



WYMONDHAM COLLEGE

An Outstanding State
Boarding and Day School

Sixth Form Courses **2024/25**

Pride ♦ Passion ♦ Positivity



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Please be aware that in exceptional circumstances we reserve the right to withdraw the offer of a course





Introduction

A very warm welcome to Wymondham College Sixth Form.

We are incredibly proud of all we have to offer you here, from our strong results and our culture of excellence, to our warm, supportive community.

This course booklet outlines the wide range of courses we offer and is designed to support you in making informed choices. You have the opportunity to discuss your decisions and any questions with members of staff and current Sixth Form students at our Open Events, which run throughout the year – please see our website for further details.

We offer three A-Level qualifications, with a possible fourth option if you wish to study Further Maths or the Extended Project Qualification and now have an additional course from this year, our Elite Sports Programme.

We design our timetable to enable students to take courses that complement each other and offer future pathways. Alongside our broad curriculum, we have an abundance of societies, clubs, events and international trips. Our bespoke work experience opportunities and university and career guidance will help you to plan your future, all on a beautiful campus that stretches over 83 acres, so that your time with us will be life changing, memorable and valuable.

Our College entry requirement for the Sixth Form is an average GCSE of Grade 5 across your best 8 subjects and at least a Grade 4/5 or 5/4 in



both English Language and Maths. You must also meet the specific course requirements for the subjects that you wish to study. In the summer term of Year 12, you will sit a formal exam in each subject. We recommend you to achieve at

least a Grade C in each subject to be best equipped to make progress into Year 13. You can see full information on admissions to the Sixth Form at Wymondham College via our Admissions Policy, available from

our External Relations Team, email enquiries@wymcol.org or visit our website. We look forward to discussing your future pathway with you and introducing you to our unique Sixth Form.



Art & Design (Fine Art)

A-Level

Examining Board

Edexcel

Course Introduction

This is a stimulating and rewarding course for students who wish to explore the disciplines of Fine Art. The course involves the creative use of painting and printmaking techniques. Students are encouraged to pursue their own creative ideas and interpret these into their own work. A significant proportion of students go on to study Art and Design at degree level.

Coursework/Examination Requirement

Personal Investigation and externally set assignment.

The College expects students to have Grade 6 in Art or above and a good portfolio. Students applying for this course should have a strong base of traditional skills.

Progression

Students of Art can expect to be found in a range of creative careers such as fine art, animation, exhibition curation, design and construction for film and TV, interior design, illustration, web design, special effects, graphic design, marketing and architecture.

Course Content

Component 1: Coursework - Year 1

At the start of the first year practical and analytical skills are developed in an open-ended series of workshops.



Students are encouraged to pursue their own ideas and be creative in their use of the art studio. Drawing, painting, mixed media and printmaking are explored. Practical workshops include a visit to the Curwen Press near Linton, where students develop their skills with practising printmakers. Students are taught how to develop critical and analytical skills and take part in group discussion. All students present their work in large scale sketch-pads and produce a final outcome shortly after Christmas.

From February until June of the first year students develop a personal project that enables them to work in an individual direction. Visits to national galleries are organised to

assist in their response to artists' work. Students produce final outcomes for this project in May and June.

Component 1: Coursework - Year 2
Personal Study and mock exam - At the start of the second year students are helped to develop ideas for their Personal Study. This usually takes the form of a written and illustrated essay in which students show the depth of understanding that they have about the ideas that inform and inspire their work, through investigating artists and designers. The Personal Study element is worth approximately 18% of coursework marks.

Students complete a mock exam

project in which they develop individual ideas and experiments, culminating in an ambitious final outcome made over three days at the start of January of the second year.

Component 2 : Externally Set Assignment

A theme is given by the exam board as a starting point for the students' own ideas. Students begin work on this in February and generate work in sketch pads or portfolios before producing a final practical outcome over three days in May.

