals of Data Representation;
- Fundamentals of Computer Systems;
- Fundamentals of Computer Organisation and Architecture;
- Consequences of uses of computing;
- Fundamentals of communication and networking;
- Fundamentals of Databases;
- Big Data; and,
- Fundamentals of Functional Programming.

The NEA takes the form of a project where students are expected to follow a systematic approach to problem solving to program a unique solution for a real-world client. They will complete this largely in their own time.

Papers 1 and 2 are both externally assessed and the NEA is marked by the teachers, and externally moderated.

A LEVEL DESIGN & TECHNOLOGY FASHION AND TEXTILES

Subject title	A level Design & Technology: Fashion and Textiles
Exam board	AQA
Specification number:	7562
Time allowance each week	5 Hours

CONTENT

At A-level, the specification offers candidates the opportunity to develop further their knowledge and practical skills from GCSE, with more focus on the Fashion and Textiles industry. Candidates will build their practical skills through a series of skill building units and design and make projects in year 12. In addition, they will develop their understanding of the processes and procedures of commercial textile manufacture.

NEA (Non assessed examination)

Practical application of core technical principles, core designing and making principles and additional specialist knowledge.

- Substantial design and make project
- 100 marks
- 50% of A-level

Written or digital design portfolio and photographic evidence of final prototype.

Examinations

Paper 1 Technical principles

- Written exam 2.5 hours
- 120 Marks
- 30% of A-level
- Mixture of short answer and extended response

Paper 2 Designing and making principles

- Written exam: 1.5 hours
- 80 marks
- 20% of A-level

Section A

- Product analysis: 30 marks
- Up to 6 short answer questions based on visual stimulus of product(s)

Section B

- Commercial manufacture: 50 marks
- Mixture of short and extended response questions

A LEVEL D&T: PRODUCT DESIGN

Subject title	A-level Design & Technology: Product Design
Exam board	AQA
Specification number	7552
Time allowance each week	5 hours a week

AIMS:

This course takes students with a passion for design and further enriches their knowledge and skills in the subject. By the end of the course students should have driven their most technical and advanced design project to date, producing an outstanding prototype. Students should also have a deeper understanding of:

- how products are designed
- why products are designed
- new technologies
- how we can design for the future
- how the past has shaped today's design world

CONTENT:

PAPER 1:

What's assessed?

- Technical Principles

How's it assessed?

- Written exam: 2.5 hours
- 120 marks
- 30% of A-level
- A mixture of short answer and extended responses

PAPER 2:

What's assessed?

- Designing and Making Principles

How's it assessed?

- Written exam: 1.5 hours
- 80 marks
- 20% of A-level
- A mixture of short answer and extended responses:
 - o Product Analysis
 - o Commercial Manufacture

NON-EXAM ASSESSMENT:

What's assessed?

- Practical application of technical principles, designing and making principles.

How's it assessed?

- Substantial Design and Make project
- 100 marks
- 50% of A-Level

Evidence:

- Written or digital design portfolio and photographic evidence of final prototype.

2018-20 A-Level Results (last three years):

A* - B 89%

A* - C 100%

If you have loved Design Technology at KS4, then you are bound to love it at A-Level. The lessons will be familiar, but with added challenge as you would expect at A-Level.

A LEVEL DRAMA & THEATRE

Subject title	A - Level Drama & Theatre
Exam board	Edexcel
Specification number	9DR0
Time allowance each week	5 hours

You are an ideal student if you are energetic, enthusiastic, resilient, have a passion for performing, love working with other people and, like to go to the theatre. This course combines the study of practical theatre with its history. This syllabus has been developed to enable students to explore a range of practitioners and texts and furnish them with communication, leadership and creative skills vital for success in the 21st century.

COURSE CONTENT

Component 1

Devising

Assessment: Coursework 40% (80 marks)

Internally assessed and externally moderated.

Content overview

1. Explore a performance text in light of a practitioner.
2. Devise and perform a piece of theatre
3. Record your exploration process in a portfolio. (2500-3000 words)

We expect **you** to have a general understanding of Stanislavski and Brecht before embarking on the course. This could be achieved by reading over the summer or would already have been covered in GCSE Drama at Malmesbury School. We then explore other practitioners such as Artaud, Berkoff, Mitchell, Meyerhold and Frantic Assembly to further your knowledge and inspire your own work.

The texts we select are diverse to reflect the contemporary socio-political climate and **your** collective interests. Recently we have studied : Metamorphosis (Berkoff), A Doll's House (Ibsen), Pink Mist (Sheers), People, Places and Things (Macmillan)

- **What do you have to do?**

Having read the text we select an extract from which to work. Then we workshop and research the key themes that emerge. Next we decide on a practitioner to use and study their performance style and practices. We incorporate this into the workshoping of ideas and then **you** devise, stage, rehearse and produce a piece of original theatre that has been inspired by the stimulus.

Throughout the devising and rehearsal process **you** must analyse and reflect on **your** creative choices and ultimately produce a 3000 word portfolio.

Component 2

Text in Performance

Assessment: Coursework 20% (60 marks).

Externally assessed

Content overview:

- 1) A **monologue or a duologue performance** from one key extract from one performance text. (24 marks)
- 2) A **group performance** of one key extract from a different performance text. (36 marks).

Monologues/duologues - selected by **you** with advice from us. They must come from an existing, published play script but can be contemporary or classic.

Group performance – selected by us to play to **your** strengths with input from **you**.

- **What do you have to do?**

Monologues/Duologues: Read a selection of monologues/plays that play to **your** strengths, interest **you** and/or challenge **you**. Rehearse the monologue considering **your** concept, staging and characterisation.

Monologues/plays that have been performed previously include:

Pink Mist, A Streetcar Named Desire, A Midsummer Night's Dream, Educating Rita, Equus, Road, A View from The Bridge, An Ideal Husband and The Importance of Being Ernest.

Plays performed previously: Private Peaceful, Private Lives, Agnes of God, Dancing At Lughnasa, Absurd Person Singular, The Importance of Being Ernest, Yerma, Dracula and The Virtuous Burglar, Enron

Component 3

Theatre Makers in Practice

Assessment: 2 ½ hour written examination 40% (80 marks)

Externally assessed

Theatre is a collaborative art form and it is important that **you** have a clear understanding of how different creative ideas are put together to create Theatre.

- **What do you have to do?**

You must consider, analyse and evaluate how different theatre makers create impact.

