



Princethorpe College

An independent school for 11-18 year olds

Sixth Form  
**Information booklet**  
2018/2019

## Princethorpe College Sixth Form

The Sixth Form years have never been more critical. With increased complexity and competition for university places and careers, the choices that are made now will undoubtedly have a major effect on the futures of all Year 11 pupils.

The Sixth Form at Princethorpe offers great choice, quality teaching in small classes, a vast array of sporting, co-curricular, leadership and service opportunities coupled with excellent pastoral care and guidance, tailored to the needs of today's young adults. Our staff give outstanding individual support to all students and this remains an essential feature of Sixth Form life.

This is a particularly exciting time to be joining the Sixth Form at Princethorpe with more pupils than ever before staying on to study A-levels, as well as increasing numbers of external candidates. Our unique *Princethorpe Diploma* encompasses and embraces the qualities sought by both universities and employers, and our dedicated Sixth Form facilities - which include the Sixth Form Resource Centre - are designed to specifically meet the needs of the modern Sixth Former.

We believe the Sixth Form at Princethorpe provides an excellent all-round education and is the perfect stepping stone for university, college and life beyond full-time education. It is our aim that by the time that our Sixth Formers leave school, they have become mature, successful, well-rounded young people, with a strong set of moral values to guide them through adult life.

This information booklet gives detailed information of many aspects of Sixth Form life, but if you would like to discuss anything further, please do contact us at school.

**E D Hester**  
Headmaster

**Ben Collie**  
Head of Sixth Form



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## A timetable for A-level decision making

### Internal Candidates

<b>Wednesday 11 October 2017</b>	Sixth Form Open Evening for Year 11 and parents
<b>Monday 8 – Friday 12 January 2018</b>	Mock GCSE examinations
<b>Tuesday 16 January 2018</b>	Online Options Survey emailed
<b>Thursday 18 January 2018</b>	Deadline for Online Options Survey to be completed
<b>Monday 22 January 2018</b>	Option Block Choice Form released
<b>Tuesday 23 January 2018</b>	Year 11 Parents' Evening
<b>Wednesday 24 January to Friday 9 February 2018</b>	Form Tutor guidance regarding option choices including subject teacher recommendations
<b>Monday 12 February 2018</b>	Final Option Subject Choices to be completed and returned via Form Tutor to Dr Michael Reddish, Assistant Head – Director of Studies
<b>Friday 16 February 2018</b>	Deadline for Sixth Form Sport and Art Scholarship applications
<b>Friday 9 March 2018</b>	Sports Scholarship Assessment Day
<b>Wednesday 14 March 2018</b>	Art Scholarship Assessment Day
<b>Week beginning Monday 26 March 2018</b>	Sixth Form offer letters sent and Sports Scholarship offers made
<b>Friday 20 April 2018</b>	Deadline for acceptance of Sixth Form places and Sport Scholarships, or notification of intention to not take up Sixth Form place
<b>Thursday 23 August 2018</b>	GCSE Results Day
<b>Thursday 23, Friday 24 and Tuesday 28 August 2018</b>	Appointments available with Head of Sixth Form or Assistant Heads of Sixth Form to discuss A-level courses
<b>Friday 31 August 2018</b>	Sixth Form Induction Day - all members of the Lower Sixth to attend
<b>Monday 3 September 2018</b>	Term starts



## External Candidates

<b>Wednesday 11 October 2017</b>	Sixth Form Open Evening for Year 11 external candidates and parents
<b>Tuesday 12 December 2017</b>	Sixth Form Taster Day
<b>Tuesday 16 January 2018</b>	Sixth Form Taster Day
<b>Tuesday 16 January 2018</b>	Online Options Survey emailed
<b>Thursday 18 January 2018</b>	Deadline for Online Options Survey to be completed
<b>Monday 22 January 2018</b>	Option Block Choice Form released
<b>Friday 16 February 2018</b>	Deadline for Sixth Form applications and return of completed Final Option Subject Choices Form to Dr Michael Reddish, Assistant Head - Director of Studies
	Deadline for Sixth Form Academic, Art, Music (including Organ) and Sport Scholarship applications
<b>Friday 9 March 2018</b>	Sports Scholarship Assessment Day
<b>Week beginning Monday 12 March 2018</b>	Music and Organ Scholarship Auditions (all week)
<b>Tuesday 13 March 2018</b>	Academic Scholarship Day
<b>Wednesday 14 March 2018</b>	Art Scholarship Assessment Day
<b>Week beginning Monday 26 March 2018</b>	Sixth Form offer letters sent and Academic, Sport, Art, Music and Organ Scholarship offers made
<b>Friday 20 April 2018</b>	Deadline for acceptance of Sixth Form places and Scholarships
<b>Thursday 23 August 2018</b>	GCSE Results Day
<b>Thursday 23, Friday 24 and Tuesday 28 August 2018</b>	Appointments available with Head of Sixth Form or Assistant Heads of Sixth Form to discuss A-level courses
<b>Friday 31 August 2018</b>	Sixth Form Induction Day - all members of the Lower Sixth to attend
<b>Monday 3 September 2018</b>	Term starts

### Note: Sixth Form Scholarships

If you are interested in applying for a Sixth Form Academic, Art, Music, Organ or Sport Scholarship please see our Entrance Examinations and Admissions Booklet 2018 which has detailed information on the process or contact Mrs Vanessa Rooney, the Registrar on 01926 634201 or email [vanessarooney@princethorpe.co.uk](mailto:vanessarooney@princethorpe.co.uk).

## Why A-levels?

If you have found certain subjects particularly enjoyable at GCSE and would like to study them in greater depth, then A-levels are most likely to suit you. A-levels can also provide the opportunity to study new subjects in depth too. They are rigorous, challenging and demanding. Success at A-level in any subject proves that you are a disciplined, proactive student, capable of independent learning and good at managing your time effectively.

If you are someone who has found independent study difficult at GCSE, then you may benefit from exploring an alternative route. For some students, the more practical focus of NVQs, Certificates or Diplomas, with their emphasis on the application of knowledge in industrial or commercial life, may be a more sensible choice.

A-level examinations are fully examined at the end of the two-year course.

## How A-levels have changed

Since their reform in 2000, A-levels were divided into two parts: the AS, usually taken at the end of the Lower Sixth, and the A2, which was the second half of the A-level course and was usually taken at the end of the Upper Sixth. In September 2015, the Government launched new A-level arrangements in a rolling programme of reform. It is still possible for students to gain a separate AS qualification in a subject at the end of the Lower Sixth but this is now an entirely separate qualification and will no longer count as the first 50% of the overall A-level marks. Furthermore, the number of UCAS points gained through sitting an AS has been reduced from 50% to 40% of the value of a full A-level. A-levels are now awarded entirely based upon exams taken at the end of the Upper Sixth. No Princethorpe College students will be entered for AS levels unless there are exceptional reasons for doing so.

A central element to the government's reform of A-levels was an attempt to strengthen the qualification through deepening its content. This was done on the basis that students will have more time to study a subject as they will no longer lose teaching time through preparing for and taking AS levels at the end of the Lower Sixth. As a result, the overwhelming majority of schools, including Princethorpe College, will offer students the chance to study three A-levels from the beginning of the Lower Sixth, or up to four if a student is taking Further Mathematics. We welcome the fact that these reforms will allow us to prepare our students in even greater depth, but we are also mindful of how the narrowing of a student's focus could potentially go against the College's ethos and our mission to produce well-rounded young men and women well-equipped to succeed in work and in life. As a consequence, we have significantly expanded our CoRE and enrichment programmes to support and encourage students to pursue a wide range of activities which will not only enhance their UCAS, apprenticeship and employment applications but also help them develop essential skills that will serve them well in the future. These enhancements will range from activities and initiatives such as Extended Project Qualifications and high level MOOCs (Massively Open Online Courses – small, undergraduate level courses in a huge range of areas) to accredited counselling courses or sporting qualifications for example.

Our aim is to support students not merely to fulfil their potential but to expand it.



## Why Princethorpe?

The Sixth Form at Princethorpe is designed to enable staff to give you a great deal of individual attention.

We offer A-levels in a large number of subjects: all of the traditional ones and some more unusual ones, for example Theatre Studies, Politics, Law and Sociology.

Group sizes are small. The average Sixth Form group has between eight and 14 students. In such subjects as Music and Art, which we value highly for their contribution to College life, courses will run even if there are only a small number of students.

Our A-level results are consistently very good: in summer 2016, 27% of all A-level grades were A\* or A and 83% were at grade C or better.

Our Sixth Formers benefit greatly from a dedicated Sixth Form Centre with facilities including their own supervised Sixth Form Resource Centre, Lecture Theatre, Dining Room and Common Room for rest and relaxation during break and lunch-times.

There is a healthy blend of freedom and supervision in the Sixth Form. Academic progress is closely monitored through tutorials and half-termly progress reports.

Independent study, both supervised and unsupervised, is a key feature of Sixth Form life. Students are encouraged to work independently in subject areas. As well as the Sixth Form Resource Centre, there are a large number of study rooms equipped for small group and independent study.

Much time is spent on preparation for university and careers. Workshops, higher education fairs and individual interviews ensure students are well-informed and confident in their choices, and virtually all our Sixth Formers go on to university.

Staff/student relationships, both in and out of the classroom, are usually very different in the Sixth Form. Staff greatly enjoy teaching at this level; students are following courses that genuinely interest them, and are encouraged to approach teachers to ask for help in an informal, friendly atmosphere.

Monitoring of our Sixth Formers is very important to us and parents are informed of progress on a regular basis, every half term, either by progress report, full report or at a Parents' Evening. Our aim is to guide our students so that, by the time they are studying in Upper Sixth, they are effective, independent learners.

## What makes us special?

This is a dynamic and caring Sixth Form, big enough to offer a wide range of A-level subjects, but we like to think we are not so big that things seem impersonal. In fact, every Sixth Former at Princethorpe is treated as an individual and we offer guidance and care to all. Our Sixth Formers develop a close relationship with their Form Tutors and with the Head and Assistant Heads of Sixth Form. We pride ourselves on good communication with students and, very importantly, with their parents. Our care begins with the help we offer in choosing A-level subjects wisely and then continues in our close monitoring of academic progress. We help students, whatever their level of ability, to reach their academic potential and then make the right decisions for the future.

Sixth Form is very definitely a time for self-development and fun and we offer a wide range of activities which reflect the emphasis we put on helping students to become happy, well-balanced and successful young people. Our Lower Sixth Formers help younger pupils in their lessons, carry out some duties such as supervising pupils in our tuck shop and act as ambassadors for the College when showing around prospective pupils and their parents. All have a number of opportunities when they are encouraged to speak in front of a relatively large audience – a group of their peers or, on occasions, a group of parents. We do feel that our Sixth Formers gain a great deal from these opportunities and it is lovely to see them grow in self-esteem and social graces over the two years.



## What do we want for our Sixth Formers?

We hope that they leave Princethorpe with many very fond memories, knowing they have worked hard and achieved the best possible results. We hope that they feel confident and positive about the future. We hope that, in their future roles in society, they show care and compassion for others.

The preparation (and fun) starts at the beginning of the academic year during our Induction Day, when students and Sixth Form tutors take part in team building exercises to recognise individual strengths and weaknesses and to get to know each other well. We hope that the experience is enjoyed by everyone, even the most shy and least sporty of Sixth Formers. It is the perfect start to what we hope will become an effective relationship between tutors, students and their parents.

Our Sixth Formers are placed in House tutor groups which contain a mixture of Lower and Upper Sixth students, encouraging a good rapport between the two year groups and allowing the Lower Sixth students to get an early, first-hand insight into what it is like to go through the UCAS process. Students form a strong relationship with their tutor over the two years in the Sixth Form.



## The Princethorpe Diploma

We value the importance of encouraging our students to be well-rounded individuals and our own unique award, the *Princethorpe Diploma*, is given to those Upper Sixth Formers who successfully meet its criteria.

**It comprises six components:**

**Academic Studies** – whatever the abilities and talents, strengths and weaknesses of our students we expect them to develop their independent learning skills and to try their very best.

**Co-curricular Participation** – there is an enormous range of sporting, musical and other activities on offer at Princethorpe and a good number of our students are involved in activities outside school. These help to develop teamwork, leadership, organisation, reliability and resilience. We want our students to show sustained, regular commitment in this area.

**Service to Others** – in line with our Christian ethos, we want to encourage students to use their skills and talents to actively be involved in helping others, both in and outside the school community.

**Work Experience** – having a good understanding of the world of work is vital to help students on their journey into adulthood.

**Community and Ethos** – At Princethorpe, we believe that we have a very special sense of community - we are a big family - and this is founded on kindness and understanding; tolerance and respect for others; mutual forgiveness and gentleness; courtesy and good manners; hospitality and a sense of humour. We know that true community does not come about by itself; it requires the constant effort of each member. It needs to be built up each day into a community of faith and love, by prayer and by exploring our own spirituality.

**Attendance and Punctuality** – having the discipline to attend one's commitments punctually and consistently is an essential skill in the world of work.

Evidence of participation is required. It should be noted that a great many of our Sixth Formers do more than enough to satisfy these requirements and our aim is to encourage all to join in.

We expect our Sixth Formers to contribute positively to our community by the way they conduct themselves and interact with all members of the College.

Over two thirds of the Upper Sixth were awarded the Diploma last year.

## Youth SVP

A key aspect of the Princethorpe Diploma is community service. The college Youth St Vincent de Paul group has this as its focus – especially one-to-one visiting as well as charitable and fundraising activities.

- The group has its own elected president, vice-president, secretary and treasurer who run the weekly meetings and oversee activities with support from the Group Advisor and other staff.
- Currently members of the group visit schools, care homes for the elderly, a club for people with learning difficulties and a day centre for people with multiple sclerosis.
- Fundraising for Mary's Meals, the charity that provides a daily meal in school for nearly one million children worldwide, is a key focus for the group with events such as World Porridge Day and a 24-mile sponsored walk along the Coventry Way route in under eight hours.
- Students are also involved in supporting the Leamington Night Shelter, Acorns and other local charities by donating tinned goods and other items.





## Opportunities for able students

### Extended Project Qualification

Princethorpe College offers the Level 3 Extended Project Qualification; this has always been open to Lower Sixth students whom Heads of Department consider to be the most able in their subject and capable of managing extra workload and will be expanded as part of our newly designed curriculum from September 2017.

An Extended Project (EP) is worth 50% of an A-level and is taken alongside A-levels. Like a mini PhD it comprises an individual research project rather than an exam, requiring students to produce a 6,000 word dissertation or investigation, or to manufacture an artefact or stage a performance. Upon completion, they must give a ten-minute presentation on their research to teachers and a group of fellow students and take questions at the end.

Students will be assigned a mentor who will provide advice and guidance as required and with whom they will meet regularly for direct teaching, instruction and assessment, or other structured learning such as directed assignments or supported individual study. Students will also meet regularly with the librarian and other EP students to be taught the necessary research and independent learning skills needed to undertake such a project. Students' own private study will be an additional commitment to these guided learning hours.

As well as helping students develop research skills and enhance their thinking skills, Extended Projects are welcomed by many universities and admissions tutors may well use them in differentiating between applicants for offer making.

Over the past four years 95% of students entered have achieved A\* or A grades in their EP qualification.

## Co-curricular activities for the Sixth Form

There is always a wide variety of events going on and Sixth Formers are encouraged to participate in sporting, musical, cultural and social activities. Many of our young people with previously unrecognised talents positively blossom in the Sixth Form, when they take part in our performances, represent the College in rugby or netball, or learn the art of public speaking, for example.

The range of activities on offer is impressive. Wednesday afternoons are given over to sport; all students choose from rugby, cricket, hockey, football, netball, dance, gym training and racket sports. More recreational sport is also now available including horse-riding, skating and swimming. We play fixtures on Wednesdays and Saturdays in a number of sports and all students are encouraged to participate. What is lovely is the wonderful sense of camaraderie shown by the Sixth Form and their pride in representing the College. Sixth Formers do take part in a large number of co-curricular sports such as hockey tours, skiing trips and equestrian events.

In recent years Sixth Formers have also enjoyed trips to New York and Washington, taken on the challenges of a month long 'Camps International' expedition to Equador and the Galápagos Islands and the ever popular Senior Sports Tour to South Africa.

We have a talented and committed music department at Princethorpe and our Sixth Formers form the backbone of music performances by the choir, the orchestra and jazz band. Participation in the Duke of Edinburgh Award Scheme ensures that there are opportunities to develop fully and be busy and fulfilled.

Many of our Sixth Formers are involved in our thriving Youth St Vincent de Paul volunteering scheme. They visit old people's homes, local schools and hospices, for example, take part in fund raising events and invite elderly residents to enjoy Christmas lunch and strawberry teas at the College. There are many opportunities for our Sixth Formers to learn and show leadership skills and to be excellent team members. Many Sixth Formers are prefects and subject ambassadors.

We value the skills of public speaking and debating and teach these as part of our CoRE Programme and as a co-curricular activity. Many of our students will go on to speak in public on many occasions or as part of their professional life, and the self-confidence and expertise gleaned at the College is very useful. Local businessmen and women, who come into the College to give practice interviews to our Upper Sixth remark upon their poise and good manners.

We hope that our Sixth Form is a caring and happy community and certainly they know how to party and have a good time. Our Upper Sixth Form prefects organise a range of social activities which gives them the opportunity to dress up and have fun. The Leavers' Ball in July is a magnificent occasion, attended by staff and students and remembered by all for years to come. Our Sixth Formers are also involved in supporting charities and raising money for a great number of causes dear to them. Our 'Pink Day' in aid of Breast Cancer Care and 'Blue Day' in aid of Prostate Cancer are events where the Sixth Form enter whole-heartedly into full-on fancy dress mode – all in aid of charity, of course!