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Art & Design (Photography)

Examining Board

Edexcel

Course Introduction

Photography is primarily a creative course in which an artistic and critical approach is taken to making photographic images. Students will learn creative attitudes and concepts and also technical photographic skills. The department has specialist studio equipment and a dedicated computer suite. Many students gain places on nationally recognised photography courses.

Coursework/Examination Requirement

Personal Investigation and externally set assignment.

The College expects photography students to have:

- ◆ Either a GCSE in Art or Photography (Grade 6 minimum) or a photographic portfolio.
- ◆ Their own digital camera, preferably an SLR.

Progression

Students who have studied Photography, Film and Animation are found in a range of creative careers such as architectural photography, events photography, photography studios, newspapers, magazines, advertising and website design agencies.

Course Content

Component 1: Coursework - Year 1



Students are taught to analyse and critically evaluate photographic images, demonstrating an understanding of purposes, meanings and contexts. They will use photography to develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources. They should demonstrate an understanding of continuity and change in photography in different

A-Level



and photographers' work. Students produce final outcomes for this project in May and June.

Component 1: Coursework - Year 2
Personal Study and mock exam: At the start of the second year students are helped to develop ideas for their Personal Study. This usually takes the form of a written and illustrated essay in which students show the depth of understanding that they have about the ideas that inform and inspire their work, through investigating artists and photographers. The Personal Study element is worth approximately 18% of coursework marks.

Students complete a mock exam project in which they develop individual ideas and experiments, culminating in an ambitious final outcome made over three days at the start of January of the second year.

Component 2: Externally Set Assignment

A theme is given by the exam board as a starting point for the students' own ideas. Students begin work on this in February and generate annotated photographic sketchbooks, either digitally or in hard copy, before producing a final practical outcome over three days in May.

Contact Name:

Mrs H Roberts – Head of Art

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genres, styles and traditions. The course is delivered through a balance of directed learning activities and supported independent research.

Personal Investigation

From February until June of the first year students develop a personal project that enables them to work in an individual direction. Visits to national galleries are organised to assist in their response to artists

Art & Design (Textiles)

Examining Board

Edexcel

Course Introduction

This is a two year, course building aptitude and skills in fashion, textiles and making textile artworks. Students gain confidence in working with fabric in creative ways. The focus is on experimentation, critical analysis and individual development. Students will develop skills in design, pattern cutting, dyeing, sewing and many techniques as well as written research and analysis. Students will be required to provide individual materials with an average cost of £70 over two years.

The College expects textiles students to have:

Grade 6 or above in Art and/or Textiles and a good portfolio of work.

Progression

The Fashion and Textiles industry is one of the largest in the UK and can lead to a large variety of career opportunities. Designer, fashion journalist, pattern cutter, tailor, fashion buyer, marketing and much more.

Course Content

Component 1: Coursework - Year 1

At the start of the first year students experiment with printing, dyeing, construction and machine work as well as analytical skills which are developed in an open-ended series of workshops. Students are



encouraged to pursue their own ideas and be creative in their use of the textiles studio. Students are taught how to develop critical and analytical skills and take part in group discussion. All students present their

work in large scale sketch-pads and produce a final outcome shortly after Christmas.

From February until June of the first year students develop a personal project that enables them to work

A-Level

in an individual direction. Visits to national galleries are organised to assist in their response to artists' work. Students produce final outcomes for this project in May and June.

Component 1: Coursework - Year 2

Personal Study and mock exam: At the start of the second year students are helped to develop ideas for their Personal Study. This usually takes the form of a written and illustrated essay in which students show the depth of understanding that they have about the ideas that inform and inspire their work, through investigating textile artists and designers. The Personal Study element is worth approximately 18% of coursework marks.

Students complete a mock exam project in which they develop individual ideas and experiments, culminating in an ambitious final outcome made over three days at the start of January of the second year.