You will identify how production ideas and dramatic elements are communicated to an audience from the perspective of a director, a performer and a designer.

You will critically analyse and evaluate **your** experience of live performances.

As an informed member of the audience **you** will deconstruct theatrical elements which will help inform **your** own production choices and develop **your** own ideas as potential theatre makers.

You will practically explore texts in order to demonstrate how ideas for performance and production might be realised from page to stage.

You will also consider the methodologies of practitioners and interpret texts in order to justify **your** own ideas for a production concept.

You will research the original performance conditions and gain an understanding of how social, historical and cultural contexts have informed **your** decisions as theatre makers.

There may be an opportunity to perform one of the texts in its entirety in Y12 (Colder Than Here was performed last year).

Content:

- 1) A live theatre evaluation. (Previous performances seen include – Pygmalion, A Curious Incident of The Dog In The Night-time, An Ideal Husband, The Magistrate, The Cherry Orchard, A View from The Bridge.)
- 2) Page to stage: realisation of one key extract from a performance text. (Machinal – Sophie Treadwell, Colder Than Here – Laura Wade)
- 3) Interpreting one complete performance text, in light of one practitioner for a contemporary audience. (Dr Faustus – Marlowe, Stanislavski)

Examination performances take place in the evening to invited audiences. Leading up to these **you** will also rehearse after school. If you have any questions please speak to Mrs Calland or Miss Edwards.

A LEVEL ECONOMICS

Subject title	A level ECONOMICS B
Exam board	Edexcel
Specification number	9EBO
Time allowance each fortnight	Yr12 9 Hours Yr 13 10 Hours

Have you ever felt confused watching the news when they present stories about the economy/ business etc? Would you like to understand more about how the economy works and what it means for your future? Here are some questions that you might hear people ask...

- Why was there a financial crash in 2008, and what were the consequences?
- What does Brexit mean?
- What will be the economic impacts of COVID 19 ?
- Why do the government change taxes ?
- Why is it hard for some people – businesses and individuals- to get a loan/mortgage?
- What is inflation, and what does it mean for Britain and for me?
- What is the green economy and its implications?
- What is the digital economy and its implications?
- How do I start my own business? What are the risks?
- How will the rising economic power of countries such as China, India and Brazil affect Britain? How will this affect my future?

These are some of the questions that you will be raising and answering if you choose to study Economics .

YEAR 12 CONTENT

Theme 1: Markets, consumers and firms

Externally assessed

Content summary:

Students will develop an understanding of:-

- Scarcity, choice and potential conflicts
- Enterprise, business and the economy
- Introducing the market
- The role of credit in the economy
- Market failure and government intervention
- Revenue, costs, profits and cash

Theme 2: The wider economic environment

Externally assessed

Content summary:

Students will develop an understanding of:

- Business growth and competitive advantage
- Firms, consumers and elasticities of demand
- Productive efficiency
- Life in a global economy
- The economic cycle
- Introduction to macroeconomic policy

YEAR 13 CONTENT

Theme 3: The global economy

Externally assessed

Content summary: This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:

- globalisation
- economic factors in business expansion
- impact of globalisation on global companies
- impact of globalisation on local and national economies
- global labour markets
- inequality and redistribution.

Theme 4: Making markets work

Externally assessed

Content summary: This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:

- competition and market power
- market power and market failure
- market failure across the economy
- macroeconomic policies and impact on firms and individuals
- risk and the financial sector

A Level Assessment

Three two hour examinations.

Paper 1 will assess **markets** and questions will be drawn from **Themes 1 and 4**. Exam of 2 hours in three sections. [35% of the total qualification.]

- Section A comprises one data response question.

- Section B and Section C each comprise one extended response question based on data.

Paper 2 will assess the **global economic environment** and questions will be drawn from **Themes 2 and 3**. Exam of 2 hours in three sections. [35% of the total qualification].

- Section A comprises one data response question.
- Section B and Section C each comprise one extended open-response question based on data.

For Paper 3, there will be a **pre-released context document**. **The context will focus on a broad context, such as an economy, industry, market or economic issue**. Students are required to apply their **knowledge and understanding from Themes 1, 2, 3 and 4** and their understanding of the broad context to this evidence.

Exam of 2 hours in two sections. [30% of the total qualification]

Each section comprises data response questions broken down into a number of parts, including one extended open-response question.

WORK EXPERIENCE and VISITS

Neither work experience nor visits are compulsory for this course. However, both will be highly encouraged. Visits to local businesses, etc. will be particularly useful to support classwork.

Whole class visits may be arranged by staff. In addition to these visits, individuals and small groups of students will be encouraged to take the initiative and visit local businesses on their own in order to gain a more realistic insight into how theoretical economics and business principles are applied in the real world.

A LEVEL ENGLISH LANGUAGE

Subject title	English Language
Exam board	OCR
Specification number:	H470
Time allowance each week	4.5 hrs in Y12, 5 hrs in Y13

Course Aims

This course aims to develop your interest in the English language into expertise. Firstly, you will learn how the language works on a structural and functional level. This involves understanding how sounds, words and sentences are put together to make meaning. Once you know the tools of the language, you can begin to explore its power. You will study how it is influenced by social contexts and also how it can influence our culture and beliefs. Finally, you will be able to harness the power of the language for yourself and become an expert user of spoken and written English!

The Subject Specification (OCR)

Assessment Objectives

There are five key skills we will work on during the course:

AO1

Applying **methods of language analysis** and **learning the impressive terminology of linguistics**

AO2

Demonstrating an understanding of a range of **popular and critical concept and issues**

AO3

Analysing and evaluating how the situations we are put in (**contextual factors**) **can hugely change the way language is used.**

AO4

Exploring connections across texts – from topical articles to political speeches, from celebrity interviews to love-to-hate tv shows!

AO5

Demonstrating **expertise and creativity in the use of English** to communicate in different ways – we'll practising writing in many forms such as with journalistic flair or persuasive rhetoric.

Components

Component 1: Exploring Language

SECTION A – LANGUAGE UNDER THE MICROSCOPE: UNDERSTANDING LANGUAGE FEATURES IN CONTEXT

Identifying linguistic features of a text and linking these to contextual factors such as purpose and audience. Through this, you'll get the chance to uncover how agendas are woven into the media.

SECTION B – WRITING ABOUT A TOPICAL LANGUAGE ISSUE

Producing your own piece of original writing about a topical language issue, for example, a blog debating if language is sexist or if regional dialects should be destroyed.