## CoRE Programme

Comprising a varied range of topics and speakers and incorporating careers and higher education advice, the CoRE Programme is closely linked to the ethos of the college. The aim is to develop qualities such as Commitment, Openness, Reflection and Enthusiasm so that students grow in maturity and confidence as they look to life beyond Princethorpe College. The CoRE Programme for both year groups ties into the fortnightly Life Skills Period in which time is set aside for personal, social, health, and citizenship issues.

A broad range of speakers are invited to address the students. These include the founders of the Leamington Night Shelter, a former BBC news journalist, an ex-drug addict now running two schools for delinquent children in London and Old Princethorpians who have engaged in volunteer work in Africa or Asia.

As part of the CoRE Programme, issues are explored from a moral and religious perspective. Debates are led by visiting speakers and by Sixth Formers themselves. The motions have ranged from the idea of arming all UK police officers to legalizing euthanasia, abolishing faith schools and the morality of torture.

In addition, students receive essential advice and information about careers, applying to university, vocational courses, apprenticeships and the world of work.

In the Lower Sixth, all students are encouraged to extend their interests and to develop new skills. One period of the CoRE Programme each week is specifically set aside for this through our extensive Enrichment Programme that offers options such as:

- An introduction to Law
- Financial Studies (IFS certified course, generates additional UCAS points)
- The Extended Project
- An introduction to Japanese language and culture
- Community Service
- Pilates
- Introduction to Film-making
- The Young Enterprise Scheme
- Car maintenance
- General First Aid (delivered and certified by the British Red Cross)
- Personal Safety Course

The Upper Sixth are offered a similar combination of careers advice, discussion, talks and debates in their fortnightly CoRE lesson.

As a whole, the CoRE Programme encourages students to think critically, logically and constructively about the world in which they live and to look forward to the challenges and opportunities that lie ahead.



## Exam results and leavers' destinations

### A-level Results

Princethorpe is not and never will be an examination factory, but we do take great pride in trying to ensure that all our students achieve the best possible academic results; our 2017 A-level results are very strong indicators that the school's academic achievements across the ability range continue to go from strength to strength.

This Summer (2017) we celebrated a 100% pass-rate. At the top end, 25% of all A-level grades were A\* or A and 80% of grades were C or better.

### Leavers' Destinations

The overwhelming majority of our students go on to university, predominantly to their first choice. Leavers' university destinations in recent years include Cambridge, Oxford, Durham, Bath, Exeter, York, Edinburgh, Leeds, Sheffield, Birmingham, Liverpool, Warwick, Queen Mary's College, London, University College London, Coventry, Nottingham Trent, Loughborough, Reading, Leicester, Sussex, the British Horological Institute, the Birmingham Conservatoire and the London School of Economics.

For more information on exam results and leavers destinations visit our website [www.princethorpe.co.uk](http://www.princethorpe.co.uk).



## Careers, university and work experience

The Head of Careers and Head and Assistant Heads of Sixth Form are available when GCSE results are published to discuss A-level options and this begins a robust programme of careers advice throughout Sixth Form. All Lower Sixth students will have a Careers interview with a member of the Careers team and we will aim to give them as much individual advice, guidance and support as they need. We also use *Unifrog*, an online platform that enables students to search university courses, look for higher and degree apprenticeships and prepare their application information, all in one place. This is accessed by tutors and the Careers and Sixth Form teams who are able to encourage and support students through their decision-making.

All Sixth Formers are encouraged to complete the *Princethorpe Diploma*, which aims to help students develop all the skills and attributes necessary to ensure success in applications for university and college courses and, indeed, in equipping them for success in the job market.

Within our CoRE Programme information and advice is given to Sixth Formers about university applications and other career areas. Parents are invited to an information evening during Lower Sixth, where they are given the very latest information on higher education and the post-18 job market including higher and degree apprenticeships. There are further opportunities for work experience, visits to universities and attendance at subject specific lectures. Potential Oxbridge candidates are identified and given advice about this route, including a visit to an Oxbridge College. Those interested in Medicine, Veterinary Science and Dentistry receive extra guidance in their quest for places on these hugely competitive university courses and now also engage in a newly launched Medical Society. Visits are made to a local UCAS Convention and students are encouraged to visit prospective universities and attend University Open Days.

During Upper Sixth the vast majority do make applications to university or college and there are further information sessions on aspects of life such as:

- Student finance
- Leaving home
- Keeping healthy in the future
- Accepting university offers and what to do when results are published

Sixth Formers also benefit from practice job/university interviews in the Autumn of their Upper Sixth.

### Careers Fair

The College also holds a Careers Fair for all pupils from Year 10 to Upper Sixth every two years, with speakers from a host of professions and representatives from universities, employers and organisations including the armed forces and gap year companies. The next Careers Fair will take place in Spring 2018.

### Work Experience

Sixth Formers are encouraged to follow a work experience programme. There is no time to do this during term time but we encourage students to organise placements during holidays. Work experience is becoming increasingly valued by Higher Education and employers. You will find that if you want to follow a vocational degree in Medicine, Physiotherapy or teaching, for example, it is a pre-requisite.



## How do I choose my A-levels?

Carefully!

In nearly all cases you should choose subjects you genuinely enjoy and would find interesting to follow at a higher level.

Ask advice. Your GCSE subject teachers will offer you a very honest evaluation of your abilities and potential. Listen to what they say and be realistic.

Now is the time to consider starting subjects which have not been offered at GCSE. Many students find real enrichment in following courses such as Economics, Law, Sociology or Theatre Studies - and discover skills and talents they did not realise they possessed!

Remember, many degree courses or employers do not require particular A-levels. Most will be keen to see that you have performed well in your chosen subjects as all require discipline, sustained interest and mature study skills. However, some courses do ask for specific A-level qualifications and it is wise to check with Sixth Form and Careers staff, if you know which degree course you intend to take.

Make sure you seek advice and sensible subject combinations before you make your final choice of three subjects. Here are a few pointers:

- Choose Mathematics and Physics if you are interested in Engineering. Chemistry is the most useful of the sciences, not only in combination with Biology, Physics or Mathematics but also with Geography.
- If you are thinking of Medicine, Physiotherapy, Dentistry, Veterinary Science or allied professions, it is still better to do three Sciences or two Sciences and Mathematics, to include Chemistry and Biology, as part of your three subjects.
- If you are considering Engineering, a language is a useful additional subject, particularly if you are considering studying or working abroad.
- If you are interested in Architecture, Mathematics and Art are the most useful A-levels.
- Many students choose a business-related degree course, and while a range of subjects are appropriate for entry to degree courses, Mathematics and Economics remain key disciplines. Mathematics remains the key A-level to choose if you wish to study Economics at university.
- Many university courses offer the opportunity for study abroad and, if you are good at languages, it may be sensible to include at least one in your choice of three subjects (although some degree courses do allow you to start a foreign language from scratch).
- If you are considering studying Law at university, do ensure you include two traditional essay-based subjects such as English, History, Languages or Religious Studies (Philosophy and Ethics). Law A-level is not a requirement to apply for Law at university but it will provide a helpful introduction and foundation.
- As a general rule, if you would like to study a subject at A-level which is offered at Princethorpe as a GCSE, it is wise (and sometimes necessary) to have taken that subject at GCSE.

# Admissions Process and Entry Requirements

The minimum academic requirement for entry to Princethorpe Sixth Form is six GCSE grades at A\*-C, including at least three grade Bs or equivalent. Under the new numerical grading system, that will equate to three '5's and three '6's. Candidates are normally expected to have at least grade B/6 in the subjects to be studied to A-level, however for Mathematics, Modern Foreign Languages, Latin and the Sciences a grade A/7 at GCSE is required.

If you wish to begin Economics or Law in Sixth Form, you will be expected to have achieved at least B/6 grades in both Mathematics and English Language. If you wish to study Computer Science at A-level, you must have taken it at GCSE. If you wish to study Psychology at A-level you will need a minimum of a 5 grade in English and Mathematics, plus a B/6 grade is highly recommended in a Science subject (ideally Biology).

Please work really hard for your GCSEs because they are likely to be the only externally validated evidence of academic success that universities and employers will have available to them when making their decisions.

Above all, we want Sixth Form to be a rich and fulfilling experience for you: an opportunity to enjoy a range of learning situations and a time when you feel encouraged to explore future possibilities. If you enter it whole-heartedly, it really should be the best time of your life so far!

## Next steps?

If you are already at Princethorpe, the options procedure is explained to you through assemblies, meetings, tutorials and interviews.

If you are not yet at Princethorpe and are thinking of joining us, we would be delighted to welcome you. Please contact the Registrar and arrange for an informal interview with the Head of Sixth Form, Ben Collie initially.

We are also offering specific **Sixth Form Taster Days** on **Tuesday 12 December and Tuesday 16 January from 9.15am to 4.15pm**. These will be informal opportunities for small groups of prospective Sixth Formers to visit the College for a selection of A-level subject taster lessons, a Q&A session with current Sixth Formers, lunch, a tour of school and a chance to meet the Headmaster and Head of Sixth Form.

If you then decide to join us for your Sixth Form studies, you should complete a registration form and select your options provisionally, as our own Year 11 pupils do.

The deadline for Sixth Form applications for external candidates is **Friday 16 February 2018**. We would appreciate having your application in by that date, along with your completed Final Option Subject Choices Form and any Academic, Art, Music (including Organ) and Sport Scholarship applications.

Following satisfactory references from the student's current school, the Admission Panel will meet and, if appropriate, a conditional offer will be made subject to actual GCSE grades.

Sixth Form offers and Scholarship offers will be made week commencing **Monday 26 March 2018**.

Confirmation of acceptance from a parent with a £300 deposit is then required to secure the place. This deposit is refunded after the end of the final term which the student spends at Princethorpe.

The deadline for acceptances of Sixth Form places and Scholarship offers is **Friday 20 April 2018**.

Then it is a question of working hard for your GCSEs and waiting until the results are published. For external candidates, once actual GCSE grades have been advised to the Registrar by telephone in August, a confirmed offer will be made.

The Head and Assistant Heads of Sixth Form hold interviews following GCSE results day for any prospective Sixth Former who has concerns about his or her choice of subjects.

If you have any questions relating to the admissions process or scholarships please contact the Registrar, Mrs Vanessa Rooney on 01926 634201 or email [vanessar Rooney@princethorpe.co.uk](mailto:vanessar Rooney@princethorpe.co.uk).

# Sixth Form Scholarships and Bursaries

## Sixth Form Academic Scholarships

### External Candidates

**Deadline for applications: Friday 16 February 2018**

**Sixth Form Academic Scholarship Day: Tuesday 13 March 2018**

Sixth Form Academic Scholarships are available to external candidates who are expected to achieve A\* and A grades or equivalent at GCSE. Those who wish to be considered should make an application by **Friday 16 February 2018** and if appropriate will be invited to attend the Sixth Form Academic Scholarship Day on **Tuesday 13 March 2018**. The Academic Scholarship Day will comprise a Verbal Reasoning examination, an interview with the Headmaster and Head of Sixth Form, taster lessons in two A-level option subjects, lunch and a tour of school.

### Internal Candidates

Internal candidates do not have to apply for Sixth Form Academic Scholarships. They are automatically awarded to a small number of the highest achieving internal candidates in August by the Headmaster based on their performance in the GCSE examinations.

## Sixth Form Sport Scholarships

**Deadline for submission of portfolio: Friday 16 February 2018**

**Sixth Form Sports Scholarship Assessment Day: Friday 9 March 2018**

Sport Scholarships may be awarded to internal or external candidates entering the Sixth Form. The candidates should submit a portfolio and detailed account of their reasons for the application supported by references from their coach/activity leaders.

The final document should be forwarded to our Registrar by **Friday 16 February 2018**. Following a review of the portfolios, as appropriate, candidates will be invited to the Sports Scholarship Assessment Day on **Friday 9 March 2018**.

## Sixth Form Art Scholarships

**Deadline for applications: Friday 16 February 2018**

**Art Scholarship Assessment Day: Wednesday 14 March 2018**

A Sixth Form Art Scholarship is available to internal or external candidates entering the Sixth Form. Successful candidates will be expected to pursue the A-level Art Course.

### Requirements:

- Candidates should have achieved high standards in their GCSE courses (predicted A/A\*).
- Portfolio work would also be expected to contain evidence of creative endeavours outside the confines of school GCSE coursework and be supported by a reference from their Head of Art.
- The candidates will be expected to have excellent observational drawing skills and be able to draw from a still life during the interview day.
- A CD with up to 20 images of artwork, in JPEG format, must be included with the application and sent to Princethorpe College by the application deadline.
- Candidates will also be expected to bring a portfolio showing work from their previous two years. 3D work should not be brought, photographic evidence of 3D work being sufficient, or as images on the CD.

### Art Scholarship Assessment Day:

- Candidates will undertake some drawing and design exercises in the art studios and will also be interviewed by the Head of Art with their portfolios of artwork (portfolios should include recent GCSE coursework and evidence of work created outside school).

### Internal Candidates for Art Scholarships

Internal candidates are not required to submit a portfolio, however they will be required to attend the Art Scholarship Assessment Day. They will be considered by the Headmaster based on their performance in the GCSE examinations and feedback from the Head of Art.



### Sixth Form Music Scholarship

**Deadline for applications: Friday 16 February 2018**  
**Scholarship Auditions: week commencing Monday 12 March 2018**

A Sixth Form Music Scholarship is available to external candidates entering the Sixth Form. Successful candidates will be expected to pursue the A-level Music course.

#### Requirements

- A standard of Grade 7 in any instrument.
- A second instrument, which will probably be at a lower standard than the first, will be an additional recommendation. In certain cases it may be possible to begin a second instrument on entry.

#### The Audition

All candidates must attend a practical examination. At the audition they will be required to:

- Perform 2 pieces on the instrument of their first choice.
- Perform 1 piece on the instrument of their second choice.
- Sing a song of their own choice.
- Play the panel's selection of scales and arpeggios from the ABRSM grade that best reflects their current standard and undertake an aural test of the same standard.
- Participate in a viva voce, where they will be asked about their music-making, hobbies, etc.

Piano accompaniments should be brought to the audition. An accompanist will be provided unless a candidate prefers to be accompanied by an external accompanist they elect to bring with them. Candidates are advised to perform music with which they are comfortable, rather than playing music which is technically beyond them.

Names and addresses of two referees must be supplied, one of which should be the school music teacher or conductor of a choir or orchestra in which the candidate regularly performs.

### Sixth Form Organ Scholarship

**Deadline for applications: Friday 16 February 2018**  
**Scholarship Auditions: week commencing Monday 12 March 2018**

Additionally a Sixth Form Organ Scholarship is available to candidates who have a high level of ability and are committed and enthusiastic performers; the successful candidate will be expected to play in the College Chapel on Sunday at 10.15am Mass during term time and at other functions. Applications, addressed to the Registrar, should be received by **Friday 16 February 2018**. Candidates will be required to perform a short piece and be interviewed by the Director of Music and Headmaster as part of the selection process.

#### Internal Candidates for Music and Organ Scholarships

Internal candidates do not have to apply for Sixth Form Music and Organ Scholarships. They will be considered by the Headmaster based on their performance in the GCSE examinations and feedback from the Director of Music.

### Sixth Form Bursaries and Chevalier Scholarship

Bursaries are available for up to 100% of tuition fees. Application forms are available from the Foundation Bursar's office and from our website. Completed applications should be forwarded to the Foundation Bursar with supporting documentary evidence.

Applications for bursaries are means-tested and reviewed by external consultants. The deadline for Sixth Form bursary applications is **Friday 16 February 2018**.

The Chevalier Scholarship is a means-tested Sixth Form scholarship for external candidates. It is open to Catholic children aged 16 by 31 August 2018. Applications for this scholarship need to be accompanied by a letter of recommendation signed by their Parish Priest. The letter should include details of the length of time that the candidate has been known to him and confirmation of the candidate's date of baptism. Applications for the Chevalier Scholarship will be reviewed by external consultants and should be received by **Friday 16 February 2018**.



## Art

### What is Art?

The expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture.

Works produced by such skill and imagination.

Creativity is allowing yourself to make mistakes.

Art is knowing which ones to keep.

Art is something that makes us more thoughtful and well-rounded humans.

At Princethorpe Art is a practical subject that has a strong skills base. It is a subject concerned with the development of self-awareness and the awakening of each individual's potential. It helps nurture and promote our creativeness whilst exploring the contextual and historical aspects of Art. It is engaging and rewarding!

### Will I just be drawing and painting?

No! In fact, from the outset we encourage students to branch out and experiment with materials and use as wide a range of them as possible. Married with traditional drawing and painting materials and practices, A-level students may work with printmaking, photography, digital photography and 3D modelling (ceramic, plaster, Mod-Roc, latex or chicken wire etc). Some very successful A-level work has been produced by using little paint!

### What type of student chooses Art?

A-level artists generally fall into one or two categories:

Those who wish to make their career in art or an art-related area;

Students who wish to obtain another A-level to broaden their experience and extend their creative abilities.

It is advisable to have studied GCSE Art before taking A-level Art. A consultation with Mr Hubball will be arranged to discuss previous artistic experience and a portfolio of your work will be needed for this.

### What are the career/higher education prospects?

Popular career paths include:

- Artist
- Architect
- Graphic designer
- Fashion designer

(Everything you see that is man-made has been designed by someone.)

Students wishing to study Art, Fashion or Design at a higher level are advised to undertake a foundation in Art and Design after A-levels and before university. This will then open up their opportunities at degree level. Competition is high at degree level and a good portfolio of work is essential.

Top Architecture courses do not require a foundation in Art and Design, but the most sought after courses do require a good A-level in Art.