Component 2 : Externally Set Assignment

A theme is given by the exam board as a starting point for the students' own ideas. Students begin work on this in February and generate work in sketch pads or portfolios before producing a final practical outcome over three days in May.

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Mrs H Roberts – Head of Art

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Biology

Examining Board

AQA

Course Introduction

Biology is the scientific exploration of the vast and diverse world of living organisms; an exploration that has expanded enormously in recent years to reveal a wealth of knowledge about ourselves and about the millions of other organisms with whom we share the planet. The Biology course encourages students to read widely and think constructively. Respect for all living organisms is encouraged throughout the course.

Coursework/Examination Requirement

3 examinations

The College expects biology students to have:

Grade 5, 6 or above in Combined Science or Grade 5, 5, 6 in separate Sciences (Grade 6 must be in Biology). Minimum Grade 5 in Mathematics is also required.

Progression

Biology equips students with the ability to make connections in social, natural, economic, political and technological fields. These skills are transferable to most employment areas. Biologists have specific opportunities in, for example, the pharmaceutical industry, clinical and health professions, conservation, scientific research and plant pathology.



Course Content

Unit 1: Biological molecules

All life on Earth shares a common chemistry. Despite their great variety, the cells of all living organisms contain only a few groups of carbon-based compounds that interact in similar ways.

Unit 2: Cells

All life on Earth exists as cells. These have basic features in common. Differences between cells are due to the addition of extra features. All cells arise from other cells, by binary fission in prokaryotic cells and by mitosis and meiosis in eukaryotic cells.

Unit 3: Organisms exchange

substances with their environment
The internal environment of a cell or organism is different from its external environment. The exchange of

substances between the internal and external environments takes place at exchange surfaces.

Unit 4: Genetic information, variation and relationships between organisms

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

Unit 5: Energy transfers in and between organisms

Life depends on continuous transfers of energy. In photosynthesis, light is absorbed by chlorophyll and this is linked to the production of ATP. In respiration, various substances are used as respiratory substrates. The hydrolysis of these respiratory

A-Level

substrates is linked to the production of ATP.

Unit 6: Organisms respond to changes in their internal and external environments

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

Unit 7: Genetics, populations, evolution and ecosystems

The theory of evolution underpins modern biology. All new species arise from an existing species. Common chemistry, physiological pathways, cell structure, DNA as the genetic material and a 'universal' genetic code.

Unit 8: The control of gene expression

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

Practical Endorsement

Twelve teacher assessed practical activities along with their associated skills to be completed during the two year course (graded Competent/Not yet competent).

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Mr A Housego - Head of Biology

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Business

Examining Board

AQA

Course Introduction

This course is designed to enable students to focus on the dynamic nature of the contemporary business world and to provide opportunities for research into topical business issues. Students will explore real business situations, be practical in the application of business concepts and understand the role of business and the entrepreneur in society.

Coursework/Examination Requirement

3 examinations.

The College expects business students to have:

Grade 5 or above in Mathematics and English.

Progression

This A-Level provides ideal preparation for students seeking a career in business. Careers could for example be in human resource management, sales and marketing, public relations, advertising, retail management, accountancy, administration, event management or buying.

Course Content

Year 1: Introduction to the business environment and decision making in functional areas

What is Business? - The nature of business and how the external



environment can impact on business performance. Managers, Leaders and Decision Making - Decision making and its impact on stakeholders. *Understanding markets and customers* - The role of market research, segmenting the market and marketing mix.

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A-Level

- Organising and motivating the workforce.

Year 2: Strategic decision making and managing strategic change

Analysing the strategic position of a business - Identifying strengths, weaknesses, opportunities and threats.

Choosing strategic direction -

Choosing which markets to compete in and what products to offer.

How to pursue strategies for change - Innovation, internationalisation, technological change.

Managing strategic change - Barriers to change and the value of a flexible organisation.