SECTION C – COMPARING AND CONTRASTING TEXTS

Exploring comparisons between different modes of communication and how this affects language use e.g. Ferguson's farewell speech to Man United compared with an extract from 'The Secret Footballer.'

Component 2: Dimensions of Linguistic Variation

SECTION A – CHILD LANGUAGE ACQUISITION

You will explore how children aged 0-7 develop their language skills and all of the incredible theories and approaches behind this mighty task!

SECTION B – LANGUAGE IN THE MEDIA

Analysing how gender, power or technology can be represented in this text.

SECTION C – LANGUAGE CHANGE

An exploration of the historical varieties of English!

Quotes from Current Students

*"English allows you to explore the wonderful **world of words** and **encourages personal expression**."*

*"English is helping me gain **detailed insights into the way people interact** and understand why I am constantly changing as a person."*

*"English Language A Level is **my favourite course** as it has so much to offer."*

A LEVEL ENGLISH LITERATURE

Subject title	English Literature
Exam board	AQA
Specification number:	7712
Time allowance each week	4.5 hrs in Y12, 5hrs in Y13

Welcome to A-Level English Literature!

This document contains key information about the topics, wider reading recommendations and sample questions to get you thinking.

The course comprises of **two exams** and the **NEA** (coursework – hooray!), all of which are detailed below:

Paper 1: Love through the ages:

Section A: Shakespeare:

A study of one of the following: *Othello* *The Taming of the Shrew*, *Measure for Measure*, *The Winter's Tale*, *Much Ado about Nothing*, *Romeo and Juliet*, *King Lear* or *Hamlet*

You may want to focus your wider reading on other **tragedies** written around the same time. In which case, *The White Devil* by John Webster, *Doctor Faustus* by Christopher Marlowe or Thomas Middleton's *The Revenger's Tragedy* would be suitable.

Section B: Unseen Poetry:

Comparing & contrasting two poems, based on the theme of love, from different literary periods. In lessons we will cover many poems as unseen and it would be beneficial for you to be as **widely read in this genre as possible**. You may want to purchase a text such as *The New Penguin Book of Love Poetry*, ed. Jon Stallworthy or *The New Faber Book of Love Poem*, ed. John Fenton.

Section C: Comparing Texts:

A class study of one of the following fantastic novels, allowing you to compare its representations of love to those in a Pre-1900 Poetry Anthology.

Jane Austen	Persuasion
Charlotte Bronte	Jane Eyre
Emily Bronte	Wuthering Heights
Kate Chopin	The Awakening
Thomas Hardy	Tess of the D'Urbervilles
F Scott Fitzgerald	The Great Gatsby
E M Forster	A Room with a View
L P Hartley	The Go-Between
Daphne Du Maurier	Rebecca
Ian McEwan	Atonement

Paper 2: Texts in shared contexts

As with each element of these exams, there are several options. One example is: **Option 2B: Modern Times: Literature from 1945 to the present day.**

Section A: Core Text

Most likely, the study of a poetry collection such as Owen Sheers or Carol Ann Duffy.

Section B: Comparison Texts

For this section, we'll be comparing texts and their contexts.

This section also asks you to analyse an **unseen prose extract**. Throughout the course, we will supply some prose extracts for you to explore.

It would again be beneficial to you to be as widely read in modern literature as possible. Some of our favourites are below:

Prose	
Author	Text
Michael Frayn	Spies (post-2000)
Ken Kesey	One Flew Over The Cuckoo's Nest
Arundhati Roy	The God of Small Things
Kathryn Stockett	The Help (post-2000)
Alice Walker	The Color Purple
Drama	
Author	Text
Bren Friel	Translations
Arthur Miller	All My Sons
Timberlake Wertenbaker	Our Country's Good
Poetry	
Author	Text
Tony Harrison	Selected Poems 2013 Edition
Seamus Heaney	New Selected Poems 1966-1987
Ted Hughes	Birthday Letters
Sylvia Plath	Ariel

NEA

We will study **at least one pre-1900 text in class** and then **you select your own text (this can be from any period) to compare with the one studied together.**

You cannot use a text that is studied elsewhere on the syllabus but there is still a glorious range to pick from!

You will be able to **devise your own question** based on the **two texts you have chosen**. You may like to consider the following themes as points of comparison:

- the struggle for identity
- crime and punishment
- minds under stress
- nostalgia and the past
- the Gothic
- satire and dystopia

- war and conflict
- representations of race and ethnicity
- representations of sexuality
- representations of women
- representations of men
- representations of social class and culture

Your essay title must be individual and contain a critical view. A few examples are below:

1. John R Reed (1973) has suggested that the ‘unacknowledged crime’ of Wilkie Collins’ *The Moonstone* is the colonial guilt of the British Empire for its annexation of the entire Indian sub-continent rather than the theft of a single exquisite diamond.

Compare and contrast the presentation of British attitudes to race and ethnicity in *The Moonstone* and in Zadie Smith’s *White Teeth* in the light of this view.

2. Compare and contrast the presentation of women in Keats’ narrative poems ‘*Lamia*’, ‘*Isabella*’ and ‘*The Eve of St Agnes*’ with that of Anne Bronte’s in her novel *The Tenant of Wildfell Hall*.

In what ways do you think the Gothic settings of these texts help the writers to shape their presentation of heroines in peril?

3. Sarah Waters has argued that the Victorian ‘sensation novel’ genre ‘was at its best when tugging at the seams of certainties and easy solutions’.

Compare and contrast the presentation of Sue Trinder in *Fingersmith* with Marian Halcombe in *The Woman In White* in the light of this view.