### What aspects of the subject will I be studying?

- 1 Personal Investigation (coursework) – 60%
- 2 Externally set exam – 40%

Students are given an outline to follow to progress their coursework. It is essential for them to tailor their work to their own interests in tandem with established artwork and to produce work that is individual and personal and which demonstrates a knowledge and understanding of the world of art.

The examination paper consists of one overall theme with suggested starting points. Again students are encouraged to produce work that is original and insightful, whilst using the work of artists for inspiration.

Students are guided through all areas of their work with assistance of Art Department staff.

### How will I be assessed throughout the course?

Coursework is assessed at the end of the course with marks being sent to the examination board for 30 May.

Coursework is mainly sketchbook based with some larger studies being required to help progress your work towards a final piece or pieces.

Coursework is worth 60% of the A-level.

Examination papers are given out on February 1 of the Upper Sixth year. The external exam is assessed at the end of the exam period (just after the Easter break). A time limit is placed on the preparation period for the examination; however, the Art Department schedules this to ensure that students get the maximum time available.

The A-level has a three-day 15-hour examination in which to produce a final piece or series.

The examination is worth 40% of the A-level.

### What co-curricular opportunities are there within this subject?

There are three Sixth Form art studios with each student having their own dedicated space in which to work. They are encouraged to use this facility during their study periods. The studios are also open whilst art clubs are run; this is an ideal opportunity to get really 'stuck-in' to your large paintings or sculptures! The Photosuite is also a fantastic resource that A-level Art students use outside of their lessons.

In the Lower Sixth students are taken to Compton Verney to undertake a one-day life drawing workshop and in the Upper Sixth students have the opportunity to go on a gallery visit. In recent years this has been to the Tate galleries in London.

*"If you enjoyed Art through GCSE, then there is no better subject for you. Art at A-level gives a whole new outlook on art, as you discover new media and are taught different techniques to use including contact printing in the dark room, life drawing classes and making sculptures. I can guarantee it would be a choice you wouldn't regret - I know I definitely haven't. In fact, due to my experience at A-level I have decided to continue the subject further into higher education. I find it's the subject I look forward to most each day; it's a great chance to express your creativity. There are constant opportunities in art such as field trips, your own working area and all the help you could need from encouraging teachers. The atmosphere in Art is like no other, it's relaxed and friendly but all students are highly self-driven. I highly recommend this subject; I know I would do it again in a heartbeat."*

**Board:** OCR

**Subject:** Fine Art

**Code:** A-level H601

# Biology

## What is Biology?

Biology is one of the key branches of Science along with Chemistry and Physics.

It is the study of life.

Biologists investigate living things. At one time biologists could be divided into zoologists - who studied animals - and botanists - who studied plants. The discovery of bacteria and viruses led to the development of microbiology and virology.

As better technical resources and techniques were developed, biologists moved on to study the structure of cells (cytology) and the chemicals from which the cells are made (molecular biology).

The study of genetics and heredity expanded following the elucidation of the structure of DNA.

On the large scale, Biology has embraced aspects of Geography and Geology in ecology, the study of interrelationships of organisms with each other and with their physical and climatic environment.

Biologists also contribute to palaeontology, the study of fossils and biological evolution.

Biologists make discoveries which affect the lives of all of us. Examples range from: how to understand and control the development and the spread of disease which can decimate or eradicate species; how to develop strains of plant which give high food yields; and the genetic code which provides the blueprint for the development of an organism.

## Why study Biology?

If you are an enthusiastic student with an interest in Science, Biology can offer you an interesting and challenging course of further study.

### Students study Biology because they want to:

- become mainstream biologists and develop an understanding of how living things work or become involved in one of the areas described above;
- improve their career prospects. Biology is a practical subject and one in which the frontiers of knowledge are being expanded on a regular basis, particular in molecular biology and pharmaceuticals;
- meet the entry requirements for courses and careers in medicine, veterinary practice, biochemistry, biology, physiology, pharmacy, genetics, nursing, agriculture, microbiology, ecology, forensic science and sports science; or
- complement other areas of study such as chemistry, physics, psychology, art, sports science.

## What type of student chooses Biology?

The A-level Biology Course provides an excellent preparation for further study and an enjoyable and interesting experience. You need at least a grade 7 in IGCSE/GCSE Double Science including a grade 7 in the Biology component OR a grade 7 in IGCSE/GCSE Biology. A grade 6 or above in Mathematics is also required.

## What are the career/higher education prospects?

Biology combines well with a number of other subjects. Here are some careers that studying A-level Biology and a relevant combination of other subjects can lead to - there are many more.

- Microbiology
- Biotechnology
- Cosmetics
- Medical physics
- Marine biology
- Veterinary surgery
- Ecology
- Dentistry
- Health
- Forensic science
- Science teaching
- Public health
- Pharmaceuticals
- Genetics
- Medicine
- Physiotherapy
- Agriculture
- Nursing
- Horticulture
- Pathology
- Forestry
- Natural science
- Cell biology
- Environmental science

## What aspects of the subject will I be studying?

The Biology A-level course covers a range of areas including both human and environmental topics.

- biological molecules
- cells, viruses and reproduction
- classification and biodiversity
- exchange and transport
- respiration and photosynthesis
- microbiology and immunity
- gene expression and gene technology
- inheritance
- control, homeostasis and the nervous system
- ecosystems



## How will I be assessed throughout the course?

The new A-level will be assessed in the following ways:

### Science Practical Endorsement

Students must complete 16 core experiments throughout the two-year course. They are marked on a variety of different skills by their teacher against specific assessment criteria. The assessment outcomes will be reported separately to the final grade on students' certificates as either 'pass' or 'fail'.

### A-level Examinations

Paper 1	Paper 2	Paper 3
1 hour 45 minutes	1 hour 45 minutes	2 hours 30 minutes
90 marks (30%)	90 marks (30%)	120 marks (40%)
Topics 1-7	Topics 1-4 and 8-10	Topics 1-10 and practical skills. The paper will include synoptic questions that may draw on two or more different topics.

## What co-curricular opportunities are there within this subject?

Biology offers lots of exciting opportunities outside of the classroom. Currently trips run to the Think Tank in Birmingham to investigate Genetic Fingerprinting and all Upper Sixth Biologists will take part in a field trip to cover the environmental sampling part of the specification, which takes place in September of the second year. There are also opportunities to take part in national competitions such as the Biology Olympiad and go to topical lectures from expert biologists throughout the year.

**Board:** Edexcel

**Subject:** Biology B

**Code:** A-level 9BIO

*"I chose Biology as it covers a wide variety of topics from human anatomy to microorganisms and the environment. There are also lots of opportunities for trips that can be taken to help extend your knowledge."*

*"I enjoy Biology because I can apply what I have learnt in lessons to real life and taking this subject has influenced me to apply for Dentistry at university."*

# Business Studies

## What is Business Studies?

In Business Studies students develop a broad understanding of business organisations and study areas such as markets, customers, finance, operations, communication, information technology and strategy. Business issues are often addressed at a European and international level. Students will be encouraged to use an enquiring, critical and thoughtful approach to their study and to develop an understanding of business behaviour from a range of perspectives.

## Why study Business?

This course will appeal to those students who:

- wish to pursue a career in business or as an economist;
- may have completed GCSE courses in Business Studies (or Economics) and wish to further their studies;
- are motivated by innovative and new ideas;
- want to keep their options open - Business can be combined with a wide range of other subjects;
- who like to keep up with the news and global events.

## What type of student chooses Business?

You do not need to have studied Business Studies at GCSE to study Business Studies at A-level. If you have studied the subject before, some topics will be familiar to you, but these can be readily learned and understood by students new to the subject. In order to succeed it is most important that you have:

- an interest in the process of changing raw materials into a finished product ready to sell in shops;
- an interest in global business affairs;
- a desire to explore and work with others to present them;
- competent mathematical skills – the ability calculate, use and manipulate business finance accounts;
- an ability to write clearly and succinctly under timed conditions.

## What are the career/higher education prospects?

In the future all A-level students will aim to obtain fruitful and enjoyable employment. All will work in some kind of business organisation, whether private or public. All who have studied this subject will make some use of the knowledge and understanding they have gained on this course in their future careers. Typical careers followed by former students include:

- Accountancy
- Business Management
- Sales and Marketing
- Human Resource Management
- Banking and Finance

## What aspects of the subject will I be studying?

- **Theme 1 – Marketing and People**
- Meeting Customer Needs
- The Market
- Marketing Mix and Strategy
- Managing People
- Entrepreneurs and Leaders

### Theme 2 – Managing Business Activities

- Raising Finance
- Financial Planning
- Managing Finance
- Resource Management
- External Influences

### Theme 3 – Business Decisions and Strategy

- Business Objectives and Strategy
- Business Growth
- Decision Making Techniques
- Influences on Business Decisions
- Assessing Competitiveness
- Managing Change

### Theme 4 – Global Business

- Globalisation
- Global Markets and Business Expansion
- Global Marketing
- Global industries and companies



### How will I be assessed throughout the course?

All four units are externally assessed by written examination.

Paper	Title	Duration and weighting	Exam structure	Themes covered
1	Marketing, people and global business	2 hours (35%)	100 marks  Section A and B each comprise of one data response question broken down into a number of parts, including one extended open-response question	Themes 1 and 4
2	Business activities, decisions and strategy	2 hours (35%)	100 marks  Section A and B each comprise of one data response question broken down into a number of parts, including one extended open-response question	Theme 2 and 3
3	Investigating business in a competitive environment	2 hours (30%)	100 marks  Section A: Focus on the broad context provided by the pre-released case study  Section B: Focus on a strand within the context  Questions in Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question	Synoptic paper covering all four themes in the course

### What co-curricular opportunities are there within this subject?

Opportunities exist for the most enterprising students to take part in a number of games, simulations and competitions, the most prominent being the Young Enterprise Scheme, which we have successfully entered for a number of years.

**Board:** Edexcel

**Subject:** Business

**Code:** A-level 9BS0

*"If you enjoy keeping up with current events, then Business Studies will seem like second nature and you'll enjoy it. It gives you a better understanding of the world around you and opens doors to careers ranging from accountancy to banking services."*

# Chemistry

## What is Chemistry?

Chemistry is the science of matter: its properties, structure, composition, behaviour, reactions, interactions and the changes it undergoes. Chemistry is one of the key branches of Science along with Physics and Biology and is sometimes called “the central science”. It explains the structure and properties of matter as a consequence of the physical properties of chemical substances and their interactions. For example, steel is harder than iron because its atoms are held together in a more rigid crystalline lattice and wood burns because it can react spontaneously with oxygen in a chemical reaction. Chemistry uses quantities like energy and entropy in relation to explain the spontaneity of processes such as sugar and salt dissolving in water. Chemistry includes the design and manufacture, ie synthesis, of more complex substances from simpler ones.

There are three major branches of Chemistry: organic, physical and inorganic. Organic chemistry is the study of the structure, properties, composition, mechanisms, and reactions of organic compounds. An organic compound is defined as any compound based on a carbon skeleton. Physical chemistry is the study of the physical and fundamental basis of chemical systems and processes. Important areas of study include rates of reaction, equilibria and energy changes. Inorganic chemistry is the study of the properties and reactions of non-organic compounds.

Chemists make discoveries which affect the lives of all of us. For example: how to make plastics from oil; how to make fertilisers to promote the growth of crops; how to make alloys which can resist high stresses and temperatures; how to extract metals from the Earth’s crust; and how to make drugs which will control pain or disease.

## Why study Chemistry?

If you are an enthusiastic student with an interest in Science, Chemistry offers you an interesting and challenging course. Studying for an advanced qualification in Chemistry offers an opportunity to understand scientific concepts, retain and recall factual material, apply numerical skills and work accurately in the laboratory. A high grade reflects intelligence and dexterity and is valued by both prospective employers and further education institutions. It is also a prerequisite for the vast majority of medical, dental and veterinary science degree courses.

## What type of student chooses Chemistry?

Students choose Chemistry for a variety of reasons, but they all have one thing in common. They have enjoyed Chemistry at GCSE and it has whetted their appetite to know more. The course is a demanding one and therefore at least a grade 7 in IGCSE/GCSE Double Science, including a grade 7 in the Chemistry component OR a grade 7 in the IGCSE/GCSE Chemistry is required. A grade 6 or above in Mathematics is also required..

## What are the career/higher education prospects?

Chemistry combines well with other subjects. Career prospects for students with a Chemistry background are good because there is a shortage of people taking this subject. With a qualification in Chemistry you could go on to Further or Higher Education, studying Chemistry or one of the other sciences or related subjects. Chemistry is essential if you wish to go on to study medicine, pharmacy, pharmacology, biochemistry, chemical engineering and veterinary science. It is usually required for careers in dentistry, biotechnology, dietetics (studies in food and nutrition), geology, environmental science, metallurgy (studying how metals behave), and materials science. Chemistry is an important subject for engineering, communications, toxicology, aerospace applications, developing perfumes and cosmetics, energy, teaching, science writing, sports, software development and research

## What aspects of the subject will I be studying?

The A-level course in Chemistry is a natural next stage from the GCSE course and there are many recognisable topics that are taken a stage further. Some topics, such as atomic structure, are studied in greater detail while others, such as equilibria, broaden the GCSE experience and then use mathematics so that the qualitative understanding becomes more quantitative. The biggest content difference at A-level is the great increase in the amount of organic chemistry. This includes many more functional groups, an understanding of the mechanisms of the reactions as well as beginning an understanding of synthetic routes.

The specification is divided into chemical topics, each containing different key concepts of chemistry. Once the key features of a topic have been developed, applications are considered. While the teaching of practical skills will be integrated with the theoretical topics, they are assessed separately.



### Physical chemistry

- Atomic structure
- Amount of substance
- Bonding
- Energetics
- Kinetics
- Chemical equilibria and Le Chatelier's principle
- Oxidation, reduction and redox equations
- Thermodynamics
- Rate equations
- Equilibrium constant  $K_c$  for homogeneous systems
- Electrode potentials and electrochemical cells
- Acids and bases

### Inorganic chemistry

- Periodicity
- Group 2, the alkaline earth metals
- Group 7 (17), the halogens
- Properties of Period 3 elements and their oxides
- Transition metals
- Reactions of ions in aqueous solution

### Organic chemistry

- Introduction to organic chemistry
- Alkanes
- Halogenoalkanes
- Alkenes
- Alcohols
- Organic analysis
- Optical isomerism
- Aldehydes and ketones
- Carboxylic acids and derivatives
- Aromatic chemistry
- Amines
- Polymers
- Amino acids, proteins and DNA
- Organic synthesis
- Nuclear magnetic resonance spectroscopy
- Chromatography

### How will I be assessed throughout the course?

The A-level will be assessed in the following ways:

Paper 1	Paper 2	Paper 3
2 hours	2 hours	2 hours
105 marks (35%)	105 marks (35%)	90 marks (30%)
Short and long answer questions	Short and long answer questions	Questions on practical techniques and data analysis (40 marks) Multiple choice questions (30 marks) Short and long answer questions (20 marks)
Assessing: Relevant physical chemistry topics Inorganic chemistry Relevant practical skills	Assessing: Relevant physical chemistry topics Organic chemistry Relevant practical skills	Assessing: Any content Any practical skills

### Science Practical Endorsement

Practical assessments have been divided into those that can be assessed in written exams and those that can only be directly assessed whilst students are carrying out experiments. A-level grades will be based only on marks from written exams. Overall, at least 15% of the marks for all A-level Chemistry courses will require the assessment of practical skills. A separate endorsement of practical skills will be taken alongside the A-level. This will be assessed by teachers and will be based on direct observation of students' competency in a range of skills that are not assessable in written exams.

### What co-curricular opportunities are there within this subject?

A number of Sixth Formers have been involved in CREST Gold Award projects, provided by local universities as well as other institutions and companies and funded by the Nuffield Foundation. These projects may be selected to enter regional and national competitions. Recent successes include winning the National Finals and West Midlands Finals and presenting projects at the Royal Institute.

Chemistry lectures at Birmingham University are regularly attended by Sixth Formers.

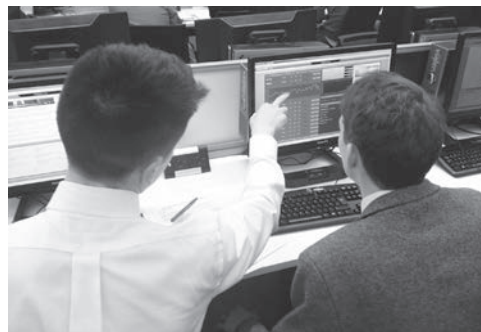
In addition, a number of competitions are entered, including the RSC UK Chemistry Olympiad and the online Chemistry Olympiad.

**Board:** AQA

**Subject:** Chemistry

**Code:** A-level 7405

*"My tip would be to only choose to do Chemistry at A-level if you're on track to do well at GCSE and you actually enjoy it! There are lots and lots of practicals, and lots of opportunities for extra learning, but you must have a passion for it, as it takes a lot of hard work and dedication. Chemistry is needed for most Science degrees so is obviously pretty useful, it also helps a lot if you take Biology too."*



# Computer Science

## What is Computer Science?

Computer Science is the study of the underlying science behind the computer systems that make our modern world possible. Students will learn how to take an idea from a vague description to a rigorously and logically programmed solution. Computer Science includes algorithm design, programming, networking, computer architecture, data representation and how computing technology has revolutionised the world around us.

## Why Study Computer Science?

Computer Science has been described as “the new Latin”. Not only does it prepare students to go into further study in one of the largest growth areas in the world economy but it also teaches them how to think logically, how to deconstruct a problem and how to communicate unambiguously.

## What type of student chooses Computer Science?

In order to access the content in A-level Computer Science students must have previous experience of Computer Science (sometimes also called Computing) or be able to show considerable experience of computer programming. The A-level contains advanced mathematical content and therefore students should have achieved a B/6 grade or above at GCSE Mathematics. Regardless of the nature of previous experience the willingness to learn new skills is necessary as well as an ability to work independently.