Throughout these topics students will consider business theory with relation to small, medium and large businesses. Students will be expected to develop their understanding of the topics through the use of case studies and real business examples so they can apply their knowledge in a range of contexts. To this end, students will be expected to keep abreast with the business environment through reading the business press, related magazines and journals and watching relevant television documentaries.

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Miss N Weston – Head of Business and Economics

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Decision making to improve operational performance - Improving efficiency and quality in production.

Decision making to improve financial performance - Setting financial objectives and managing performance.

Setting human resource objectives

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Chemistry

A-Level

Examining Board

OCR

Course Introduction

Chemistry is regarded as the 'central' science and is concerned with the fundamental understanding and rationalisation of all aspects of the physical world. It is also very much a practical subject, concerned with making things as diverse as drugs, plastics, textiles and food. The course is divided into chemical topics, each containing different key concepts. Once the key features of the topic have been developed, practical applications are considered.

Coursework/Examination Requirement

3 examinations and a practical endorsement.

The College expects chemistry students to have:

Grade 5, 6 or above in Combined Science or Grade 5, 5, 6 in separate Sciences (Grade 6 must be in Chemistry). Minimum Grade 5 in Mathematics is also required.

Progression

The opportunities for Chemistry students are enormous. There are many possibilities within the scientific and engineering worlds and Chemistry qualifications are welcomed in other careers such as accountancy and ICT. Typical careers include chemical, electrical and mechanical engineering, medicine,



pharmacy, nursing, aeronautics, forensics and teaching.

Course Content

Unit 1: Development of Practical Skills

Planning, implementation, analysis and evaluation, and development of qualitative, quantitative, synthesis and purification skills.

Unit 2: Foundations in Chemistry
Atomic structure, mole calculations, acids and bases, bonding and structure.

Unit 3: Periodic table and Energy

Periodic table, enthalpy, rates and equilibrium.

Unit 4: Core organic Chemistry
Atomic structure, mole calculations, acids and bases, bonding and structure.

Unit 5: Physical Chemistry and transition elements
Quantitative rates and equilibrium, acids, enthalpy, entropy, free energy, redox, electrode potentials and transition elements.

Unit 6: Organic Chemistry and analysis
Aromatic compounds, carbonyl,

carboxylic acids, esters, nitrogen compounds, polymers and analytical techniques.

Practical Endorsement

Twelve teacher assessed practical activities along with their associated skills to be completed during the two year course (graded Competent/Not yet competent).

Contact Name:

Miss J Wright – Head of Chemistry

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Computer Science

A-Level

Examining Board
OCR

Course Introduction

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. Our Computer Science A Level is relevant to the modern and changing world of computing. There is a focus on programming, emphasising the importance of computational thinking as a discipline. With computational thinking at its core, it helps students to develop the skills to solve problems, design systems and understand human and machine intelligence.

Taking A-Level Computer Science will be excellent preparation for students who want to go on to study Computer Science at a higher level and will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

Coursework/Examination Requirement

1 coursework and 2 examinations.

The College expects computer science students to have:

Grade 6 or above in GCSE Mathematics and Grade 5 in English. Qualifications in Computer Science are not necessary.

Progression

Computer Science is highly



regarded by universities and helps gain entry to many degree courses including those related to Science, Mathematics, Engineering and of course Computer Science itself. Computer Science graduates work/research in a range of industries from aerospace to telecommunications and from artificial intelligence to mining.

Course Content

Unit 1: Computer Systems 40% (exam)

This is an examined unit covering the characteristics of contemporary

systems architecture and other areas including characteristics of contemporary processors, input, output and storage devices, software and software development, exchanging data, data types, data structures and algorithms, legal, moral, ethical and cultural issues.

Unit 2: Algorithms and Programming 40% (exam)

This is an examined unit covering computational thinking, including programming and problem solving, pattern recognition, software development, abstraction and decomposition, algorithm design and

efficiency and standard algorithms.