Some possible pre-1900 texts can be found on the following pages:

Prose

Author	Text
Jane Austen	Northanger Abbey
	Mansfield Park
Anne Bronte	The Tenant of Wildfell Hall
Wilkie Collins	The Moonstone
	The Woman in White
Charles Dickens	Hard Times
George Eliot	Middlemarch
	The Mill on the Floss
Elizabeth Gaskell	North and South
Charlotte Perkins Gilman	The Yellow Wallpaper
Mary Shelley	Frankenstein
William Makepeace Thackeray	Vanity Fair
Oscar Wilde	The Picture of Dorian Gray

Drama

Author	Text
William Cosgrove	The Way of the World

Henrik Ibsen	A Doll's House
	Hedda Gabler
Oliver Goldsmith	She Stoops to Conquer
George Bernard Shaw	Any pre-1900 play by this writer
Richard Brinsley Sheridan	The School for Scandal
Oscar Wilde	Any pre-1900 play by this writer
William Wycherley	The Country Wife

Poetry

Author	Text
Geoffrey Chaucer	The Wife of Bath's Tale
	The Miller's Tale
Samuel Taylor Coleridge	The Rime of the Ancient Mariner
John Keats	Lamia
	Isabella or The Pot of Basil
	The Eve of St Agnes

A LEVEL FINE ART

Subject title	A' Level Fine Art
Exam board	AQA
Specification Number	7202
Time allowance each week	5 hours

Fine Art; Students should produce practical and critical/contextual work in one or more areas of study, for example, drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation) and photography.

The course is assessed against the four assessment objectives:

- AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Year 12 CONTENT

The focus in year 12 is to develop personal style and to explore a range of new approaches to work. Students will produce responses in a variety of media including traditional Fine Art skills of drawing, printing, printmaking, 3D and new technologies with digital work. The year 12 course consists of three main projects:

Introductory Project; A short foundation skills and concept-based project leading to an installation.

Stations of the Cross exhibition; Students develop personal work on the theme of The Stations of The Cross and their work is exhibited at Malmesbury Abbey as part of the Easter celebrations.

Drawing project; exploring different approaches to recording and culminating in a public exhibition.

Plus the initial preparation for the personal investigation; Students explore personal themes and ideas in preparation for proposing their Personal Investigation Unit.

Year 13 CONTENT

Unit 1 - Personal Investigation. A personal research project supported with a written component of 1,000 to 3,000 words. Students produce a personal project based on a specific theme or area of study and support this with a written essay.

Unit 2 - Externally set Assignment –Students have a preparatory period from February terminating in a 15 hour practical examination.

A LEVEL FOOD SCIENCE & NUTRITION

Subject title	Level 3 Diploma in Food Science and Nutrition
Exam board	WJEC
Specification number	601/4552/3
Time allowance each week	9 hours a fortnight

This is an Applied General qualification. This means it is designed primarily to support learners progressing to university. It has been designed to offer exciting, interesting experiences that focus learning through applied activities, i.e. through the acquisition of knowledge and understanding in purposeful, practical and work-related contexts, linked in part to the food production industry.

The structure of the qualification is shown here.

WJEC Level 3 Applied Diploma in Food Science and Nutrition			
Unit Number	Unit Title	Structure	Assessment
1	Meeting Nutritional Needs of Specific Groups	Mandatory	Internal and External
2	Ensuring Food is Safe to Eat	Mandatory	External
3	Experimenting to Solve Food Production Problems	Optional	Internal
4	Current Issues in Food Science and Nutrition	Optional	Internal

Learners complete three units: two mandatory and one optional.

The first mandatory unit will enable the learner to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills to produce quality good items to meet the needs of individuals.

The second mandatory unit will allow learners to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.

Studying one of the two optional units will allow learners the opportunity to study subjects of particular interest or relevance to them, building on previous learning and experiences.

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to

develop menus, food products and policies that that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates.

A LEVEL FRENCH

Subject Title	A Level French
Exam Board	AQA
Specification number	7652
Time allowance each week	4 ½ hours (Year 12) 5 hours (Year 13)

Foreign languages give individuals a competitive edge in career choices and improve marketable skills across all disciplines in the global economy. This A Level course requires true dedication to language learning but will inspire, engage and most definitely equip students for the next stage of their education or employment.

The A Level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills, including communication, critical thinking and creativity, which are valuable to the individual and to society.

Students will develop their understanding of themes relating to the society and culture of the countries where French is spoken, as well as their language skills; they will do this by using authentic spoken and written sources in French.

The approach is a focus on how French-speaking society has been shaped both socially and culturally, and how it continues to change. Students study aspects of the social context together with aspects of the artistic life of French-speaking countries.

Paper 1 – Listening, reading and writing

2 hours 30

100 marks

50% of A Level What's assessed?

- Aspects of French-speaking society
- Artistic culture in the French-speaking world
- Multiculturalism in French-speaking society
- Aspects of political life in French-speaking society
- Grammar How is it assessed?

Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.

All questions are in French, to be answered with non-verbal responses or in French (30 marks)

Paper 2 – Writing

2 hours

80 marks in total

20% of A-level

What's assessed?

- One text and one film from the list set in the specification
- Grammar

How is it assessed?

One question in French on a set text from a choice of two questions and one question in French on a set film from a choice of two questions.

Paper 3 – Speaking

21–23 minutes (including 5 minutes preparation time)

60 marks in total

30% of A-level

What's assessed?

- Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).
- Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).

A LEVEL GEOGRAPHY

Subject title	A Level Geography
Exam board	AQA
Specification number	7037
Time allowance each week	5 hours

Types of assessment

Unit 1: Physical Geography :40% of A-Level, assessed by a 2.30 hour examination.

Unit 2: Human Geography : 40% of A-Level assessed by a 2.30 hour examination

Non- Examined Assessment : 20% of A- Level

Topics covered during the course

Coastal systems and landscapes (Year 12):

This section of our specification focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents, terrestrial and marine sediments. Student engagement with subject content fosters an informed appreciation of the beauty and diversity of coasts and their importance as natural habitats.

Changing urban environments (Year 12):

This optional section of our specification focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The section examines these processes and challenges and the issues associated with them, the potential for environmental sustainability and social cohesion.

Water and the carbon cycles (Year 12):

This section of our specification focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography. The content invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations.

Changing places (Year 12):

This section of our specification focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time.

Hazards (Year 13):

This optional section of our specification focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students can engage with many dimensions of the relationships between people and the environments they occupy.

Global systems and global governance (Year 13):

This section of our specification focuses on globalisation – the economic, political, and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs.

Non- Examined Assessment (Year 12 and 13):

Students are required to undertake an independent investigation. The fieldwork undertaken as part of the individual investigation may be based on either human or physical aspects of geography, or a combination of both. Students work on their own on contextualising, analysing, and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding.

Fieldwork is an essential component of A Level Geography. Field visits are arranged at present to Westonbirt, Malmesbury and St Pauls as day visits and we visit Swanage and the Dorset coastline for a 3 day residential.