## What are the career/higher education prospects?

There are a huge array of university courses leading on from A-level Computer Science including (but not limited to) Computer Science itself, Network Engineering, Games Design, Computer Security and Software Engineering. Due to its emphasis on logical thinking, Computer Science is also highly respected and valued by universities, trainers and employers, regardless of their field.

## What aspects of the subject will I be studying?

During the first year the units undertaken will be Fundamentals of Programming, Problem Solving and the Theory of Computation, Data Representation, Computer Organisation and Architecture and Communication: Technology and Consequences.

During the second year the units will be Data Structure, Algorithms, Regular Languages, The Internet, Databases and Software Development and Object Orientated Programming and Functional Programming.

Students will also undertake a non-exam assessment for 20% of their grade, testing their practical software design and programming skills.

## How will I be assessed throughout the course?

Students will complete three assessments, all completed in the Upper Sixth. During the year students will complete a non-exam assessment for 20% of their marks, tackling a practical program. At the end of the year students will sit two exams. Paper 1 is an on-screen assessment testing programming skills and Paper 2 is a traditional written examination. Progress will be checked internally throughout the two years through tests and assignments.

## What co-curricular opportunities are there within this subject?

The Department offers regular lunchtime sessions for students to enable course or interest based activity to be undertaken including our Young Game Designers Club and Digital Ambassadors.

**Board:** AQA

**Subject:** Computer Science

**Code:** A-level 7517





# Design and Technology

## What is Design and Technology?

Design and Technology is an exciting subject that has an impact upon everyone. Everything we use has been designed at some stage. Design and Technology covers processes which define and react to society and culture, shaping our environment, providing a powerful medium for communication and expression. The designer has the opportunity to solve real problems within our society.

### Design and Technology:

#### Product Design or Fashion and Textiles

You can opt to study either Product Design, focused on 3D design in resistant materials, or Fashion and Textile Design. Both options contain the same core knowledge.

## Why study Design and Technology?

- If you want to demonstrate to universities and future employers that you can perform in a creative problem solving environment, work to deadlines and industry standards, communicate your ideas using a full range of ICT and presentation packages, think laterally, use analytical skills **and** be part of a cutting edge subject...then why not study Design and Technology?
- Are you interested in discovering how existing products are designed and manufactured?
- Are you interested in finding out about a wide range of materials, not just those that you are familiar with?
- Are you interested in creating solutions to real problems?
- Do you want to develop a wide range of graphical communication skills including CAD?
- Do you want to develop a wide range of practical skills working with a variety of materials?

## What type of student chooses Design and Technology?

- Are you creative?
- Are you able to work with others, to communicate your ideas and thoughts whilst considering their views?
- Are you inventive?
- Are you prepared to strive for a high quality of outcome when manufacturing products?
- Are you prepared to work with a variety of familiar and unfamiliar materials and media?
- Do you enjoy a challenge?

## What are the career/higher education prospects?

Design and Technology can open the door to many careers including:

- Product and Industrial design
- Automotive design
- Furniture design
- Fashion
- Model making
- CAD design
- Graphics
- Manufacturing systems
- Advertising
- Printing
- Technical or general illustration
- Television or video editing work
- Computer graphics

## What aspects of the subject will I be studying?

The course is split into 50% written/drawn examination and 50% design and manufacture project.

## How will I be assessed throughout the course?

You will design and make a full size solution to a problem.

There is a written theory paper each year to support your practical work.

## What co-curricular opportunities are there within this subject?

Sixth Formers are welcome to attend during any available free daytime sessions and at lunchtime for many of the following aspects of design:

- Use ICT - including CAD/CAM
- Produce 3D solutions
- Making models
- Make working prototypes
- Work independently on individual projects
- Work with others in a team

**Board:** Eduqas

**Subject:** Eduqas A-level Design and Technology 603/1178/2

*"I really enjoyed Design and Technology at GCSE, so that made choosing to do A-level Design and Technology easy. The best thing about the subject is that you have practical, fun lessons that make you think and good teachers that support you in the subject too! One word of warning, students who take up Design and Technology need to be focused at completing the projects they start. I've enjoyed it so much that I am now going to do a Business and Design degree at university."*

# Drama and Theatre Studies



## What is Drama and Theatre Studies?

### At A-level we aim to:

- Encourage creativity
- Develop empathy, sensitivity and emotional intelligence
- Delight in collaboration
- Allow students to become independent artists
- Foster and instil an interest in the arts
- Enjoy and critique live theatre
- Demonstrate artistic integrity
- Be academically rigorous, and cerebral in our approach to creativity
- Offer a space in which it is safe to take risks
- Develop and demonstrate the importance of a sense of company and communion in the arts
- Allow everyone the space and security to explore feelings and situations
- Encourage looking beyond ourselves and explore what is beyond our comfort zones
- Broaden horizons

A-level Drama and Theatre Studies allows students to pursue their interests in performance and theatre by developing their skills in a range of practical drama elements including acting, directing, costume, setting, mask and technical design. However, the requirements of the specification, with its 40% written paper weighting, also enables them to gain an entry qualification for courses in higher education, whether in the area of drama and theatre studies or in a host of many other subjects.

The specification offers students the freedom to choose both the content and the form of their practical presentations at each level. At A-level, candidates devise drama on any topic to be performed in a theatrical style of their choice as well as performing three extracts from different plays.

In addition to the practical units students will study live theatre; this includes understanding of how performers, designers and directors communicate meaning to an audience through a detailed consideration of how aspects of the presentation contribute to the total effect of the production seen.

In the Lower Sixth students study one set text and in the Upper Sixth two further set texts, developing their own interpretation of each play from a performance perspective. They will adopt the viewpoint of an actor, director or designer and give consideration to the staging aspects as appropriate to the style and genre of the play.

## Why study Drama and Theatre Studies?

- The sheer variety of the work we do is one of the great attractions and one of the great challenges of the course
- The practical is based on group work and encourages co-operative skills – unique for an A-level subject
- Drama students noticeably develop greater self-confidence and sensitivity to others during the course
- Students will need to see live theatre regularly and experience a wide variety of styles of productions

## What type of student chooses Drama and Theatre Studies?

The subject does not just appeal to those who wish to perform! Students will experience all aspects of Theatre Making such as theatre design, lighting, sound and costume. A willingness to have a go is important, though.

Although there is no formal requirement for a GCSE in Drama, students must be willing to learn how to write fluent, and cohesive essays. To this end, a grade B or C at English GCSE is more than desirable. In addition, they will need to provide some evidence of an existing, proven interest in Drama and Theatre. This could be in terms of activities undertaken in school, or in local drama groups.

There are strong links between Drama and Theatre Studies and many other A-level subjects. The common ground is with English as we too study set texts. The course also combines beautifully with Music. What we do is tell stories and present them on the stage, so we seek from a wide range of subject matter from History, Religious Studies, Geography, Psychology, Sociology and Art.

## What are the career/higher education prospects?

Many of our past students have gone on to study aspects of Theatre at a higher level and at Drama School. That said, the course does not automatically provide an entry to a career on the stage! It is however, a very useful subject for those contemplating media, arts and theatre-based careers, or for those who plan to be in the public eye as well as working with and managing teams of people.

The self-confidence and co-operative skills it develops and enhances are obviously vital in a great number of careers, such as human resources, education, management, social service and the creative arts industry.

AQA Drama and Theatre Studies is a highly regarded academic and practically diverse A-level, of equal validity with any other subject. Theatre Studies students are in no sense disadvantaged by their choice; if anything, they have an advantage in the inter-personal and creative thinking skills it promotes.

## What aspects of the subject will I be studying?

In Lower Sixth, after being introduced to Theatre History through performance, students will learn how to critically evaluate live theatre and study a prescribed text. For the practical unit they will perform two extracts from different plays selected to illustrate their understanding of influential directors, designers, Theatre Companies or other practitioner. As well as this, they will be expected to be a leading figure in promoting Theatre in the school and attend a wide variety of live Theatre events.

In Upper Sixth, students will study two prescribed plays through theoretical and practical means. They will also learn how to realise a synoptic directorial vision of the texts. Students will devise drama

influenced by a prescribed practitioner as well as perform three extracts from a variety of published texts.

## How will I be assessed throughout the course?

<b>Component 1:</b> Drama and theatre	
3 hour Written paper	40%
<b>Section A:</b> Interpretation of set text	
Study of set text prescribed, one question	
<b>Section B:</b> Interpretation of set text	
Study of set text prescribed. One two-part question on given extract	
<b>Section C:</b> Live Theatre Production Seen	
Response to live theatre	
<b>Component 2:</b> Creating original drama	
Creation and presentation of devised drama inspired by a prescribed practitioner	30%
<b>Component 3:</b> Process and performance (practical)	
Presentation of two extracts from different plays and accompanying portfolio	30%

## What co-curricular opportunities are there within this subject?

There are plenty of opportunities for students to share their work at drama evenings so that they can seek to refine their work through audience feedback.

We encourage A-level students to be involved in either performing, co-directing or designing an element of the annual College production.

As a department we attend as many events that will enrich our experience of Theatre, these include workshops with Gecko, Frantic Assembly and Splendid Theatre as well as seminars with prominent Theatre Designers and Practitioners such as Stephen Berkoff.

Theatre trips are a very vital aspect of the course. There is the expectation that students should see 3-5 events per year.

There are opportunities to lead and inspire our younger students by taking on a Performing Arts Leader or ambassadorial role.

**Board:** AQA

**Subject:** Drama and Theatre Studies

**Code:** A-level 2241

*"I chose Drama and Theatre Studies because I had an interest in the subject and knew I wanted to pursue a career in this field. I didn't appreciate how academic the course was, but I have since found that it has really helped with my essay writing skills. Doing Theatre Studies has enabled me to pursue my career choice of Stage Management and has allowed me to explore the different aspects of theatre production which I didn't know before. To take this course you should have a real passion for theatre as your exam is based on productions you have seen as well as the set text. I would recommend taking this subject to anyone wishing to have a career in the arts, but also to people who want to develop their interpersonal skills."*

# Economics

## What is Economics?

Economics can be defined as the social science that analyses the production, distribution, and consumption of goods and services. The Economics A-level that we offer at Princethorpe enables students to use real life business contexts to help them understand the complexities of the world around them and combines the core elements of both subjects. All businesses operate within an economic context and a nation's economy cannot exist without businesses to drive it forward and contribute towards its output, or Gross Domestic Product (GDP).

Students will use data to help them analyse markets and economies, and how governments try and influence both. They will also use economic theory to explain events and develop an understanding of the strategies employed by businesses in response to these events, for example the raising of interest rates by the Bank of England.

## Why study Economics?

This course will appeal to those students who:

- wish to pursue a career in business or as an economist;
- may have completed GCSE courses in Business Studies (or Economics) and wish to further their studies;
- enjoy studying a subject that affects their own everyday lives;
- are motivated and interested in investigating topics by undertaking their own research;
- want to keep their options open - Economics can be combined with a wide range of other subjects.

## What type of student chooses Economics?

You do not need to have studied Business Studies or Economics at GCSE to study Economics at A-level. If you have studied the subject before, some topics will be familiar to you, but these can be readily learned and understood by students new to the subject. In order to succeed it is most important that you have:

- a lively and enquiring mind;
- an interest in business and economic affairs;
- a desire to explore new ideas and communicate them effectively;
- competent mathematical skills – the ability to handle data, statistics, graphs and calculations;
- an ability to write clearly and succinctly under timed conditions.

Most Sixth Formers who study Economics go on to university. Of these, a high proportion have gone on to study some aspect of Economics or Business Studies. When they return to Princethorpe many comment on how useful the A-level was in preparing them for their university courses.



## What are the career/higher education prospects?

In the future all A-level students will aim to obtain fruitful and enjoyable employment. All will work in some kind of business organisation, whether private or public. All who have studied this subject will make some use of the knowledge and understanding they have gained on this course in their future careers.

Typical careers followed by former students include:

- Accountancy
- Business Management
- Sales and Marketing
- Human Resource Management
- Banking and Finance

## What aspects of the subject will I be studying?

### Theme 1 – Introduction to Markets and Market Failure

- Nature of Economics
- How markets work
- Market Failure
- Government Intervention

### Theme 2 – The UK economy - performance and policies

- Measures of economic performance
- Aggregate Demand
- Aggregate Supply
- National Income
- Economic Performance
- Macroeconomic objectives and policies

### Theme 3 – Business Behaviour and the Labour Market

- Business Growth
- Business Objectives
- Revenues, costs and profits
- Market structures
- Labour Market
- Government Intervention

### Theme 4 – A Global Perspective

- International Economics
- Poverty and Inequality
- Emerging and Developing Economies
- The financial sector
- Role of the state in the macroeconomy

### How will I be assessed throughout the course?

All four units are externally assessed by written examination.

Paper	Title	Duration and weighting	Exam structure	Themes covered
1	Markets and business behaviour	2 hours (35%)	100 marks  <b>Section A</b> comprises a range of multiple-choice and short answer questions. <b>Section B</b> comprises one data response question broken down into a number of parts. <b>Section C</b> comprises a choice of extended open-response questions; students select one from a choice of two.	Themes 1 and 3
2	The national and global economy	2 hours (35%)	100 marks  <b>Section A</b> comprises a range of multiple-choice and short answer questions. <b>Section B</b> comprises one data response question broken down into a number of parts. <b>Section C</b> comprises a choice of extended open-response questions; students select one from a choice of two.	Theme 2 and 4
3	The economic environment and business	2 hours (30%)	100 marks  <b>The paper comprises two sections.</b> Each section comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; students select one from a choice of two.	Synoptic paper covering all four themes in the course

### What co-curricular opportunities are there within this subject?

Opportunities exist for the most enterprising students to take part in a number of games, simulations and competitions, the most prominent being the Young Enterprise Scheme, which we entered successfully for a number of years.

**Board:** Edexcel

**Subject:** Economics A

**Code:** A-level 9ECO

*"I chose Economics at A-level as I really enjoyed the GCSE Business course and I wanted to learn more about the subject. The course is really beneficial as it complements my other subjects. Additionally the course is so diverse and covers so many aspects of economics from emerging markets such as the BRIC (Brazil, Russia, India and China) nations to topics such as how a new business can manage its start-up costs in the first couple of weeks. To other students thinking about this option I really think they should go for it as the course suits most people and it is genuinely interesting; it is definitely not essential to have a GCSE in the subject, before taking A-level, as you can pick up terminology and aspects of business so quickly. As a result of learning about the subject over the last four years, I have applied to study Economics and Business Management at university as I love the subject and have a genuine interest and passion for it. As for the future, I am really excited about where I can go with this degree."*

# English Language and Literature

## What is English Language and Literature?

This course offers students an opportunity to undertake some close study of literary texts whilst at the same time having opportunities to respond creatively to their reading through producing texts of their own of various kind inspired by what they have read. Students also have opportunities to explore non-fictional writing and to study film and other media in their work.

## Why study English Language and Literature?

This is a broad course that gives students the opportunity to explore how language works in a variety of different contexts, developing appreciation of language as a vehicle for communication in literature and in the wider world.

## What type of student chooses English Language and Literature?

This course should appeal to those who have enjoyed their literature studies at GCSE but also wish to continue with some creative writing and develop their understanding of how language works in terms of their own writing and in terms of literature and other media.

## What are the career/higher education prospects?

This is a well-respected and well-recognised academic course of particular benefit to those who are interested in journalism of all kinds, public relations, advertising and other career opportunities in the media.

## What aspects of the subject will I be studying?

You will study closely a classic novel from the point of view of how language is used. You will be taught methods of close analysis enabling you to identify and explore the effects of specific features in the text. You will study closely a range of poems by a chosen poet, exploring specific characteristics of the ways in which the poet presents time, place, people and events.

You will also study a play, focusing on the ways in which conflicts are presented.

For the language aspect of the course you will study an anthology containing a range of different text types with a focus on places. You will need to use one of these pieces of writing as a starting point for a piece of your own creative work and will need to write a critical commentary on your own work – focusing on the critical decisions you made in order to accomplish what you hoped to achieve. You will study an additional novel focusing on the role of the individual in society and use this as a starting point for a further piece of creative writing of your own, on which once again you will write a critical commentary.

You will have the opportunity to do some independent study for coursework purposes, making connections between a literary and non-literary texts, following a structure you will be given. This will involve a review of the material, an analysis section and your conclusions.

## How will I be assessed throughout the course?

The new A-level will be assessed in the following ways:

- You will complete a 3 hour written paper offering responses to the novel you have analysed, the poet you have studied and the anthology of writing about place.
- You will complete a 2 hour 30 minute written paper giving a response to the play you have studied and a creative response to the novel you have studied for this purpose.
- Your personal investigation of connections between literary and non-literary texts will be assessed through a coursework study of 2,500 – 3,000 words.

## What co-curricular opportunities are there within this subject?

In recent years we have organised theatre trips, trips to poetry readings, and had visiting authors in school to speak to the students.

**Board:** AQA

**Subject:** English Language and Literature

**Code:** A-level 7707

*"I would most definitely recommend English as an A-level subject. I took the combined English and have enjoyed it hugely. You learn a lot around the course and the material you read is always interesting. There is a really good balance between literature content and language. Having two separate teachers really helps to differentiate between the two, but also creates links between your knowledge."*

# English Literature



## What is English Literature?

English Literature is the study of poetry, novels and plays of perceived literary merit.

## Why study English Literature?

The course gives you opportunities to develop analytical and critical thinking skills through close study of a range of texts – poetry, prose and drama – from a range of different periods.

## What type of student chooses English Literature?

This course will appeal to anyone with a genuine interest in reading and the theatre.