Unit 3: Computer Systems 20% (coursework)

This unit gives students a chance to demonstrate their programming ability learnt throughout the course. To complete this project, students will need to analyse a problem, design a solution and give a thorough evaluation.

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Design & Technology (Product Design)

A-Level

Examining Board

AQA

Course Introduction

The Design & Technology A-Level is suitable for any student with an interest in creative and imaginative designing and creating physical solutions to real world problems. The qualification builds on the GCSE knowledge of any design and technology area, introducing a wider range of materials and processes. Students are encouraged to explore and evaluate real world problems and develop their own brief. The course comprises of 50% coursework which will take the form of a portfolio of work and a final working prototype.

Coursework/Examination Requirement

50% coursework, 50% examination.

The College expects design and technology students to have:
Grade 6 or above in a Technology subject.

Progression

Design and Technology is a diverse subject linking many core elements including Science and Mathematics. It encourages the development of problem solving skills and analytical thought. The skills acquired are highly sought after on both design courses and in the world of work. Specific careers include, product design, interior design, automotive design, architecture, animation, model making and engineering.



Course Content

Year 1

The first year of the A Level will be preparing students for their coursework in the second year, which will require the students to have a realistic client and design problem. There will be a number of practical tasks which will give the students a

thorough understanding of modern processes and materials through the mediums of computer aided design and manufacture, architecture, engineering and product design. The students will have an opportunity to look at modern products and understand how they have been designed and manufactured and

the current global issues, including how integrated technology affects today's world. This will give students the confidence and the knowledge to be innovative and produce creative design solutions. In tandem with these smaller practical tasks there will be a comprehensive theory programme to aid the students when selecting materials and processes and the requirements needed for that design.

Year 2

In the coursework, students will work with a real client or user group, who will help inform the design decisions, creating a high quality final product that will be fit for purpose and consider the wider issues including social, moral, ethical and environmental impacts. The materials that students use will be dependent on what problem they choose and which materials are the most suitable for the solution.

The qualification aims to build on knowledge from GCSE including Science and Mathematics. The students will have an understanding of the wider influences on design and technology including cultural, economic, environmental, historical and social factors. A range of questions both short answer and essay style are included to test students' knowledge on a range of topics.

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Drama & Theatre

A-Level

Examining Board

AQA

Course Introduction

Drama and Theatre A-Level offers students the opportunity to explore drama as a practical art form, in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will:

Create, perform and respond to drama and theatre.

Develop the creativity and independence to become effective theatre makers.

Explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts. Learn how relevant research, independent thought and analysis of live theatre production can inform decision making in their practical work and put this understanding into practice. Experience the ways in which theatre makers collaborate to create theatre.

Coursework/Examination Requirement

40% examination, 60% practical.

The College expects drama & theatre students to have:

Grade 5 or above in English and English Literature. Grade 5 in Drama or a demonstrable interest in Performing Arts.

Progression

Many Drama students choose the



subject to help pursue a future career in the performing arts. The subject has significant transferable skills, especially in communication, that would be welcomed in a wide range of jobs such as sales and marketing, public relations and teaching.

Course Content

Component 1: Drama and Theatre

Knowledge and understanding of drama and theatre.
Study of two set plays.
Analysis and evaluation of the work of live theatre makers.
Written exam: 3 hours
Open book
40% of A Level

Component 2 : Creating Original Drama (practical)

Creating devised drama from stimulus material.
Performance of devised drama (students may contribute as performer, designer or director).
Devised piece must be influenced by the work and methodologies of one prescribed practitioner.
Working notebook to record process and product.
30% of A-Level

Component 3: Making Theatre (practical)

Practical exploration and interpretation of three extracts each

taken from a different play.
Methodology of a prescribed practitioner must be applied to Extract 3.
Extract 3 is to be performed as a final assessed piece (students may contribute as performer, designer or director) Reflective report analysing and evaluating theatrical interpretation of all three extracts.
30% of A-Level

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Economics

A-Level

Examining Board

AQA

Course Introduction

Economics as a course aims to help students develop an understanding of economic issues, problems and institutions that affect everyday life. Students will learn how to analyse, explain and evaluate the strengths and weaknesses of the economy, and the role of government within it. Economics has become an increasingly popular subject to study by students seeking to understand the changing national and international economic and political environments. This course would suit those students who enjoy a challenge and have a genuine interest in the economy and the wider world.