Skills developed during the course

Undertaking research and analysis
Investigating global issues
Teamwork on practical projects
Interpreting natural phenomena
Developing map, statistical and writing skills

Home study

Expected time allocation for the subject

4x60 minutes each week; there may be a higher workload during the build up to exams

Additional support for the course

Geography department PowerPoints on Share point and additional reading available on Teams. Revision guides will also be available.

Many relevant textbooks and wider reading in the school library

Additional information about the course

See Miss Brownlie

A LEVEL GERMAN

Subject title	A Level German
Exam board	AQA
Specification number	7662
Time allowance each week	4 1/2 hours (year 12) 5 hours (year 13)

Foreign languages give individuals a competitive edge in career choices and improve marketable skills across all disciplines in the global economy. This A Level course requires true dedication to language learning but will inspire, engage and most definitely equip students for the next stage of their education or employment.

Core Content:

A Level German builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. You will study how German-speaking society has been shaped, socially and culturally, and how it continues to change. The course explores German-speaking artistic culture, including art and architecture, and the influence of the past on present-day German-speaking communities. Throughout your studies, you will learn the language in the context of German-speaking countries and the issues and influences which have shaped them. You will study a text or a film. Assessment tasks will be varied and cover listening, speaking, reading and writing skills.

Paper 1 – Listening, reading and writing

2 hours 30

101 marks

50% of A Level

What's assessed?

- Aspects of German-speaking society
- Artistic culture in the German-speaking world
- Multiculturalism in German-speaking society
- Aspects of political life in German-speaking society
- Grammar

How is it assessed?

Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.

All questions are in German, to be answered with non-verbal responses or in German (30 marks)

Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.

All questions are in German, to be answered with non-verbal responses or in German (50 marks)

Translation into English; a passage of minimum 100 words (10 marks)
Translation into German; a passage of minimum 100 words (10 marks)

Paper 2 – Writing

2 hours

80 marks in total

20% of A-level

What's assessed?

- One text and one film from the list set in the specification
- Grammar

How is it assessed?

One question in German on a set text from a choice of two questions and one question in German on a set film from a choice of two questions.

Paper 3 – Speaking

21–23 minutes (including 5 minutes preparation time)

60 marks in total

30% of A-level

What's assessed?

- Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).
- Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).

A LEVEL GOVERNMENT & POLITICS

Subject title	A-level Government and Politics
Exam board	Edexcel
Specification number	9PLO
Time allowance each week	Year 12 - 4 hours Year 13 - 5 hours

Aims

The aims are:

- To develop students' interest in, appreciation and knowledge of government and politics
- To teach students how the British Political system works and how other political systems work.
- To provide students' critical awareness of the nature of politics and the relationship between political ideas, institutions and processes.
- To enable students to study a wide range of contemporary issues and news stories.
- To develop students' research, analytical and communication skills.

A Level Content

Component 1: UK Politics Written examination:

2 hours

33⅓ % of the qualification

84 marks

Content overview

1. Political Participation, students will study:
democracy and participation, political parties, electoral systems, voting behaviour and the media.
2. Core Political Ideas, students will study:
conservatism, liberalism, socialism.

Assessment overview

Section A: Political Participation

One 30-mark questions from a choice of two (each question is based on a quote) – students must complete one of these.

Plus one 30-mark question from a choice of two – students must complete one of these.

All questions assess AO1, AO2 and AO3.

Section B: Core Political Ideas

One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.

Component 2: UK Government

Written examination: 2 hours
33⅓ % of the qualification
84 marks

Content overview

1. UK Government, students will study:
 - the constitution, parliament, Prime Minister and executive, relationships between the branches.
2. Optional Political Ideas, students will study:
 - one idea: nationalism.

Assessment overview

Section A: UK Government

One 30-mark questions from a choice of two (each question is based on a quote) – students must complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these.

All questions assess AO1, AO2 and AO3.

Section B: Optional Political Ideas

One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.

Component 3: Comparative Politics

Written examination: 2 hours
33⅓ % of the qualification
84 marks
Students study USA

Content overview

For USA (3A), students will study:

- the US Constitution and federalism, US congress, US presidency, US Supreme Court, democracy and participation, civil rights.

Assessment overview for 3A and 3B

Section A

One 12-mark question from a choice of two, which assesses AO1 and AO2.

Section B

One compulsory 12-mark question based on a source, which assesses AO1 and AO2.

Section C

Two 30-mark questions from a choice of three, which assesses AO1, AO2 and AO3.

Entry requirements - A Good pass in English and in a Humanities subject

Please see Mrs Stanton for more information

A LEVEL HISTORY

Subject title	History
Exam board	Edexcel
Specification number	9HIO
Time allowance each week	4.5 hrs for year 12: 5 hours for year 13

Types of assessment

Unit 1: Russia 1917 -1991: From Lenin to Yeltsin:30% of A-Level, assessed by a 2.15 hour examination.

Unit 2: Mao's China 1949-1976: 20% of A-Level assessed by a 1.30 hour examination

Unit 3: Lancastrians, Yorkists and Henry Tudor: 1399-1509: 30% of A-level, assessed by a 2.15 hour examination

Unit 4: Coursework: 20% of A2. Assessed by a 4000 word essay on a single topic.

Topics covered during the course

RUSSIA (Studied in Year 12)

This option involves the study of the after-effects of the Russian revolution of 1917 and the mighty Soviet state that emerged. We look at soviet communism through 4 key strands: its government, the economy, the way that people were controlled and the impact on society, looking at women, children and living standards. Finally, we look at the collapse of the USSR in 1991 and Gorbachev's well intentioned but ultimately failed attempt to reform communism and keep the USSR together. Major figures of the 20th century such as Lenin and Stalin will be look ed at in detail as well as the slightly lesser known leaders Khrushchev and Brezhnev.

MAO'S CHINA (Studied in year 12)

This option focuses on the transformation of China from a largely rural and inward looking feudal power to a communist dictatorship under Chairman Mao. The aftershocks of these changes are still being felt today as China emerges as a great economic and political power on the world stage. Students will gain an in-depth understanding of the nature of Chinese Communism, and how far the promise differed from the reality. Students will look at issues such as the power of Mao as a leader and the drive towards collective farming that resulted in the greatest famine of the 20th century. Students will also look at dramatic events such as the Cultural Revolution which saw 'normal' life virtually suspended for several years and the impact of Mao's policies on the lives of the Chinese people, looking at issues such as gender equality and health and education.