## What are the career/higher education prospects?

This is a very well-respected academic course which can be usefully combined with virtually any other subject. Through the course students develop skills which they can apply in a number of career paths including the law, teaching, advertising, social work, personnel work, publishing and virtually anything else! Even students for science-based courses such as Medicine say how their English Literature A-level prepared them for their essays and written assignments.

## What aspects of the subject will I be studying?

You will focus on a specific genre, either comedy or tragedy. Within that genre, you will study two plays including one Shakespeare play. You will also study a novel and a selection of poetry that relates to this genre. You will also study another specific kind of writing, either crime writing or political writing. Within this element of the course you will cover three texts: at least one novel and at one poet or selection of poetry.

In addition, you will study different literary theories through an anthology of writing about literature, including feminist theory and Marxist theory. You will have an opportunity to apply these theories to a number of different texts through two coursework studies. In these you will be applying a literary theory to a different text and we hope to give you some independent choice in the texts you use here.

## How will I be assessed throughout the course?

The new A-level will be assessed in the following ways:

- A written examination paper of 2 hours 30 minutes on either the comic or the tragic genre in which you will be assessed on the texts you have studied for this unit.
- A 3 hour written paper in which you will be assessed on the texts you have studied for the crime writing or political writing unit.
- Two coursework assignments in which you apply different literary theories to texts of your own choice.

## What co-curricular opportunities are there within this subject?

In recent years we have organised theatre trips, trips to poetry readings and had visiting authors in school to speak to the students.

**Board:** AQA

**Subject:** English Literature B

**Code:** A-level 7717

*"I decided to take English Literature because when taking GCSE English I enjoyed the analysis of the texts best. I highly recommend it as a subject, it's very interesting and you study more dark, controversial texts than at any other level in the school. The Upper Sixth is definitely the best year as you can choose whichever book you want to write your coursework on. The subject is very difficult, and we often study theories which would be studied at degree level. As a result of my A-level studies of English Literature I hope to continue it at university. English is also the most competitive course available at university and has the highest number of applicants per place available. I personally believe that it is a very good subject choice to consider for A-level but not one for those who are work shy as a lot of extra reading is required, as well as any essays that are set as homework."*

# French

## Why study a Language?

The advanced study of languages allows students to understand their own language more deeply as well as to give a fresh perspective on life. Communication and analytical skills are honed and inter-cultural understanding is enhanced. The study of a language at A-level complements many subject combinations.

In brief, languages can be valuable if/because;

- You want to broaden your horizons
- You want to prepare yourself for today's job market
- Linguists are in great demand in many businesses and industry in the UK
- Developing your linguistic skills means that you are eminently employable overseas
- You may have already visited one of the countries where the language is spoken and enjoy meeting people and discovering a different way of life
- You are interested in current affairs and like to express your opinions and listen to other people's points of view
- You have an interest in the world around us and have interesting ideas that we can share
- You want to be able to appreciate literature/art/films in the original



## Why study French?

**French, along with English, is the official working language of:**

- the United Nations
- UNESCO
- NATO
- Organization for Economic Cooperation and Development (OECD)
- the International Olympic Committee
- the 31-member Council of Europe
- the European Community
- the Universal Postal Union
- the International Red Cross
- Union of International Associations (UIA)

**French is the dominant working language at:**

- the European Court of Justice
- the European Tribunal of First Instance
- the Press Room at the European Commission in Brussels, Belgium

France is involved in many leading science and technology industries including car production, aerospace, medical research and telecommunications.

## What type of student chooses French?

You will have an A or A\* at GCSE. Grammar is of increasing importance so a good basic understanding and enjoyment of language structure is vital. You will also be interested in film and literature and many current issues.



## What are the career/higher education prospects?

If you have language skills you really can have a successful career in many different fields.

A language can add 10 – 15% to your salary and really make you stand out from the competition.

The ability to function in a new linguistic cultural environment is a skill highly prized by international employers, many of whom will not consider graduates without experience of living and working outside their native land.

Cultural awareness is a highly important career asset. To work successfully abroad, you need to have an appreciation of ideas, traditions, customs and lifestyles which are often very different from your own.

Graduates in modern languages are sought after by employers not merely for their linguistic skills, but for the intellectual training which their course has provided. Linguists are trained to think structurally: they write essays which give them good practice in thinking clearly and in presenting focused arguments. Many language courses involve working co-operatively in groups and making formal presentations to an audience - just the sort of teamwork and presentational skills which employers tell us they are looking for.

## What aspects of the subject will I be studying?

### Lower Sixth

There are two main themes and the literary text:

#### Theme 1: Changes in French Society

- Changes in family structures
- The world of work
- The education system

#### Theme 2: The political and artistic culture in French speaking countries

- Music
- Festivals and traditions
- Media

#### A choice of film or literary text from a prescribed list

### Upper Sixth

Two more themes in addition to the Lower Sixth themes above are:

#### Theme 3: Immigration and French multicultural society

- Integration
- The rise of the far right

#### Theme 4: Occupation and the Resistance

- Life under Vichy; collaboration and antisemitism
- The French resistance; Jean Moulin and Charles de Gaulle

#### A choice of film and literary text/two literary texts from the prescribed Edexcel list

At A-level, students must study French literature and film.

## How will I be assessed throughout the course?

Paper 1	Listening, reading, translation into English based on the main themes (40%)
Paper 2	Translation into French and critical essay on a prescribed film and literary text (30%)
Paper 3	Speaking exam based on an independent research project and one of the 4 themes. (30%)

## What co-curricular opportunities are there within this subject?

Trips are run to different language conferences and work experience and trips abroad can be arranged.

**Board:** Edexcel

**Subject:** French

**Code:** A-level 9FR0

*"I chose to study French at A-level because it's interesting, and it gives you a skill that you can then apply to life. I have particularly enjoyed focusing on specific topics, for example the environment and new technologies."*

# Geography



## What is Geography?

### Geography is all about:

- Understanding the dramatic forces that shape the Earth
- How our landscapes look like they do
- Water on the land: from rainfall to rivers and floods
- Water conflicts
- Globalisation and development
- Our threatened Biodiversity
- Ice Ages and glaciers
- Our hazardous world

...and understanding the “awe and wonder” of it all and about understanding the big issues.

- Causes and effects of hazards (from Global Warming to Tsunamis)
- How do we care for our countryside?
- Who is responsible for planning our towns/our housing/our leisure/our transport?
- Global climate change

## Why study Geography?

### There are various skills that can develop while you are studying.

- |                                  |                             |
|----------------------------------|-----------------------------|
| • Written and oral communication | • Enquiry and investigation |
| • Presentations                  | • Problem solving           |
| • Appropriate ICT                | • Decision making           |
| • Numerical                      | • Teamwork                  |
| • Statistical                    | • Flexibility               |
| • Graphical                      | • Power of analysis         |

If these are the things that interest you, and you already have a sound geographical background, then Geography will be an excellent choice for A-level!

## What type of student chooses Geography?

Geography students should have a genuine interest in the world around them. Curiosity about the natural world is essential, as well as the human world. The ability to communicate knowledge and understanding in writing, to present an argument, and to be able to interpret a large range of maps, graphs and charts is important.

## What are the career/higher education prospects?

There are many: all good universities offer a wide range of courses, both BSc and BA degrees. They range from purely Physical to purely Human, with many specialist sub-divisions. Employers like to see evidence of independent thinking, problem solving and creative solutions.

Geography degrees are highly regarded, and typical employment for graduate geographers can be in specialist fields such as Hydrology, Environmental work, Planning, Cartography, Teaching as well as careers for which the geography experience is valuable - Marketing, Public Services, Civil Service and many more,

Students who achieve good A-level grades in Geography but do not go on to study it at university are valued, as they have clearly demonstrated the ability to engage in independent research, critical thinking, and to evaluate and analyse a wide range of issues. Through fieldwork, they become good team players and can plan and carry out the collection and analysis of empirical data.

### What aspects of the subject will I be studying?

Geography is studied as a full two-year A-level subject with examinations at the end of the course (see details below). There will be an increased emphasis on geographical skills, and a minimum of four days fieldwork for the A-level course. The fieldwork must be undertaken in relation to physical and human geography.

### How will I be assessed throughout the course?

Three examinations, two worth 30%, (2 hrs each), one worth 20%, (1 hr 45 mins), and an individual investigation worth 20%

#### Paper 1 30% 2 hour examination

Four sections

A: Tectonics	C: Water cycle/Water insecurity
B: Glaciers or Coasts	D: Carbon cycle/Energy security

#### Paper 2 30% 2 hours

Four sections

A: Globalisation	C: Superpowers
B: Regenerating places or Diverse places	D: Health and Human Rights or Migration and Sovereignty

#### Paper 3 20% 1 hour 45 minutes

Synoptic: A Geographical theme, focusing on places, attitudes and futures

#### Paper 4 20% Internally marked and externally moderated

An independent investigation, based on fieldwork: 3 – 4,000 words

### What co-curricular opportunities are there within this subject?

Geography involves getting out there and doing it!

Field trips and outings are essential if you are to get the most out of being a Geographer! We have a four-day residential trip to North Yorkshire in the Lower Sixth, and have visited Iceland on two occasions. We are currently planning a return trip to Iceland or Sicily in the next year or so.

**Board:** Edexcel

**Subject:** Geography

**Code:** A-level 9GEO

*"I chose to study Geography at A-level as I really enjoyed the GCSE course and I wanted to learn more about the subject. Geography is really relevant to everyday topics, ranging from climate change to the population reaching 7 billion. To other students thinking about taking this subject on at A-level I would really urge them to take it, as the course is diverse and interesting and the Geography staff are really helpful and are good teachers! Although I'm not taking the subject onto university I have loved the course and it has influenced my choice of wanting to study Business Management."*

# German

## Why study a Language?

The advanced study of languages allows students to understand their own language more deeply as well as to give a fresh perspective on life. Communication and analytical skills are honed and inter-cultural understanding is enhanced. The study of a language at A-level complements many subject combinations.

In brief, languages can be valuable if/because;

- You want to broaden your horizons
- You want to prepare yourself for today's job market
- Linguists are in great demand in many businesses and industry in the UK
- Developing your linguistic skills means that you are eminently employable overseas
- You may have already visited one of the countries where the language is spoken and enjoy meeting people and discovering a different way of life
- You are interested in current affairs and like to express your opinions and listen to other people's points of view
- You have an interest in the world around us and have interesting ideas that we can share
- You want to be able to appreciate literature/art/films in the original.



## Why study German?

Whatever plans you may have for the future, knowledge of German will increase your options. When you learn German you acquire a range of skills which can improve the quality of both your work and private life:

**Business:** Knowing the language of your German business partners improves your relations and therefore your chances for effective communication and success.

**The global career:** Knowledge of German increases your job opportunities with German and foreign companies in your own country and abroad. Proficiency in German helps you to function productively for an employer with global business connections.

**Tourism and hospitality industry:** Tourists from German-speaking countries travel far and wide, and are the world's biggest spenders when on holiday. They appreciate being looked after by German-speaking staff and tour guides.

**Science and Research:** German is the second most commonly used scientific language. Germany is the third largest contributor to research and development and offers research fellowships to scientists from abroad.

**Communication:** Developments in media, information and communication technology require multilingual communicators. A wide range of important websites are in German and worldwide, Germany is ranked number 5 in terms of annual publication of new books. Knowledge of German therefore offers you extended access to information.

**Enjoyment of literature, music, art and philosophy:** German is the language of Goethe, Kafka, Mozart, Bach and Beethoven. Indulge in reading and/or listening to their works in their original language.

**Opportunities to study/work in Germany:** Germany awards a generous number of scholarships and other support to study in Germany. Working holiday visas are available for young foreigners from a range of countries, and special visas are offered to skilled workers and professionals.

### What type of student chooses German?

You will have an A or A\* at GCSE. Grammar is of increasing importance so a good basic understanding and enjoyment of language structure is vital. You will also be interested in literature and film and many current issues affecting us today.

### What are the career/higher education prospects?

If you have language skills you really can have a successful career in many different fields. A language can add 10-15% to your salary and really make you stand out from the competition.

The ability to function in a new linguistic cultural environment is a skill highly prized by international employers, many of whom will not consider graduates without experience of living and working outside their native land.

Cultural awareness is a highly important career asset. To work successfully abroad, you need to have an appreciation of ideas, traditions, customs and lifestyles which are often very different from your own.

Graduates in modern languages are sought after by employers not merely for their linguistic skills, but for the intellectual training which their course has provided.

Linguists are trained to think structurally: they write essays which give them good practice in thinking clearly and in presenting focused arguments. Many language courses involve working co-operatively in groups and making formal presentations to an audience - just the sort of teamwork and presentational skills which employers tell us they are looking for.

### What aspects of German will I be studying?

There are four main themes and a film and literary text:

#### Theme 1: Changes in German Society

- The environment
- Education
- The world of work

#### Theme 2: Political and Artistic Culture in the German speaking world

- Music
- Media
- Festivals and traditions

#### Theme 3: Immigration and the German multicultural society

- Integration and multiculturalism
- Effects on jobs and society by immigration

#### Theme 4: The Reunification of Germany

- Life in the DDR (Deutsch Democratic Republic) before Reunification
- Germany since Reunification

#### A choice of film and text or two texts from a prescribed list

At A-level, students must study German literature and film.

### How will I be assessed throughout the course?

- Paper 1 Listening, reading, translation into English based on the four themes (40%)
- Paper 2 Translation into German and a critical essay on a prescribed film and literary text (30%)
- Paper 3 Speaking exam based on an independent research project and one of the 4 themes. (30%)

### What co-curricular opportunities are there within this subject?

Trips are run to different language conferences and work experience and trips abroad can be arranged. This year's students visited Berlin as part of their study about the DDR.

**Board:** Edexcel

**Subject:** German

**Code:** A-level 9GN0

# History

## What is History?

It is a famous dictum that those who do not learn from the past will be forced to suffer the future. Historians deploy advanced analytical skills to develop balanced judgements based upon solid evidence – the skill set for any career.

## Why study History?

The challenge of History is to come to terms with people and ways of life different from those we know now. Some of the ways people behaved in the past seem quite inexplicable, but the past is so much bound up in the present that the questions Historians seek to answer often have contemporary relevance. That does not mean a study of History will enable humanity to solve all problems but a Historian will be better able to define them. Studying History will give the opportunity to understand the past and also a valuable training in the skills of:

- research
- comprehension
- analysis of a wide range of material
- evaluation of evidence
- formulation of reasoned interpretation and
- the ability to communicate coherent judgments

## What type of student chooses History?

Students on both the Humanities and Science sides opt for History. Historians have gone on to read Medicine, offering History as evidence of high level communication skills, whilst others have combined History with English and Mathematics and gone on to read subjects such as Law, History and English.

## What are the career/higher education prospects?

History is a highly respected academic subject that can be used as a springboard for a variety of courses at university and a diverse range of jobs.

History graduates are regularly recruited into a number of occupations including the law, administration, journalism, business, teaching and many others.

Famous history graduates include: William Hague, George Osbourne, Gordon Brown, "Ali G", Prince Charles, Alan Green, Lord Sainsbury, Anita Roddick, Simon Mayo, Neil Tennant of the Pet Shop Boys and Justice Elena Kagan of the US Supreme Court.

## What aspects of the subject will I be studying?

We will be following the AQA specification.

There are two groups: both study The Reformation in England 1529 to 1570 and the USA 1865 to 1975.

You will also be able to choose a question for coursework. The topic of the Origins of World War I will be introduced to you, and you will then select an appropriate question, which meets the AQA criteria of reflecting a debate between academic historians.



## How will I be assessed throughout the course?

Parts 1 and 2 of each topic will be assessed by examination at the end of the Upper Sixth for the new A-level qualification. The coursework, worth 20% of the A-level, will be marked internally and moderated externally.

## What co-curricular opportunities are there within this subject?

The department offers a wide range of exciting trips to Washington DC and New York and Moscow and Saint Petersburg. There are regular trips to visit the battlefields in France/Belgium. The next visit to Russia has been booked for October 2017 and a visit to the USA is planned for October 2018.

**Board:** AQA

**Subject:** History

**Code:** A-level 7042

*"I chose to take History for A-level because I enjoyed the syllabus at GCSE and looked forward to continuing on at A-level with a similar one. However, the syllabus was totally different, which was actually a big advantage as it made studying more interesting, rather than going over similar content.*

*History is not only a subject for people taking primarily arts or humanities subjects, but also for students taking Science and Maths-based subjects. History was the only essay-based subject that I took, and I found that when applying to competitive Science courses at university it was a good thing to have a more interesting subject range than the typical straight-up three Sciences and Maths. I also found that taking History has widened my capacity to structure a clear and logical essay, something which is required for almost every course at university, and has developed my ability to form a well-rounded debate. This is not only something which is useful for university but will hopefully also prove useful later on in life. The topics studied for A-level are diverse, and I particularly enjoyed the option to study almost any period in History I liked for the Upper Sixth coursework, which developed my the capacity to work independently."*

# Latin

Latin will only be offered if there is a sufficient demand. If the demand is not there we may be able to facilitate an individual student to study Latin via private tuition.

## What is Latin?

Latin at A-level is the study of both language and literature. This builds on knowledge already acquired and gives a real insight into Roman society

## Why study Latin?

Latin forms the infrastructure of English and many other European languages and as such is intrinsically valuable. Analysis of language and literature trains the mind to be precise and to focus on the most important details. Studying Latin may at times be challenging, but it is always rewarding.

Latin combines well with many other A-levels such as History, Modern Languages and English.

## What type of student chooses Latin?

An A or A\* at GCSE is a necessary requirement. You enjoy tackling translations and are looking forward to reading more literature in the original language.