Coursework/Examination Requirement

3 x 2 hour examinations, weighted equally.

The College expects economics students to have:

Grade 6 in Maths and 5 in English.

Progression

Economics is a rigorous A-Level, highly regarded by universities and employers. Graduate economists can develop careers, for example, in banks and financial institutions, business and government.

Course Content

Section 1: Individuals, firms,



markets and market failure

The first component is about microeconomics. This is the study of consumers, firms and markets. Students will learn microeconomic models and apply these to current problems and issues. We consider why consumers behave as they do and how firms make their decisions. We explore situations where markets do not deliver effective solutions for society and how governments may intervene to correct this. Content includes: Economic methodology and the economic problem. Individual economic decision making. Price determination in a competitive market. Production, costs and revenue. Perfect competition, imperfectly

competitive markets and monopoly. The labour market. The distribution of income and wealth: poverty and inequality. The market mechanism, market failure and government intervention in markets.

Section 2: National and international economy

This section is about macro-economics which is the study of the whole economy. Students will learn about issues affecting a country's economy such as unemployment, inflation and the trade balance. Students should have a good knowledge of developments in the UK economy and government policies in recent years. Content includes:

The measurement of macroeconomic performance. How the macroeconomy works. Economic performance. Financial markets and monetary policy. Fiscal policy and supply side policies. The international economy.

Section 3: Economic principles and issues

This is a synoptic paper which draws together learning from both of the previous units. There is no new content for this paper.

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English Literature

A-Level

Examining Board

Edexcel

Course Introduction

English Literature is an exciting subject which should appeal to anyone who likes reading, writing and language. During the course a variety of books will be read covering the genres of poetry, plays and novels. These texts will be read for enjoyment and then subjected to intensive questioning and analysis. The course places particular emphasis on the consideration of genre and narrative in literary study: so students will look at story-telling in novels and poems, the dramatic genre of tragedy and pastoral literature. In the process, students' writing and analytical skills will develop and they will be encouraged to think and express themselves creatively and with originality.

Coursework/Examination Requirement

80% examination and 20% coursework.

The College expects English literature students to have: Grade 6 or above in English Literature and Grade 5 or above in English Language.

Progression

English is one of the most popular subjects studied at university and the ability to write clearly and fluently is essential in many areas of employment. Specific careers

could include journalism, publishing, marketing, script-writing, performing arts, teaching and law.

Course Content

Unit 1: Drama

- ◆ Component 1: Drama. Set texts: 'A Street Car Named Desire' and one Shakespeare play.
- ◆ Students will study aspects of the form of drama via two plays. The central focus of the drama study is the literary text. Students will need to explore the use of literary and dramatic devices and the shaping of meanings in their chosen plays. Students study a tragedy or comedy drama by Shakespeare and another tragedy or comedy drama.

Unit 2: Prose

- ◆ Compare two prose texts, one pre 1900 and one post 1900
- ◆ Students will study aspects of prose via two thematically linked texts, at least one of which must be pre-1900. Literary study of both texts selected for this component should incorporate the links and connections between them, and the contexts in which they were written and received.

Unit 3: Poetry

- ◆ Set texts: 'Poems of the Decade' and a poetry collection e.g. Victorian poetry.
- ◆ Students will study a selection of poems from two published poetry texts. They will consider the concerns and choices of



modern-day poets in a selection of contemporary poems. Students will apply their knowledge of poetic form, content and meaning, and develop their skills in comparing an unseen poem with an example of studied poetry. Students will also develop depth of knowledge about poetic style by studying a selection from the work of a single named poet, or a selection from within a literary period or movement. Literary study of the chosen set poems should be enhanced by study of the contexts in which they were written and received.