Lancastrians, Yorkists and Henry VII, 1399-1509 (Studied in year 13)

This topic looks at the huge panorama of the 15th century, with such iconic figures as Henry V at the battle of Agincourt, Richard III and the disappearance of the princes in the Tower and the triumph of Henry Tudor at the battle of Bosworth. However, as well as these more famous Kings from our past there will be a whole host of lesser known Kings who either managed to survive, or did not, in the face of continual challenges from their own over mighty subjects and also their own unfitness to rule. This topic is all about personality, intrigue and balancing the demands of kingship which made enormous demands on the person of the king, some who buckled under the strain.

Coursework (year 13)

The coursework is focused on how different historians can have very different versions of the past. You choose 3 historians that have contrasting views of the same topic and you will need to immerse yourself in that topic so you can decide who has the most accurate interpretation of the past. You might also decide that you can offer a better version of events yourself! We give students the chance to choose from 6 different historical controversies, including the Salem witch trials, Indian Partition in 1947, the Sino -Soviet Split and Stalin's terror.

Home study

Expected time allocation for the subject

4x60 minutes each week; there may be a higher workload during times when preparation for exams.

Help for home study

History department Revision Guides. Additional reading available on Teams.

Many relevant text books and wider reading in the school library

A LEVEL MATHEMATICS AND FURTHER MATHEMATICS

Subject title	Mathematics Further Mathematics
Exam board	Edexcel
Specification number	Maths – 9MA0 Further Maths – 9FM0
Time allowance each week	4.5 hours (Y12)/5 hours (Y13)

CONTENT

The A level course consists of three strands: Pure; Statistics and Mechanics, taught throughout Years 12 and 13.

MATHEMATICS

The Pure topics will deepen and extend students' knowledge of algebra. They will also be introduced to new areas of mathematics such as calculus, infinite series, numerical methods as well as extending topics they have previously covered such as trigonometry.

The Statistics topics will extend their knowledge of statistical sampling; data interpretation and probability as well as introducing them to the use of statistical distributions and hypothesis testing.

Mechanics deals with the motion of objects and how they respond to forces acting on them and includes topics such as kinematics, forces and Newton's Laws.

ASSESSMENT

There are three equally weighted exams; two containing the Pure topics and one containing the Statistics and Mechanics topics. These are all sat at the end of Year 13, are all 2 hours long and are marked out of 100.

FURTHER MATHEMATICS

Students will extend their learning in the three areas studied above: Pure; Statistics and Mechanics. They will cover topics such as complex numbers; matrices; further hypothesis testing and centres of mass.

ASSESSMENT

There are four equally weighted exams; two containing the Pure topics; one containing the Statistics topics and one containing the Mechanics topics. These are 1.5 hours each and marked out of 75.

A LEVEL MUSIC

Subject title	Advanced Level Music
Exam board	Edexcel / Pearson
Specification number:	9MU0
Time allowance each week	5 hours per week

Exam Board – Edexcel

Component 1: Performing

Externally assessed

30% of the qualification - 60 marks

Requirements:

- A public performance of one or more pieces, performed as a recital or extended performance in the Spring Chamber Concert or an alternative occasion suited to the particular instrument or voice.
- Performance can be playing or singing solo, in an ensemble, improvising, or using music technology.
- The total performance time across all pieces must be a minimum of 8 minutes.
- Performances must be recorded after 1 March in year 13 and all recordings and scores submitted to arrive by 15 May in year 13.

Component 2: Composing

Externally assessed

30% of the qualification - 60 marks

Requirements:

- Total of two compositions, one to a brief set by the Exam Board and one other composition in a free style or to a brief.
- One composition must be from either a list of briefs related to the areas of study (see under unit 3), or a free composition worth 40 marks. This composition must be at least 4 minutes in duration.
- One composition must be from a list of briefs assessing compositional technique (either on Harmonising a melody using 4 part chords, writing in 2 part Baroque style, arranging a popular melody using chords and bass or remixing a track)
- These carry 20 marks for this unit. This composition must be at least 1 minute in duration, unless the brief specifies a longer minimum duration.
- Total time across both submissions must be a minimum of 6 minutes.

Component 3: Appraising

Written examination: 2 hours - 40% of the qualification - 100 marks

Overview:

- Knowledge and understanding of musical elements, contexts and language.
- Application of knowledge through the context of six areas of study, each with three setworks.
- Vocal Music (A Cantata by Bach, Mozart's Queen of the night aria and a choral piece by Vaughan Williams)
- Instrumental Music (A Vivaldi Concerto, Schumann piano quintet Movement, Berlioz Symphonie Fantastique 1st Mvt)
- Music for Film (Bernard Hermann Psycho soundtrack, The Duchess, Batman Begins)
- Popular Music and Jazz (The Beatles 'Revolver' album, Courtney Pine, Kate Bush 'Hounds Of Love' album)
- Fusions (Music by Debussy, Anushka Shankar's 'Breathing under water' and some Cuban 'son' music)
- New Directions (20th century pieces by John Cage, Stravinsky's 'Rite of spring' and an experimental cello piece)
- Application of knowledge to unfamiliar works.

Assessment overview:

- One written paper of 2 hours, with a total of 100 marks.
- One audio CD with the extracts to accompany questions on the paper will be provided per student.
- This paper comprises two sections: A and B.
- Section A: Areas of study and dictation (50 marks)
- Three questions related to the set works (audio and skeleton score provided).
- One short melody/rhythm completion exercise.
- Section B: Extended response
- Two essay questions – essay one (20 marks) and essay two (30 marks)
- Essay one asks students to draw links from their study of the set works to the music heard as an unfamiliar extract.
- Essay two gives a choice of three questions that ask students to evaluate the musical elements, context and language of one set work. Each option will be from a different area of study.

A LEVEL PHYSICAL EDUCATION

ASSESSMENT

A' Level – Unit 1; Marked out of 96. 60% of A' Level grade.

A' Level – Unit 2; Marked out of 96. 40% of A' Level grade.

Subject title	'A' Level Physical Education
Exam board	OCR
Specification number	H555
Time allowance each week	4.5 hours per week in Year 12 5 hours per week in Year 13

The course takes a multi-disciplinary approach, encouraging the development of different methods of enquiry, with the focal point being the performer and the performance. The course is based on the interaction between the theory and practice of Physical Education.

This subject has four components of teaching and learning each examined by its associated unit assessment.