## What are the career/higher education prospects?

Classics graduates find employment in a wide variety of jobs, such as the civil service and law, management and administration. The analytical skills developed by Classicists are particularly prized by employers. Latin is highly regarded by university admissions tutors in all disciplines and can lead to almost anything at university. It may well be especially helpful to students of Classics, History, English, Law, Philosophy, Theology and Medicine.

## What aspects of the subject will I be studying?

**Lower Sixth** Candidates are expected to translate from Latin into English (with the option of translating from English to Latin) and to study both verse and prose set texts. Common authors are Cicero and Ovid.

**Upper Sixth** Translation from Latin is a regular exercise; occasional translation into Latin directly consolidates language structures and vocabulary. There is also a close study of texts by verse and prose authors in preparation for the literature examinations and to contribute to linguistic skills. Common authors are Tacitus, Ovid and Vergil.



## How will I be assessed throughout the course?

Latin is assessed by written examination papers at the end of the course.

**Unseen translation (H443/01)** 33%

**1 hour 45 minutes written examination**

**A** Unseen translation of prose passage

**B** Unseen translation of verse passage

**Prose Composition or Comprehension (H443/02)** 17%

**1 hour 15 minutes written examination**

**A** Comprehension on an unseen passage or

**B** Prose composition (English to Latin translation)

**Prose Literature (H443/03)** 25%

**2 hour written examination**

**A** Commentary questions on a passage from chosen author

**B** Essay on a passage from chosen author

**Verse Literature (H443/04)** 25%

**2 hour written examination**

**A** Commentary questions on a passage from chosen author

**B** Essay on a passage from chosen author

## What co-curricular opportunities are there within this subject?

There are occasional trips to Classical sites and the Department will support students' applications to the annual JACT Latin Summer School. Additional support and materials are always available for students in order to enhance their learning.

**Board:** OCR

**Subject:** Latin

**Code:** A-level H443

*"I enjoy the language, but I especially love the literature side of A-level Latin. Studying Latin at A-level will I am sure be a real asset in my future studies. I am going on to do a degree in Law at university and Latin has really helped my applications as it's just a bit different and has set me apart from other candidates."*

# Law



## What is Law?

Law is an invisible framework that permeates and influences every aspect of our lives – not just in the obvious ways of criminalising undesirable behaviour but in a huge range of other ways too: providing the foundations for our market economy; regulating how governments can exercise power over their citizens or use force against other countries; creating systems for environmental protection; regulating scientific research... the list is endless.

## Why study Law?

To study Law is to analyse some of the fundamental mechanisms through which our society is governed, regulated and supported. It is a fascinating journey through which you will develop the highly transferable skills of legal scholarship: logical analysis, critical evaluation, precision and clarity of expression. Not only will you benefit from the intellectual rigour of the subject but you will also find that your awareness of the world around you will deepen as you begin to appreciate the incredible but invisible web of law that surrounds us all.

Law combines well with many other A-levels such as History and Economics.

## What type of student chooses Law?

Successful Law students combine a good logical mind with an eye for detail and a facility in close textual analysis. You need at least B/6 grades in English and Mathematics at GCSE.

## What are the career/higher education prospects?

Law graduates are highly prized for the rigorous mental training they receive. A large proportion go on to practice law but the civil service, management consultancy or financial services are common career paths. A-level Law is recognised by university admissions tutors. It is not required to read Law at university but it will provide an excellent insight into the subject and provide a strong foundation for undergraduate success.

## What aspects of the subject will I be studying?

You will study the OCR A-level Law course (H415, currently awaiting accreditation). It is divided into three components:

### 1. The Legal System and Criminal Law

The Legal System includes the criminal and civil court systems, alternative dispute resolution, sentencing, professional and lay people in the judicial system and access to justice. Criminal Law covers the components of a crime (actus reus and mens rea), crimes such as murder, manslaughter, assault, GBH, theft, robbery and burglary, and defences such as intoxication, self-defence and consent.

### 2. Law Making and the Law of Tort

Law Making includes the process of making law in Parliament including primary and delegated legislation, the way in which judges make law, the way in which they interpret statutes, and other sources of law such as the EU. Law of Tort introduces you to the idea of tortious liability and covers specific torts such as negligence, nuisance, occupier's liability and vicarious liability.

### 3. The Nature of Law and the Law of Contract

The Nature of Law considers law and morality, law and justice, law and society and law and technology. Contract Law includes the formation of a contract, the different kinds of terms within contracts, vitiating factors such as a misrepresentation and duress, frustration, breach and remedies.

## How will I be assessed throughout the course?

For the Law A-level, each of the three components is examined by a 100-mark, 2 hour paper at the end of the Upper Sixth:

### The Legal System and Criminal Law (H415/01)

Section A: The Legal System (25 marks)

Section B: Criminal Law (75 marks)

### Law Making and The Law of Tort (H415/02)

Section A: Law Making (25 marks)

Section B: Law of Tort (75 marks)

### Further Law (H415/03)

Section A: The Nature of Law (25 marks)

Section B: Contract Law (75 marks)

## What co-curricular opportunities are there within this subject?

Students are encouraged to visit courts in their own areas and we plan to continue with our trips to the Supreme Court and the Houses of Parliament.

**Board:** OCR

**Subject:** Law

**Code:** A-level H415

*"Law to me isn't just a subject to study, it has given me a whole new, rounded outlook on society and justice. I approached the study of Law with what I thought was an open mind, but it wasn't until I began the A-level course that I realised what that really meant. I now feel more able than ever before to look at all the alternatives of a situation with critical analysis, and be completely precise. I just couldn't be more delighted with the opportunities the subject is giving me."*



# Mathematics

## What is Mathematics?

Mathematics is the study of quantity, space, structure and change. Through the use of logical reasoning mathematics evolved from counting, calculation, measurement, and the systematic study of the shapes and motions of physical objects.

## Why study Mathematics?

A-level Mathematics is one of the most popular subjects chosen. Every year, entries are greater than in almost any other academic subject. It offers a wide range of career opportunities; the list is endless, but finance, engineering, management and administration spring to mind. Mathematics is essential for entry to university study in most science and engineering courses, and of course mathematics itself.

Mathematics is a qualification highly valued by universities and employers as it involves skills such as logical thinking, problem solving and analysis. Studies have shown that those with A-level Mathematics have a higher average income than those without.

## What type of student chooses Mathematics?

A student with a minimum of a grade 7 at IGCSE or GCSE and a good grasp of algebra. You should be a logical thinker, have an aptitude for problem solving and enjoy the subject.

## What are the career/higher education prospects?

There is still a national shortage of qualified mathematicians and increasing demand from large technological companies such as Facebook and Google.

Typical jobs for mathematicians include: architect, cartographer, professional engineer, computer programmer, financial analyst, management consultant, aerodynamicist, cryptologist, stockbroker, actuary, naval defence analyst, nuclear scientist, meteorologist, physicist, sports scientist, statistician, teacher... and many more.

## What aspects of the subject will I be studying?

In A-level Mathematics you will study both pure and applied mathematics. Pure mathematics involves topics such as algebra, calculus, sequences and series, trigonometry, vectors and coordinate geometry. This will comprise two thirds of the course. The remaining third of the course involves studying applied mathematics. This is split between statistics and mechanics and involves topics such as probability, averages, statistical distributions, forces and motion.

## How will I be assessed throughout the course?

Assessment is by written examination papers at the end of the course. Each examination is 2 hours long and worth 100 marks. There will be two written papers for pure mathematics and one for applied mathematics. Calculators may be used in all three examination papers.

## What co-curricular opportunities are there within this subject?

All Sixth Form mathematicians are given the opportunity to take part in the Senior Mathematics Challenge, with training being given for those who want it. We also enter a team in the annual Senior Team Challenge. There are opportunities to attend lectures at various local universities to give you a taste of maths beyond the curriculum.

**Board:** Pearson Edexcel

**Subject:** Mathematics

**Code:** A-level 9MA0

*"I wasn't sure what I wanted to do after A-levels but after studying A-level Maths at Princethorpe, I wanted to pursue the subject at degree level."*

*"The small group sizes really worked for me and the help and support from the teachers was probably the best I ever received."*

*"The support I received during my A-level Maths was incredible. The staff gave up lunchtimes and free periods to help me with any issues I had, whether they taught me or not. This was a huge help when I started my Maths module at university; without it I would have really struggled, but instead I started my degree with confidence."*



## Further Mathematics

### What is Further Mathematics?

It is possible to study a second A-level in Mathematics called Further Mathematics which broadens and deepens the content covered in A-level Mathematics. Further Mathematics develops your mathematical ability and introduces you to new topics, such as matrices and complex numbers, which are vital for maths-rich degrees in areas such as the sciences, engineering, statistics and computing as well as mathematics itself. Further Mathematics may be studied as a fourth A-level alongside A-level Mathematics.

### Why study Further Mathematics?

Further Mathematics will introduce you to fascinating mathematical concepts. It will develop your problem solving skills, which will help to boost your performance in A-level Mathematics. If you plan to apply for any degree that is rich in mathematics, a qualification in Further Mathematics will give your application an edge. You will study more mathematics that is relevant to your university course, which will help you to hit the ground running. Some prestigious university degree courses require a Further Mathematics qualification and many university courses prefer those who have studied Further Mathematics.

### What type of student chooses Further Mathematics?

If you greatly enjoy mathematics and you want to study a mathematical course at university then Further Mathematics would be a good option for you. You would ideally have an 8 in Mathematics at IGCSE or GCSE. Knowledge of the FSMQ in Additional Mathematics or Further Mathematics Level 2 would be a distinct advantage. All candidates wishing to study Further Mathematics should consult with Mrs Karen Bannister, Head of Mathematics, in advance of completing the final options form.

### What are the career/higher education prospects?

Further Mathematics will be advantageous if you are considering university courses and careers in areas such as mathematics, engineering, physics, computer science, finance, actuarial science, statistics, chemistry, architecture, astrophysics, economics and many others.

### What aspects of the subject will I be studying?

Those students taking Further Mathematics will mainly study the A-level Mathematics content in the Lower Sixth and the Further Mathematics content in the Upper Sixth. Pure mathematics topics studied will include complex numbers, matrices, differential equations, hyperbolic functions, further calculus and further vectors. Applied mathematics topics will include linear regression, discrete and continuous statistical distributions, correlation, momentum and impulse, collisions, centres of mass, and work and energy.

### How will I be assessed throughout the course?

Assessment is by written examination papers at the end of the course. As well as the three Mathematics papers, students will sit four additional Further Mathematics papers, each lasting one hour and thirty minutes and being worth 75 marks. Two of the papers will assess the pure mathematics topics. There will be one statistics paper and one mechanics paper.

### What co-curricular opportunities are there within this subject?

In addition to the opportunities already available to A-level mathematicians, some students also elect to join other local mathematicians at Warwick University to support their university applications further by preparing to take the MAT and STEP papers for Oxbridge.

**Board:** Pearson Edexcel

**Subject:** Further Mathematics

**Code:** 9FM0

*"Studying A-level Further Maths was the highlight of my time at Princethorpe. The emotional and intellectual support I received from the Maths Department was instrumental in allowing me to gain a place at Oxford University."*

*"Despite not being particularly naturally gifted at maths, the Princethorpe approach to Further Maths worked incredibly well for me, allowing me to achieve an A\*. I now work as an actuary for a major insurance company, a career which genuinely would not have been open to me without the small classes and exceptional teaching at Princethorpe."*

# Music

## What is Music?

Music is the art of organised sound. Having an impact on all of us, these sounds are designed to uplift, stir, entertain, express, instruct or provoke. A-level Music involves the study of the whole history of music from the Medieval to the contemporary. The focus is on performing, composing, and developing a deep understanding of the art form.

## Why study Music?

Studying Music is a crucial stepping-stone to a career in any of the many areas related to the subject. However, universities and employers in all sectors agree that the skills and characteristics developed through extended study of Music are beneficial in all walks of life. These include self-discipline, communication and co-operation, co-ordination, and spiritual and mental well-being.

## What type of student chooses Music?

To study Music, students must have skills of Grade 5 standard or above on one or more instruments. These do not need to be traditional 'orchestral' instruments. Percussionists, guitarists and vocalists are also encouraged, as long as they have a basic understanding of musical theory. Beyond this requirement, many different types of person may choose to study the course, from those wanting to pursue a career in music to those who would simply like to keep a diverse skill set across their subjects for further study.

## What are the career/higher education prospects?

Music graduates have a good employment record. Generally, of the 2,000 graduates each year, 95% secure employment or enrol for post-graduate study within six months of graduation. Many graduates are freelance and self-employed.

### Professions available to graduates include the following:

- Publishing
- Sound composing
- Music therapy
- Promotions
- Engineering
- Journalism
- Armed services
- Teaching
- Administration
- Managerial positions
- Media
- Librarianship

## What aspects of the subject will I be studying?

A-level Music can be roughly split into two key areas. The first is the practical side of the subject such as instrumental performance and musical composition. The second is the academic side of the subject, with focus on aural awareness, musical analysis, harmony and historical context.

## How will I be assessed throughout the course?

Assessment takes place through a combination of controlled coursework (for the composition and performance elements) and a formal examination at the end of the course.

<b>Performing Music</b> (9MU0/01)	30%	Students have to perform (either solo and/or ensemble) for a minimum of 8 minutes at A-level.
<b>Composing</b> (9MU0/02)	30%	At A-level students must compose two pieces, one in response to the free choice brief/free composition and one in response to a brief assessing a specific technique. The two pieces must have a combined duration of at least 6 minutes at A-level.
<b>Appraising</b> (9MU0/03)	40%	The content of musical elements, musical contexts and musical language is taught through the context of six Areas of Study, each containing three Set Works.  The areas of study are: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusion, and New Directions.



### What co-curricular opportunities are there within this subject?

There are many co-curricular opportunities within the music department. The college has a very successful Choir and Orchestra, as well as a Jazz Band, the School of Rock, Music Technology Club and several student-run groups and ensembles. There are also opportunities to be involved in wider performing arts opportunities, such as the annual whole school production. The department regularly undertakes foreign tours, which are either performance or workshop-based experiences. The most recent tours have been to Barcelona, New York and Paris.

**Board:** Edexcel

**Subject:** Music

**Code:** A-level 9MU0

*"I chose to study A-level Music because of the diversity of the course. I know how to play various instruments and this inspired my interest in the subject. I particularly enjoy both the performance and composition aspects as this allows me to develop my musical ideas creatively, but I can also explore different techniques of composition and the use of different instruments when I am composing. Throughout the course I have had the opportunity to work and play with other students and this is one of the most important aspects of the subject. Music allows you to develop your musical interests academically and practically with other students as well as just enjoying the subject. The skills you gain are very useful for many courses for further education due to its diversity and these skills have broadened my choices and opportunities for further education."*



# Photography

## What is Photography?

Photography is an art-form in its own right. It is not about taking 'snaps of your friends'. It is an opportunity to document the world in a different, inspired and exciting way.

At Princethorpe we follow the OCR A-level course. It is a completely separate and distinctly different A-level to A-level Fine Art.

In terms of UCAS, it is perfectly acceptable to study Art and Photography A-level as separate subjects; their UCAS values are not linked in any way.

## Why study Photography?

You are a person who likes taking pictures. You want to learn how to use the camera properly and are interested in the 'mysteries' of the darkroom. You want to learn how to use Photoshop. You may also be a person who is creative and yet find it difficult to 'express' yourself because your Art skills let you down.

## Will I just be taking pictures?

No! Obviously, you will be making images using a camera, but that is just the start! The first unit studied in the Lower Sixth encourages students to experiment with a wide range of approaches to image making. You will learn:

- Camera basics and essentials
- Darkroom skills
- Chemical developing
- Digital image manipulation (Photoshop)
- Lighting/Presentation skills
- Historical and contemporary photography

## What do I need? Do I have to spend a small fortune?

A fairly good 'point and shoot' digital camera is fine to begin with; however, you will probably want to invest in a DSLR for the course when you get more proficient at taking photographs. The photography teachers will help you choose the right one, many of our students have bought excellent condition second hand cameras from camera shops and eBay when you start the course (we recommend Canon). 35mm film cameras are available to all students on request.

## What type of student chooses Photography?

Students generally fall into one or two categories:

Those who wish to make their career in Photography or those who wish to obtain another A-level while broadening their experience and extending their abilities.

It is advisable, but not essential, to have studied GCSE Art before taking A-level Photography. A consultation with the Head of Art and Photography Mr Hubball, can be arranged to discuss previous artistic and photographic experience if necessary.

## What are the career/higher education prospects?

- Fashion
- Journalism
- Film/television
- Photography (in its own right)



### What aspects of the subject will I be studying?

- 1 Personal Investigation (coursework) - 60%
- 2 Externally set task - 40%

Students are given outlines and starting points to follow to progress their coursework. It is essential for students to tailor their work to their own interests in tandem with established photographers and to produce work that is individual and personal and which demonstrates a knowledge and understanding of the world around us.

The examination paper consists of one overall theme with suggested starting points. Again they are encouraged to produce work that is original and insightful, whilst using the work of artists for inspiration.

Students are guided through all areas of their work with assistance from art and photography department staff.

### How will I be assessed throughout the course?

Coursework is assessed at the end of the course with marks being sent to the examination board for 30 May.

Coursework is worth 60% of the A-level.

Examination papers are given out on 1 February of the Upper Sixth year. The external exam is assessed at the end of the exam period (just after the Easter break). A time limit is placed on the preparation period for the examination; however, the Photography department schedule this to ensure students get the maximum time available.

The A-level has a three-day 15-hour examination in which to produce a final piece or series. This can be split between the dark room and the Photosuite as appropriate.

The examination is worth 40% of the A-level.