Unit 4: Coursework

- ◆ Free choice of two texts linked by theme, author, movement or period.
- ◆ The Literary study of both texts should be enhanced by study of the links and connections between them, different interpretations and the contexts in which they were written and received.

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Further Mathematics

Examining Board

AQA

Course Introduction

The Further Mathematics course is for those with a real passion for the subject. The course leads to two A-Levels, one in Mathematics and one in Further Mathematics. Students are taught in separate sets from those taking the single A Level and Further Mathematics takes up two timetable option blocks. Students cover the A-Level course during the first year and then progress to the more challenging Further Mathematics modules during the second year. We offer specialist support for students who require STEP qualifications as part of their university application.

Coursework/Examination Requirement

100% written examination.

The College expects further mathematics students to have: Grade 8 GCSE Mathematics. A Casio Classwiz or Graphics calculator is recommended.

Progression

Although A Level Mathematics is an excellent entry qualification to many degree courses, those who wish to study Mathematics, Science and Engineering at elite universities will find Further Mathematics a real advantage, with clear future career benefits in these areas.



Course Content

Paper 1 and 2

Assesses the following content
Proof - using mathematical induction; including sums of series and divisibility

Complex numbers: carry out calculations involving complex numbers and show them on an argand diagram

Matrices: add, subtract and multiply matrices, multiply by a scalar

Further algebra and functions: understand and use the relationship

between roots and coefficients of polynomial equations, use the method of differences for summation of series

Further calculus: evaluate improper integrals, derive formulae for and calculate volumes of revolution
Further Vectors: use the Vector and Cartesian forms of an equation of a straight line in 3D

Polar coordinates: use polar coordinates and be able to convert between Polar and Cartesian coordinates; Hyperbolic functions:

A-Level

Understand the definitions of Hyperbolic functions
Differential equations: Numerical methods.

Paper 3

Will assess the applied topics of the course:

Mechanics topics

Dimensional analysis: finding dimensions of quantities, prediction of formulae; Momentum and Collisions: coefficient of Restitution and Newton's experimental law; Work, energy and power: Work done by a force acting in the direction of motion or directly opposing the motion; Circular motion: motion of a particle moving in a circle with constant speed; Centres of mass and moments: Centre of mass of a lamina by integration.

Discrete Maths topics

Graphs: use the language of graphs, including vertex, edge, trail, cycle, connected, degree, subgraph, subdivision, multiple edge and loop; Networks: use the language of networks including: node, arc and weight; Network flows: interpret flow problems represented by a network of directed arcs; Linear programming: formulate constrained optimization problems; Critical path analysis: Game theory for zero-sum games: Binary operations and group theory.

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Geography

Examining Board

Edexcel

Course Introduction

At the beginning of the 21st Century, with the planet facing a wide range of issues and challenges, Geography is one of the most relevant courses you can study. The interactions between the human and physical components of the world are extremely dynamic in both time and space. Much of the A Level will be building on current events, understanding and awareness of the world around us. Geographers learn about the physics of climate change, the interaction of weather events and flood risk, and the way people's behaviour is influenced by the space around them. Geography A Level is one of those broad-based subjects that employers and universities love. It is an interesting and varied area of study that brings together the diverse worlds of Arts and Science and develops both a valuable understanding of data handling and higher level thinking skills.

Coursework/Examination Requirement

3 examinations and a 4000 word individual investigation.

The College expects geography students to have:

Grade 6 or above in Geography. An interest and understanding of current affairs is useful as well as a desire to engage in discussion and debate.

Progression

As Geography can be considered as both a Science and a Humanities subject, studying Geography not only gives you a good understanding of the world and current events but is highly valued by universities and leaves open many subject pathways for future study. Importantly, the Russell Group of universities names Geography as one of the eight facilitating subjects. Geography provides good preparation for a very wide range of related jobs such as planning, economic development, disaster management, geology, countryside management, oceanography, and many more.