This qualification has 4 components:

Component 01: Physiological factors affecting performance

- 1.1 Applied anatomy and physiology
- 1.2 Exercise physiology
- 1.3 Biomechanics

Component 02: Psychological factors affecting performance

- 2.1 Skill acquisition
- 2.2 Sports psychology

Component 03: Socio – cultural issues in physical activity and sport

- 3.1 Sport and society
- 3.2 Contemporary issues in physical activity and sport

Component 04: Performance in physical education (NEA)

- 4.1 Performance or coaching of an activity taken from the approved lists
- 4.2 The Evaluation and Analysis of Performance for Improvement (EAPI)

A LEVEL PHYSICS

Subject title	A Level Physics
Exam board	AQA
Specification number:	7048
Time allowance each week	5 hours

Content topics

Year 1	Year 2
Particles	Circular Motion
Quantum Phenomena	Simple Harmonic Motion (SHM)
Waves	Gravitational & Electric Fields
Materials	Magnetic Fields
Mechanics (Forces, Momentum, Energy)	Nuclear Physics
Electricity	Thermal Physics
	Engineering Physics

A-level exams (end of Year 2): (~33% each)

Paper 1: Year 1 (+ circular motion/SHM) content short/long/calculation questions

Paper 2: Year 2 content short/long/calculation questions

Paper 3: Experimental skills & data analysis

Practical Endorsement

You will also carry out 12 required practicals, with the plan and analysis in a dedicated lab book.

These are not given a mark, rather you must demonstrate that you are improving in a range of practical skills, with the aim to be awarded the Practical Endorsement certificate, which is a 'bolt-on' to the A-level. As such, it does not directly contribute towards your A-level grade, but your knowledge of any of the practicals can be assessed in the experimental sections of the papers.

You can find more Bridging The Gap help on **Moodle**.

The textbook for the course is provided.

We've created a whole load of resources to help you outside of lessons:

bit.ly/malmphysics - A Dropbox folder with all the course materials you'll ever need, including hundreds of practice questions.





Science Shorts - Videos we've made that cover the whole course to use as pre/post-lesson help and revision. Currently gaining over 2000 subscribers per month.



Science Shorts - How you can contact us outside school hours if you have any questions. We usually reply very quickly.

If you are the type of person who isn't fond of remembering reams of information, physics is the subject for you! The great thing about it is that it's all based around a few select skills; and as everything in the subject links together, you'll find that once things start to 'click', the whole of physics gets a lot easier!

A LEVEL PSYCHOLOGY

Subject title	A2 Psychology
Exam board	OCR
Specification number:	Psychology - H167 H567
Time allowance each week	4 ½ hours in year 12. 5 hours in year 13.

A2 Course

Assessment and Coursework

Types of Assessment

Three examinations:

Examination 1: 30% of final grade

Examination 2: 35% of final grade

Examination 3: 35% of final grade

Timings of Assessment

Summer series

Nature of Assessments

Exam 1: Research Methods 2 hour exam 30% of A level.

Exam 2: Psychological Themes through core studies 2 hour exam. 35% of A level.

Exam 3: Applied Psychology 2 hour exam. 35% of A level.

Skills developed during the course

Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance and Problem Solving

Topics Covered during the course

Research Methods

Understanding different research methods and techniques and issues associated with them.

Planning and conducting research.

Recording, analysing and presenting data.

Core Studies

Social psychology (responses to people in authority & responses to people in need)

Developmental psychology (external influences on children's behaviour & Moral Development)

Cognitive psychology (memory & attention)

Biological psychology (regions of the brain & brain plasticity)

Psychology of Individual differences (understanding disorders & measuring differences)

Applied Psychology

Issues in Mental Health

Criminal Psychology

Child Psychology

Home Study

Expected time allocation for psychology.

Up to 5 hours each week.

It is expected that students take time to cement their knowledge through private reading of both their notes and their textbooks on a regular basis.

Written or creative tasks will be regularly provided as learning tools.

Independent research in to issues surrounding psychological studies will be undertaken.

Help for home study

Teacher support during lunch times in S13.

Appropriate websites eg <http://www.holah.co.uk>; simply psychology; crash course (psychology.)

Course notes, resources supplied during contact time, text book.

Additional support for the course

See above. Also, revision sessions will be arranged after school in the run up to exams.

Additional Information about the course

Students are provided with a textbook for personal use over the year.

It is expected that they have appropriate files, dividers, and stationary.

Teachers

Wallis Ison

Tom Saunderson

A LEVEL RELIGIOUS STUDIES

Subject title	A-level Religious Studies
Exam board	Edquas
Specification number	601/8700/1 (A Level)
Time allowance each week	Year 12 - 4.5 hours Year 13 - 5 hours

Assessment and coursework:

Three external exams

1. A Study of Religion (Hinduism): 33 1/3 of A Level
2. Philosophy of Religion: 33 1/3 of A Level
3. Religion and Ethics: 33 1/3 of A Level

Topics covered during the course:

Hinduism content

- Theme 1: Religious figures and sacred texts
Theme 2: Religious concepts and religious life.
Theme 3: Significant social and historical developments in religious thought.
Theme 4: Religious practices that shape religious identity.

Philosophy content

- Theme 1: Arguments for the existence of God – inductive and deductive.
Theme 2: Challenges to religious belief – the problem of evil and suffering and religious belief as a product of the human mind.
Theme 3: Religious experience
Theme 4: Religious language

Ethics content

- Theme 1: Ethical thought
Theme 2: Deontological ethics
Theme 3: Teleological ethics
Theme 4: Determinism and free will

Skills developed during the course:

- Evaluation
- Independent study skills
- Analysis
- Explanation

- Discussion
- Critical Analysis
- Empathy

Home Study

- 3-5 hours per week – advised independent study
- There may be higher workload during times when preparation for controlled assessment is being done.

Teacher:

Mrs Twose Jones Hinduism and Philosophy
Miss Dove Ethics and Philosophy

Home study:

- 3-5 hours per week – advised independent study.
- There may be a higher workload during times when preparation for controlled assessment is being done.