Learners are required to choose one or more area(s) of study, such as:

- Portraiture
- Landscape photography
- Commercial photography
- Still life photography
- Documentary photography
- Experimental imagery
- Editorial photography
- Photographic installation
- The photographic process
- Moving image
- Animation

### What co-curricular opportunities are there within this subject?

The Photography Suite is available for students to use during their lunchtimes or during non-contact periods. This gives students the opportunity to use the space for setting up 'shoots', printing images and mounting work or to simply make use of the computer suite to edit digital images. Access to the darkroom is also available on request.

Students are taken on a day trip in both the Lower and Upper Sixth to see photographic exhibitions. In recent years we have visited the V&A, The Science Museum and the Tate galleries in London. These visits have proved very popular with the students and enriched their studies and experience.

**Board:** OCR

**Subject:** Photography

**Code:** A-level H603

*"I chose to do Photography at A-level because I was constantly taking pictures as a hobby and I thought it would be a good way to gain more knowledge and practice. I really enjoy being able to take my own direction with what I take pictures of, and I've definitely benefited from the theory lessons where we learn exactly how a camera works. If I were to give advice to a prospective student, I would say that photography does take up a lot of time because of having to capture and present the images, but it is a great creative outlet and it has let me be a lot more balanced with not being overloaded with theory-heavy work. Because I enjoy photography so much I have decided to do Photography at university so I can further my studies and hopefully become a successful photographer."*

# Physical Education

## What is A-level Physical Education?

Physical Education is an interesting and diverse course that challenges the students in a variety of areas. Whether you enjoy practical work, are scientifically minded, or like the social and theoretical approach, there is something for everyone. The A-level specification builds on, but does not depend on, the knowledge, understanding and skills from GCSE in Physical Education.

## Why study A-level Physical Education?

A-level PE is an opportunity to do something different! It combines an enjoyment of sport with an understanding of how the body and mind adapt as students enhance and progress both their skills and fitness levels. It also looks at how sport in society has evolved, and the challenges and issues facing all athletes, both on and off the field. Current sporting issues in the media are discussed and linked to the relevant topic areas.

## What type of student chooses A-level Physical Education?

Students that choose A-level Physical Education are those that have an interest in the world of sport both academically and practically. They are students who have a thirst for knowledge to seek understanding about all aspects of the sporting world from Anatomy and Physiology (how the body works) to Acquiring Movement Skills (how we learn and develop) and Contemporary Issues in Sport (referencing articles in the newspaper such as drugs and violence in sport). Students who choose A-level Physical Education must be proficient in one of the sports on the specification and dedicate time both inside and outside of school to their chosen sport; we do not devote any lesson time to the practical performance element of the course.

## What are the career/higher education prospects?

This is an exciting and challenging course with lots of career opportunities. It is well recognised by universities and opens the door to many different degree courses.

Students gaining an A-level in Physical Education can step onto many career pathways such as PE teaching or lecturing, sport psychology, nutrition and diet, sports training and coaching, sports massage, sport and exercise science... there are many more than this! Please talk to the Sports Department staff to find out more.



## What aspects of the subject will I be studying?

**Course structure:** The A-level course consists of four units that are studied over the two year course. More content and depth is added into the second year in all four topic areas.

### Topic Area of Study

- 1 **Applied anatomy and physiology; Exercise physiology and Biomechanics:**
  - Skeletal and muscular systems
  - Cardiovascular and respiratory systems
  - Diet and nutrition
  - Preparation and training methods
  - Biomechanical principles
  - \*Energy for exercise
  - \*Environmental effects on body systems
  - \*Injury prevention and rehabilitation
  - \*Linear motion, angular motion, fluid mechanics and projectile motion
- 2 **Psychological factors affecting performance:**
  - Skill Acquisition
  - Sport psychology
  - \*Memory models
  - \*Attribution, confidence, leadership and stress management
- 3 **Socio-cultural issues in physical activity and sport:**
  - Sport and society; emergence of modern sport and global sporting events
  - \*Contemporary issues in physical activity and sport: Ethics, deviance, commercialisation and media, routes to sporting excellence, modern technology in sport
- 4 **Performance in physical education:**
  - One activity is internally assessed and then externally moderated.
  - Students who take part in physical activities external to school (e.g. horse-riding) will be required to submit log books and video evidence
  - Evaluation and analysis of Performance for Improvement. Through observation, an oral response analysing and critically evaluating their peers' performance.

\*denotes Upper Sixth teaching

Students must make sure their main sport is contained in the approved A-level sporting activity list below:

Activity:	Activity:	Activity:	Activity:
Association Football	Diving	Lacrosse	Snowboarding
Amateur Boxing	Equestrian	Netball	Squash
Athletics	Gaelic Football	Polybat	Swimming
Badminton	Goal Ball	Powerchair football	Table Cricket
Basketball	Golf	Rock Climbing	Table Tennis
Blind Cricket	Gymnastics	Rowing	Tennis
Camogie	Handball	Rugby League	Trampolining
Canoeing	Hockey (Field)	Rugby Union	Volleyball
Cricket	Hurling	Sculling	Wheelchair Basketball
Cycling	Kayaking	Skiing	Wheelchair Rugby
Dance			

### How will I be assessed throughout the course?

Topic:	Percentage of overall A-level in Physical Education:
<b>1 Physiological factors</b>	30% (2 hour written paper worth 90 marks)
<b>2 Psychological factors</b>	20% (1 hour written paper worth 60 marks)
<b>3 Socio-cultural in physical activity</b>	20% (1 hour written paper worth 60 marks)
<b>4 Performance in physical education</b>	30% (30 marks for the practical element and 30 marks for the oral assessment)
<b>Total:</b>	<b>100%</b>

### What co-curricular opportunities are there within this subject?

Students taking this subject tend to already be involved in the sporting co-curricular life of the college. Sixth Formers are encouraged to help support the coaching of junior age groups as well as potentially develop their officiating skills.

Students who have chosen A-level PE are expected to attend at least one co-curricular practice per week in order to develop their practical skills and knowledge in their main sports.

**Board:** OCR

**Subject:** Physical Education

**Code:** A-level H555

*"I chose Physical Education because it's a subject that really interests me and one that I would like to continue to study at university. The biomechanics of PE in A2 has been of particular interest to me, tying in as it does so well with the mechanics of Maths."*



# Sport (BTEC)



## What is BTEC Sport?

For September 2018 we have two pathways available to enter onto the BTEC Sport program:

- Level 3 Diploma in Sport (two A-level equivalent and therefore two option choices)
- Level 3 Extended Certificate in Sport (one A-level equivalent)

BTEC Sport is designed to provide a highly specialist, work-related qualification focused around the learner. It gives learners the knowledge, understanding and skills that they need to prepare for future employment as a result of the variety of assessment tasks completed throughout the course. The unit-based structure and knowledge applied in project-based assessments focus on the holistic development of the practical, interpersonal and thinking skills required to succeed both in their qualification and also later in higher education and/or employment.

## Why study BTEC Sport?

With the number of compulsory units and elective units, the course builds interest and individual specialism for the student. There are many diverse topic areas for the student to engage in, combined with different learning styles and assessments.

## What type of student chooses BTEC Sport?

This qualification enables the development of personal, learning and thinking skills, functional skills and wider skills within a sport context. Students that choose BTEC Sport are those that have an interest in the world of sport both academically and practically and have a thirst for knowledge in all aspects of a performer's life.

A student might choose BTEC rather than A-level as the delivery of the course is different as well of the structure of the formal assessments. Each unit has a different assessment task required that will use a variety of skills including: research, visual and verbal presentations, written assignments, video analysis and video evidence to name but a few. The structure of the course enables students to bank their credits throughout the two year rather than waiting for an exam at the end of the course.

A student might choose BTEC sport if they want a career in the world of sport but don't have the practical skills required for the A-level specification. Whilst interest and ability on the sports field is relevant to the qualification, practical ability is not directly assessed and does not form part of the BTEC qualification.

If you are an independent enquirer, a creative thinker and a team worker, then BTEC Sport could be for you.

## What are the career/higher education prospects?

BTEC Sport enables a pathway to university and further vocational courses.

The sports industry is hugely diverse and therefore the career pathways are vast.

The interpersonal skills learnt while completing this course will also develop valuable skills much desired in any work place, and as such will complement other areas of study. There is a tier of UCAS points available for both qualifications, comparable to that of the A-level route.

## What aspects of the subject will I be studying?

Students will either complete the extended certificate over two years, or if they are completing the Diploma, they will complete the extended certificate in the first year of teaching, before completing the diploma in the second year.

### Extended Certificate content:

- 1 Anatomy and Physiology (M)\*
- 2 Fitness training and programming for health, sport and well-being (M)\*\*
- 3 Professional development in the sports industry (M)
- 4 Sports leadership (M)

### Diploma content: (in addition to content above):

- 22 Investigating business in sport and active leisure industry (M)\*\*
- 23 Skill acquisition in sport (M)

### Optional units (an additional three to be completed for the Diploma):

- 5 Application of fitness testing
- 6 Sports psychology
- 7 Practical sports performance
- 8 Coaching for performance
- 9 Research methods in sport
- 10 Sport event organization
- 11 Research project in sport
- 17 Sports injury management
- 18 Work experience in active leisure
- 20 Leisure management
- 24 Sports performance analysis
- 25 Rules, regulations and officiating in sport
- 26 Technical and tactical demands of sport
- 27 Principles and practices for outdoor and adventurous activities

(M) denotes mandatory units

(\*) denotes externally marked exam

(\*\*) denotes externally marked assignment written under exam conditions with pre-release material



### How will I be assessed throughout the course?

Each assignment has a certain number of potential credits to be awarded and these units cover mandatory (compulsory) units as well as optional units that will build up the student's overall portfolio of work. Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified.

Teachers will mark each assignment; therefore, students will be able to know what overall grade they are working towards throughout the course. Each internally marked unit will then be externally verified.

#### Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills.

Unit 1, Unit 2 and Unit 22 are assessed externally.

#### The styles of external assessment used for qualifications in Sport are:

**Unit 1** is a written examination – all learners take the same assessment at the same time

**Unit 2 and Unit 22** are set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task. This includes a period of preparation using pre-release information.

### What co-curricular opportunities are there within this subject?

This course is intended for students who are already involved in the sporting co-curricular life of the college or the institution they are currently attending. Students who have chosen BTEC Sport are expected to attend at least one co-curricular practice per week in order to develop their sports leadership skills and/or potentially committing time to help in PE practical lessons for the younger age groups.

**Board:** EdExcel

**Subject:** Sport

**Code:** BTEC Level 3 Diploma in Sport  
BTEC Level 3 Extended Certificate in Sport



# Physics

## What is Physics?

Physics is one of the key branches of Science along with Chemistry and Biology. It is the study of matter and energy and the interaction between them.

Physicists investigate natural phenomena and try to make sense of the rules which govern the way the universe works.

Physicists ask questions in order to improve our understanding of the very largest things such as the Universe itself, down to the very smallest things we know exist such as fundamental particles like quarks and leptons. Physicists also explore the coldest temperatures close to absolute zero and extremely hot places like the centre of stars. Understanding the laws of Physics enables quantum computers and fusion reactors to be built.

Physicists make discoveries which affect the lives of all of us. Computers, air travel, cars, electricity in our homes and the internet are all hugely important in our lives today. These discoveries would not have been made without the passing on of knowledge throughout generations of physicists over hundreds of years.

## Why study Physics?

If you are an enthusiastic student with an interest in Science, Physics can offer you an interesting and challenging course of further study.

### Students study Physics because they want to:

- gain a deeper understanding of how things work
- improve their career prospects as physics is a practical subject and many employers value the excellent analytical and problem solving skills which students develop;
- meet the entry requirements for courses and careers in medicine, medical physics, electronics, chemistry, physics, engineering, computing and astrophysics;
- to complement other areas of study such as chemistry, biology, mathematics, geography, art, modern languages, music and technology; and, through further study, civil, mechanical, structural, hydraulic, aeronautical and electrical engineering

## What type of student chooses Physics?

The A-level Physics course provides an excellent preparation for further study and an enjoyable and interesting experience. You need to secure at least a grade 7 in IGCSE/GCSE Double Science including a grade 7 in the Physics component OR a grade 7 in IGCSE/GCSE Physics. A grade 6 or above in Mathematics is also required.

Studying Mathematics at A-level is not essential for A-level Physics but it is fair to say that those taking Mathematics find some aspects of the course easier to master.

## What are the career/higher education prospects?

Physics combines well with a number of other subjects. Career prospects for students with a physics background are good because there is a shortage of people taking this subject. Here are some careers that studying A-level Physics and the relevant combination of other subjects can lead to - there are many more:

- Stage lighting
- Computing
- Civil engineering
- Healthcare
- Marine engineering
- Architecture
- Electrical engineering
- Electronics
- Science teaching
- Medicine
- Mechanical engineering
- Research
- Materials science
- Astronomy
- Sound engineering
- Space travel
- Nuclear physics
- Geophysics
- Technical sales
- Information science
- Metallurgy
- Production engineering

## What aspects of the subject will I be studying?

The topics studied at A-level are outlined below.

### Mechanics

Quantities and Units, Scalars and Vectors, Motion Graphs, Uniform Acceleration, Projectile motion, Centre of gravity, Newton's Laws of Motion, Linear Momentum, Conservation of Energy, Efficiency Impulse and Momentum, Circular Motion

### Electric Circuits

Current, Potential Difference, Resistance, Power, Resistivity, Potential Dividers, Internal Resistance and EMF, Semiconductors

### Electric and Magnetic Fields

Uniform and Radial Electric Fields, Capacitors, Magnetic Fields, Motor Effect, Electromagnetic Induction

### Nuclear and Particle Physics

Particle Accelerators, Matter and Antimatter, Quarks and Leptons, Particle Equations

### Materials

Density, Stokes's Law, Hooke's Law, Young Modulus

### Waves and Particle Nature of Light

Properties of Waves, Stationary Waves, Refractive Index, Total Internal Reflection, Lenses, Polarisation, Diffraction, Wave Particle Duality, Photoelectric Effect, Energy Levels in Atoms

### Thermodynamics

Kinetic Theory, Specific Heat Capacity, Specific Latent Heat, Ideal Gas Laws, Black Body Radiation

### Space

Measuring Astronomical Distances, Lifecycle of Stars, Cosmology

### Nuclear Radiation

Binding Energy, Fission, Fusion, Radioactive Decay

### Gravitational Fields

Uniform and Radial Gravitational Fields

### Oscillations

Simple Harmonic Motion, Resonance, Damping

## Science Practical Endorsement

Students must complete 16 core experiments throughout the two year course. They are marked on a variety of different skills by their teacher against specific assessment criteria. The assessment outcomes will be reported separately to the final grade on students' certificates as either 'pass' or 'fail'.

## How will I be assessed throughout the course?

The new A-level will be assessed in the following ways:

A-level	Paper 1	Paper 2	Paper 3
	30% of A-level	30% of A-level	40% of A-level
<b>Content covered</b>	Mechanics, Electric circuits, Further Mechanics, Electric and Magnetic Fields, Nuclear and Particle Physics	Materials, Waves and Particle Nature of Light, Thermodynamics, Space, Nuclear Radiation, Gravitational Fields, Oscillations	Questions are drawn from any topic within the course. Questions will also assess conceptual and theoretical understanding of experimental methods
<b>No. of marks</b>	90	90	120
<b>Time</b>	1 hour 45 mins	1 hour 45 mins	2 hours 30 mins
<b>Forms of assessment</b>	Mixture of multiple choice, short response, calculations and extended writing questions	Mixture of multiple choice, short response, calculations and extended writing questions	Mixture of multiple choice, short response, calculations and extended writing questions

## What co-curricular opportunities are there within this subject?

There are opportunities for students to enter The Physics Olympiad. We also attend various lectures and presentations at Birmingham and Warwick Universities. Sixth Formers are also encouraged to help with the Physics drop-in sessions to help younger pupils with their Physics. We also offer an opportunity either in the Lower or Upper Sixth for every Sixth Form Physicist to visit CERN in Geneva, Switzerland.

**Board:** Edexcel

**Subject:** Physics

**Code:** A-level 9PHO

*"I chose to do Physics at A-level because I found it interesting at GCSE and I wanted to study Physics or Astrophysics at university. You do need to be good at Maths and to enjoy problem solving which is a big part of Mechanics. For those students considering a career in Engineering it's also worth knowing that Physics is a preferred subject."*



# Politics

## Why study Politics?

Politics is a highly respected academic subject that can be used as a springboard for a variety of courses at university and lead to a diverse range of employment.

Politics graduates are regularly recruited into politics as well as a wide range of careers including law, administration, journalism, business, teaching and many others. Famous Politics graduates include David Cameron, Stephanie Flanders (former Economics Editor of the BBC), and Ed Miliband.

## What type of student chooses Politics?

A wide range of students choose Politics; not only those taking related humanities such as History who may want to read the subject at university or gain entry to competitive areas such as Law, but every year we have those hoping to read science or business who want a wider understanding of the political environment in which they will be operating.

## What are the career/higher education prospects?

The challenge of Politics is to come to terms with people having very varied views on lots of issues and to see how the political system helps to determine political behaviour and developments. Studying Politics will give the opportunity to understand the past and also a valuable training in the skills of:

- research
- comprehension
- analysis of a wide range of material
- formulation of reasoned interpretation
- the ability to communicate coherent judgments

## What aspects of the subject will I be studying?

The course consists of three main elements which are then examined in one paper each at the end. They are the Government and Politics of the UK; the Government and Politics of the USA and comparative politics; and, Political Ideas.

In studying the UK, students will look at how the Prime Minister and Parliament function and therefore the way we are governed alongside the now partially written but uncodified Constitution and the Judiciary. Students will then also study how the people of the UK participate in democracy through elections and referenda as well as political parties and pressure groups.