Additional support for the course:

Textbooks

- WJEC/Eduqas RS for Year 1/AS – Hinduism
- WJEC/Eduqas RS for Year 1/AS – Philosophy of Religion and Religion and Ethics
- WJEC/Eduqas RS for Year 2/A2 – Philosophy of Religion
- WJEC/Eduqas RS for Year 2/A2 – Religion and Ethics

Websites

- **BBC Religions: Hinduism** (<http://www.bbc.co.uk/religion/religions/hinduism/>)
- **Hinduism Essays Website**
(<http://www.hinduwebsite.com/hinduism/essays/essayindex.asp>)
- **BBC Ethics** (<http://www.bbc.co.uk/ethics/guide/>)
- **Philosophy and Ethics YouTube channel**
(<https://www.youtube.com/channel/UCNUJutYwZTSKymLPry08cw>)
- **The Crash Course Philosophy Channel on YouTube**
(<https://www.youtube.com/playlist?list=PL8dPuuaLjXtNgK6MZucdYldNkMybYIHKR>)
- **The Revision World: Philosophy website** (<https://revisionworld.com/a2-level-level-revision/religious-studies-level-revision/philosophy-religion>)
- **The Revision World: Ethics website** (<https://revisionworld.com/a2-level-level-revision/religious-studies-level-revision/ethics>)

Podcasts

- Text Talks (You Tube channel and on Twitter)
- Krishna's Mercy Podcast on Hindu Religion
- The Koncham Punyam's Podcast about Hinduism
- ISKCON of DC Podcast

- The Panpsycast Philosophy Podcast
- BBC Radio 4 – the Global Philosopher
- BBC Radio 4 – In our Time: Religion and Philosophy
- BBC Radio 4 – In our Time: Philosophy
- Peter Adamson’s History of Philosophy Without Any Gaps – Kings College London
- BBC – Living with the Gods: Anthropology and Religion
- BBC Moral Maze
- BBC In Our Time Freewill

Malmesbury School Revision Guides

Revision guides produced by the Malmesbury Religious Studies department are available. Letters enabling the pupils to buy these will be available in September.

Lesson resources and PowerPoints

Lesson resources and PowerPoints can also be accessed by the students on the schools Microsoft Teams.

A LEVEL SOCIOLOGY

Subject title	Sociology
Exam board	AQA
Specification number:	7192
Time allowance each week	4.5 hours (yr 12) and 5 hours (yr13)

WHY STUDY SOCIOLOGY?

Students will gain a better understanding of how society works and functions. They will study who benefits from the laws and institutions in society and who is disadvantaged. Also, they will aim to identify how society has changed over time and how to study society effectively. This course will appeal to students who:

- Enjoy exploring issues dealing with current social events and issues
- Want to understand more about institutions in society (e.g. schools, prisons, the church, families) and processes within them
- Enjoy debating and discussing current affairs
- Want to develop a more critical and analytical way of thinking
- Are comfortable presenting arguments in both oral and written forms
- Want a third A level that will compliment other chosen subjects such as History, English, Psychology, Economics, Religious Studies and Geography.

CONTENT & ASSESSMENT

The A level course consists of five topics studied across two years, assessed by three exams each two hours long. They include a range of short answer and essay style questions.

YEAR 12

Education & Sociological Methods

An examination of the role and purposes of education and an investigation into the causes of differential achievement. The History of education and the impact of policies. How do Sociologists do Research and what are the strengths and limitations of each method? The application of research methods to the study of Education.

PAPER 1

2 hour written exam = 33.3%

Families and Households.

An analysis of the contemporary family relationships and composition. A discussion of social issues including changing patterns of marriage, divorce, child bearing, childhood and gender roles.

PAPER 2 2 hour written exam = 33.3%

YEAR 13

Beliefs

An analysis of the theories of religion, defining religion, identifying organisations such as cults, sects, denominations. The ideology of religion, gender, ethnicity and secularisation.

PAPER 2 2 hour written exam = 33.3%

Crime and Deviance

Investigating who commits crime and how it might be influenced by factors such as class, age, gender, ethnicity and locality. Sociological theories and their application to the study of crime. Explanations and solutions to crime.

Theory & Methods

Understanding and evaluating different sociological theories including: Functionalism, Marxism, Feminism & Postmodernism. Discussing whether sociology should be studied as a science and whether it's purpose should be to inform social policy. Further analysis of research methods.

PAPER 3: 2 hour written exam = 33.3% final mark.

ADDITIONAL INFORMATION

Every year our yr13 students visit the Magistrates and Crown courts in Swindon which provides them with first-hand experience of our justice system, which is often the highlight of their course and inspires some to take up a role working within the Criminal Justice System. We also have a workshop from an experienced Magistrate.

A LEVEL SPANISH

Subject title	A Level Spanish
Exam board	AQA
Specification number	7692
Time allowance each week	4 1/2 hours (year 12) 5 hours (year 13)

Foreign languages give individuals a competitive edge in career choices and improve marketable skills across all disciplines in the global economy. This A Level course requires true dedication to language learning but will inspire, engage and most definitely equip students for the next stage of their education or employment.

The A Level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills, including communication, critical thinking and creativity, which are valuable to the individual and to society.

Students will develop their understanding of themes relating to the society and culture of the countries where Spanish is spoken, as well as their language skills; they will do this by using authentic spoken and written sources in Spanish.

The approach is a focus on how Spanish-speaking society has been shaped both socially and culturally, and how it continues to change. Students study aspects of the social context together with aspects of the artistic life of Spanish-speaking countries.

Paper 1 – Listening, reading and writing

2 hours 30

102 marks

50% of A Level

What's assessed?

- Aspects of Spanish-speaking society
- Artistic culture in the Hispanic world
- Multiculturalism in Hispanic society
- Aspects of political life in Hispanic society
- Grammar

How is it assessed?

Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract

content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.

All questions are in Spanish, to be answered with non-verbal responses or in Spanish (30 marks).

Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.

All questions are in Spanish, to be answered with non-verbal responses or in Spanish (50 marks)

Translation into English; a passage of minimum 100 words (10 marks)

Translation into Spanish; a passage of minimum 100 words (10 marks)

Paper 2 – Writing

2 hours

80 marks in total

20% of A-level

What's assessed?

- One text and one film from the list set in the specification
- Grammar

How is it assessed?

One question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film from a choice of two questions.

Paper 3 – Speaking

21–23 minutes (including 5 minutes preparation time)

60 marks in total

30% of A-level

What's assessed?

- Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).
- Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).

Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.

All questions are in French, to be answered with non-verbal responses or in French (50 marks)

Translation into English; a passage of minimum 100 words (10 marks)

Translation into French; a passage of minimum 100 words (10 marks)