In studying the USA, students will look at how the President and Congress function and therefore the way the US is governed alongside their written Constitution and the Judiciary. Students will then also study how the people of the USA participate in democracy through elections and referenda as well as political parties and pressure groups. Students will be asked to compare the government and politics of the USA with the government and politics of the UK.

In studying Political Ideas, students will look at five key thinkers for each ideology. The four areas of study represent the three key political ideologies of modern western political thought; liberalism, socialism and conservatism, along with the fourth ideology of feminism.

## How will I be assessed throughout the course?

There will be three examinations each lasting 2 hours.

## What co-curricular opportunities are there within this subject?

The department offers a wide range of exciting trips to Washington DC and New York and Moscow and Saint Petersburg. The next visit to Russia has been booked for October 2017 and a visit to the USA is planned for October 2018.

**Board:** AQA

**Subject:** Politics

**Code:** A-level 7152

*"I originally chose Politics because of my interest in current affairs. However I soon found Politics is not simply an A-level, but a subject which opens your eyes as to how the world works. Through the topics the syllabus covers, you gain an insight into the political system as a whole. It allows you to develop your personal political ideals, while also giving you the opportunity to become a well-informed, functioning member of society."*

# Psychology

## What is Psychology?

Psychology is the study of brain and behaviour. It is the scientific study of what people do and why they do it.

Psychology can be regarded as a Life Science like Biology or Medicine or a Social Science such as Sociology or Anthropology.

### Psychology is divided into several areas of study such as:

- **Cognitive psychology** - examines mental processes such as memory, perception, language and thinking.
- **Developmental psychology** - looks at how mental processes like thinking, intelligence, morals and personality change from infant to adult.
- **Social psychology** - looks at how we behave as groups including why we conform, obey and discriminate.
- **Clinical psychology** - covers individual differences which result in illnesses such as anxiety, dissociative personality disorder, depression and schizophrenia.

Psychologists also plan and design experiments, collect evidence from observations and measurements and analyse and evaluate the data they obtain.

Psychologists try to analyse and explain behaviour in an objective manner, using quantitative information.

## Why study Psychology?

### I would like to find out:

- why different people respond in different ways to the same stressful situation?
- why some people have good memories and others do not?
- why we often go along with 'the crowd'?

### To complement other areas of study:

- Psychology has close ties with a range of disciplines. Other subjects that go well with Psychology are Biology, Sociology, Business Studies, Mathematics and Economics.

### To meet the entry requirements for courses in Higher Education:

- Psychology encourages an open-minded approach to problems and develops excellent analytical and communication skills which are transferable to many areas of study.

### To become a Psychologist

- Good Psychologists are required in Education, the Health Services, Commerce and Industry. Some BSc courses require a Science at A-level as well as Psychology. BA courses normally ask for a range of good grades across a wide variety of subjects.



## What type of student chooses Psychology?

Someone who likes to reflect on the world around them and to understand people's behaviour better.

The subject is suitable for a diverse range of students who wish to develop an interest in Psychology. A-level students will need to be able to write structured essays, conduct practical investigations and carry out qualitative and quantitative analysis of data.

We require grades of at least a grade 5 at GCSE in English and Mathematics. A grade 6 in a Science subject, ideally Biology is highly recommended.

## What are the career/higher education prospects?

Studying for an A-level and/or subsequent qualifications in Psychology can lead to a career in:

- Psychological research
- Educational Psychology
- Clinical Psychology
- Occupational Psychology
- Human Resource Management
- Social Services
- Health
- Advertising
- Childcare
- Teaching
- Counselling
- Stress Management

## What aspects of the subject will I be studying?

### Compulsory content:

- 1 Social Influence
- 2 Memory
- 3 Attachment
- 4 Psychopathology
- 5 Approaches in Psychology
- 6 Biopsychology
- 7 Research Methods
- 8 Issues and Debates in Psychology

### Additional topics:

- 9 Relationships
- 10 Schizophrenia
- 11 Forensic Psychology

## How will I be assessed throughout the course?

The A-level will be assessed in the following ways:

**Paper 1: Introductory Topics in Psychology** (Social Influence, Memory, Attachment, Psychopathology) – this is a two-hour paper comprised of multiple choice, short answer and extended writing questions totalling 96 marks.

**Paper 2: Psychology in Context** (Psychology, Biopsychology, Research Methods, Research Design) – this is a two-hour paper comprised of multiple choice, short answer and extended writing questions totalling 96 marks.

**Paper 3: Issues and Options in Psychology** (Issues and Debates, Relationships, Schizophrenia, Forensic Psychology) – this is a two-hour paper comprised of multiple choice, short answer and extended writing questions totalling 96 marks.

## What co-curricular opportunities are there within this subject?

The department offers two drop-in clinics on Tuesday lunchtimes and Thursday after school where students are able to receive help and support from teaching staff and also mentoring and advice from our Upper Sixth subject ambassadors. In recent years, students have also benefited from attending numerous revision conferences and attending lectures by renowned psychologists including Philip Zimbardo.

**Board:** AQA A

**Subject:** Psychology

**Code:** A-level 7182

*"I decided to take Psychology as I was intrigued and I wanted to try something new for Sixth Form. Psychology is now my favourite subject and I have applied to study it at university. I love the diverse range of topics available and how every subject is different to the last. I've also been able to apply my knowledge gained in Psychology to everyday life which has secured my knowledge and made me eager to learn more in the future."*



# Religious Studies (Philosophy and Ethics)

## What is Philosophy and Ethics?

Philosophy of religion is one of the most fascinating areas of philosophy. It addresses not only the perennial question 'Is there a God?' but also the questions 'If there is, then what is he like?' And most important of all, 'What does that mean for us?'

At its simplest, ethics is a system of moral principles. They affect how people make decisions and lead their lives. Ethics is concerned with what is good for individuals and society and is also described as moral philosophy. The term is derived from the Greek word ethos which can mean custom, habit, character or disposition. Ethics covers the following dilemmas:

- how to live a good life
- our rights and responsibilities
- the language of right and wrong
- moral decisions - what is good and bad?

## Why study Philosophy and Ethics?

The greatest benefit of studying philosophy is the intellectual satisfaction and stimulation that accompany critical reflection on fundamental questions. In this respect, the study of philosophy and ethics is its own reward. In a sense philosophy is unavoidable; life confronts every thoughtful person with some philosophical and ethical questions, and nearly everyone is guided in some way by philosophical assumptions, even if these are unarticulated. Philosophical and ethical study helps you to articulate your underlying assumptions, reflect on them and then develop them or discard them.

Philosophy and Ethics develops our capacity to understand and appreciate alternative perspectives on the range of issues it deals with. It encourages the constructive use of the imagination, which directly enriches personal and aesthetic experience. It facilitates the development of a sense of personal responsibility for thought and action. It deepens appreciation of the meaning and variety of human experience, and provides perhaps the best introduction to the uniquely human delights of lively discussion and debate.

## What type of student chooses Philosophy and Ethics?

If you are one of those people who can't stop asking irritating questions about things most people take for granted, then Philosophy and Ethics is for you. The course is all about thinking clearly and critically and working out your own arguments on the biggest issues of our lives. If you are a person searching for meaning and understanding and like asking the question 'why?' in a constructive way, then Philosophy and Ethics is for you.

## What are the career/higher education prospects?

Possible careers include: teaching, social work, civil service, high level administration work, law, research, youth work, and any other occupation requiring a good arts degree.

## What aspects of the subject will I be studying?

The course is delivered through a linear approach and follows the WJEC Eduqas syllabus. This is a new syllabus and incorporates a study of three components: **Christian Theology, Philosophy of Religion and Religion and Ethics.**

**Christian Theology** comprises a study of four themes: religious figures and sacred texts; religious concepts and religious life; significant social and historical developments in religious thought; religious practices and religious identity. Similarly, the **Philosophy of Religion** component encompasses a study of four themes which include: arguments for the existence of God; challenges to religious belief; religious experience; religious language. The final aspect of this linear study encompasses a study of **Religion and Ethics** with a focus, once more, on four themes which are: ethical thought; deontological ethics; teleological ethics; determinism and free will. A-level Religious Studies is designed to enable students to develop their interest in, and enthusiasm for, a study of religion and its place in the wider world. The course also encourages students to: develop their interest in a rigorous study of religion and belief and relate it to the wider world; develop knowledge and understanding appropriate to a specialist study of religion; develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies; adopt an enquiring, critical and reflective approach to the study of religion and fosters reflection on and develop their own values, opinions and attitudes in the light of their study.

## How will I be assessed throughout the course?

Each component has 1/3 weighting with each being examined through a 2 hour written paper.

Throughout the course there will be essays and set tasks which will also be assessed but do not go towards your final grade.

## What co-curricular opportunities are there within this subject?

We expect all Sixth Formers to take an active part in our Philosophy Club and participate in Oxford conferences lead by leading professors such as Peter Vardy. There is also an ethics trip to Krakow in Poland in order to visit Auschwitz.

**Board:** WJEC Eduqas

**Subject:** Religious Studies

**Code:** A-level - Christianity 2120UA  
Philosophy and Ethics 2120U2

*"For Lower Sixth, I opted to take Philosophy and Ethics as a new subject; I had never come across it before and was really interested to find what it was really about. It is a subject that goes beyond what any other subject goes, into a realm that is not necessarily based on fact but based on assumption and reason. Philosophy has helped me to develop my essay writing skills as well as my own personal argument."*





# Sociology

## What is Sociology?

Sociology is the study of groups of people (society) and how our environment shapes our behaviour.

Sociology is the study of human societies. It is a branch of social science that uses investigation and critical analysis to develop and refine a body of knowledge about human social structure and activity, often with the goal of applying such knowledge to the pursuit of social welfare.

Sociologists study topics ranging from the micro level of individual face-to-face interaction to the macro level of societies and how they co-exist at large.

Sociology is a broad discipline in terms of both methodology and subject matter. Common topics of study include: research methods, education, families and households, power and politics, mass media, religion, crime and deviance, stratification and globalisation.

Key figures in Sociology are Émile Durkheim, Karl Marx and Max Weber.

## Why study Sociology?

### I would like to find out:

- how institutions in society operate (for example, the mass media)
- how power is used and distributed in society
- why some people undertake behaviours that violate cultural norms
- more about the role economic structures and institutions play upon society
- how education and educational institutions determine social structures
- more about law and punishment

### To complement other areas of study:

Sociology has close ties with a range of disciplines. Other subjects that go well with Sociology are English, Psychology, Business Studies, Politics, Economics, Law, and History.

## What type of student chooses Sociology?

The subject is suitable for a diverse range of students who wish to develop an interest in Sociology. A-level students will need to be able to write structured essays and express their own opinion effectively.

### Studying Sociology:

- develops transferable skills such as open-minded, critical and reflective thinking with a respect for social diversity
- provides an awareness of the importance of social structure and social action in explaining social issues
- encourages an awareness of social structure and social action which emphasises different interpretations of social experiences
- Due to the extended essay writing involved in the assessment of A-level Sociology, a minimum of a grade 5 in English at GCSE is required.

## What are the career/higher education prospects?

Good Sociologists are required in Education, the Health Service, Commerce and Industry. Most BA courses at University require no specific A-level subjects, but Sociology would be an advantage.

## What aspects of the subject will I be studying?

### Compulsory content:

- |                       |                       |
|-----------------------|-----------------------|
| 1. Education          | 3. Theory and Methods |
| 2. Methods in Context | 4. Crime and Deviance |

### Optional:

#### Additional Topics

- |                            |                       |
|----------------------------|-----------------------|
| 5. Families and Households | 6. Beliefs in Society |
|----------------------------|-----------------------|

## How will I be assessed throughout the course?

The new A-level will be assessed in the following ways:

**Paper 1: Education with Methods in Context** - a two-hour paper comprised of short and extended writing questions totalling 80 marks.

**Paper 2: Topics in Sociology** (Families and Households and Beliefs in Society) – a two-hour paper comprised of extended writing questions totalling 80 marks.

**Paper 3: Crime and Deviance with Theory and Methods** (content 3 and 4 above) – a two-hour paper comprised of short and extended writing questions totalling 80 marks.

## What co-curricular opportunities are there within this subject?

A trip to Crackley Hall to carry out research in the Lower Sixth and a chance to meet an ex-prisoner and interview him about his experience of the Criminal Justice System and a visit to Warwick Crown Court in the Upper Sixth.

There are also twice weekly drop-in clinics where students can receive additional help and support.

**Board:** AQA

**Subject:** Sociology

**Code:** A-level 7192

*"I chose Sociology because the areas covered are real life topical things that you see happening in your everyday life. Basically, you look at how Sociology and social factors around your life affects your behaviour and personality.*

*I would definitely recommend this subject to someone looking for something new and different, but be prepared to work hard and learn a lot of content, as it's not an easy subject. It has made me want to go into social work in the future, using Sociology as a base for this."*

# Spanish

## Why study a Language?

The advanced study of languages allows students to understand their own language more deeply as well as to give a fresh perspective on life. Communication and analytical skills are honed and inter-cultural understanding is enhanced. The study of a language at A-level complements many subject combinations.

In brief, languages can be valuable if/because;

- You want to broaden your horizons
- You want to prepare yourself for today's job market
- Linguists are in great demand in many businesses and industry in the UK
- Developing your linguistic skills means that you are eminently employable overseas
- You may have already visited one of the countries where the language is spoken and enjoy meeting people and discovering a different way of life
- You are interested in current affairs and like to express your opinions and listen to other people's points of view
- You have an interest in the world around us and have interesting ideas that we can share
- You want to be able to appreciate literature/art/films in the original

## Why study Spanish?

- Few languages cover the globe as thoroughly as Spanish does today.
- A century ago, about 60 million people spoke Spanish. Today, nearly 400 million people speak Spanish as their primary language and another 100 million speak it as their second language.
- Europe has 57 million Spanish speakers, including 40 million in Spain. The United States alone has more than 35 million Spanish speakers, more than 60 per cent more than a decade ago. By 2050, half of the country is expected to be able to speak Spanish.
- You can travel to South America, Mexico or Spain without speaking a word of Spanish - but it's not half as much fun or rewarding. Speaking Spanish opens many doors to see and do things that are closed to other visitors.

## What type of student chooses Spanish?

You will have an A or A\* at GCSE. Grammar is of increasing importance so a good basic understanding and enjoyment of language structure is vital. You will also appreciate literature and films and be interested in the current issues facing us.

## What are the career/higher education prospects?

If you have language skills you really can have a successful career in many different fields. A language can add 10 – 15% to your salary and really make you stand out from the competition.

The ability to function in a new linguistic cultural environment is a skill highly prized by international employers, many of whom will not consider graduates without experience of living and working outside their native land.

Cultural awareness is a highly important career asset. To work successfully abroad, you need to have an appreciation of ideas, traditions, customs and lifestyles which are often very different from your own.

Graduates in modern languages are sought after by employers not merely for their linguistic skills, but for the intellectual training which their course has provided. Linguists are trained to think structurally: they write essays which give them good practice in thinking clearly and in presenting focused arguments. Many language courses involve working cooperatively in groups and making formal presentations to an audience - just the sort of teamwork and presentational skills which employers tell us they are looking for.

## What aspects of Spanish will I be studying?

### Theme 1: The evolution of Spanish Society

- Changes In family structure
- The world of work
- The impact of tourism on Spain

### Theme 2: The political and artistic culture in Spanish speaking countries

- Music
- Media
- Festivals and traditions

The main topic areas in addition to the AS topics above are:

### Theme 3: Immigration and multiculturalism in Spain

- Historical and contemporary immigration
- Integration

### Theme 4: Franco's dictatorship and transition to democracy

- The Civil War and daily life under Franco
- Steps towards democracy and the impact of dictatorship on current society

A choice of two literary texts or a film and a literary text from the Edexcel prescribed list.

## How will I be assessed throughout the course?

Paper 1	Listening, reading, translation into English from themes 1, 2, 3 and 4	(40%)
Paper 2	Translation into Spanish and a critical essay on a prescribed film/literary texts	(30%)
Paper 3	Speaking exam based on an independent research project and one of the 4 themes.	(30%)

The A-level course expects students to write a critical essay on both a **literary text and a film** or **two literary texts**.

They will be tested on topics for comprehension, translation and oral papers. (See themes previously). They will also carry out a **research project**, ready for discussion in the speaking exam.

## What co-curricular opportunities are there within this subject?

Trips are run to different language conferences and work experience and trips abroad can be arranged.

**Board:** Edexcel

**Subject:** Spanish

**Code:** A-level 9SP0



## Key Admissions Dates for 2018 entry

### Open Afternoon

Sunday 24 September 2017 - 2.00pm to 5.00pm

### Sixth Form Open Evening

Wednesday 11 October 2017 - 6.30pm to 9.00pm

### Open Morning

Thursday 2 November 2017 - 10.30am to 12.30pm

### Sixth Form Taster Days (Year 11 external candidates)

Tuesday 12 December 2017 - 9.15am to 4.15pm

Tuesday 16 January 2018 - 9.15am to 4.15pm

### Deadline for Sixth Form Registrations, Scholarship and Bursary Applications

Friday 16 February 2018

### Sixth Form Sport Scholarship Assessment Day

Friday 9 March 2018 - 9.00am to 1.15pm

### Sixth Form Music Scholarship Auditions

Week commencing Monday 12 March 2018

### Sixth Form Academic Scholarship Day

Tuesday 13 March 2018 - 9.30am to 3.00pm

### Sixth Form Art Scholarship Assessment Day

Wednesday 14 March 2018 - 9.15am to 3.00pm

### Sixth Form Offers Made

Week commencing Monday 26 March 2018

### Open Evening

Wednesday 6 June 2018 - 6.30pm to 8.30pm

### Lower Sixth Induction Day

Friday 31 August 2018 - 8.30am to 3.20pm



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