Course Content

Year 1

Area of Study 1: Dynamic Landscapes

Tectonic Processes and Hazards - Tectonic processes, a study of the causes of tectonic hazards, the impact of tectonic activity on people, and responses to tectonic hazards. Coastal Landscapes and Change - Coastal landscapes develop due to the interaction of processes and geology. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for management of these areas in all the world's coasts. *Area of Study 2: Dynamic Places* Globalisation - A study of globalisation, its causes and consequences for different people and places. Regenerating Places - Local places



vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised.

Year 2

Area of Study 3: Physical Systems and Sustainability

The Water Cycle and Water Insecurity - Water cycle, human and natural factors that impact on water cycling, consequences for water security and future water conflicts. The Carbon Cycle and Energy Security - Carbon cycle, human and natural factors impacting on carbon cycling, the consequences for ecosystems and management strategies. *Area of Study 4: Human Systems and Geopolitics*

Superpowers - Superpowers, the reasons for shifting economic and political power, the impacts of superpowers, influence of

superpowers in governing the global commons. Health, Human Rights and Intervention - The impact of geopolitical interventions on both human health and wellbeing and human rights is variable and contested, with some groups appearing to benefit disproportionately, which can lead to increasing inequalities and injustice. Coursework: Independent Investigation - A student-defined question or issue, relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification that the student chooses. Fieldwork: Fieldwork is an integral component of A-Level Geography and students must complete four days of fieldwork during the course. At the end of Year 12 we will offer a residential field trip to the Yorkshire Dales where a wide variety of geographical issues are investigated and fieldwork methods can be tried and tested. During Year 13 there is the opportunity to take part in a trip to Iceland. In addition to the two main residential field trips there are various other one day field trip days e.g. Holkham Hall, North Norfolk - to investigate the Sand Dunes, London or Cambridge - to investigate urban change and redevelopment.

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Government & Politics

A-Level

Examining Board

AQA

Course Introduction

Lively, relevant and controversial... There are many ways to describe A Level Politics. It encourages students to develop knowledge and an informed understanding of contemporary political structures and issues in the UK and globally. It focuses on fostering a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes. Studying Politics will develop a student's skills so they can create informed opinions about the influences and interests that have impacted on political decisions, and the rights and responsibilities of individuals and groups.

Coursework/Examination Requirement

3 examinations.

The College expects government & politics students to have:

A genuine interest in current affairs with English Language/History and Grade 5 or above in English Literature.

Progression

The skills of enquiry, research, analysis and evaluation developed in Government and Politics are widely valued in a range of professions including the diplomatic service, local government, education, journalism



and politics. These skills can be transferred to other careers including business and teaching.

Course Content

Year 1: Government and Politics of the UK

The focus of the first year of study is to develop an understanding of the UK political system with a detailed examination, analysis and evaluation of the nature and sources of the British Constitution, the structure and role of Parliament, the Prime Minister and Cabinet, the Judiciary and devolution. In addition to the government of the UK, students will explore the concept of democracy and how individuals can become involved in politics. For example, through elections and referendums, becoming a member of a political

party or joining a pressure group. Students will also explore what the parties stand for and how different types of pressure groups can influence government to introduce or change policies and laws.

Year 2: Government and Politics of the US and Comparative Politics

During the second year of study students will compare American Government and Politics with the UK through different theoretical approaches. In order to do this, students will first gain in-depth understanding of the constitutional framework of US government, the legislative branch of government: Congress, the executive branch of government: the President, the judicial branch of government, the electoral process and direct

democracy, political parties, pressure groups and civil rights.

Political Ideas

In addition to US Government and Politics, students will also study political ideas. By the end of the course they will be able to explain, analyse and evaluate the three core political ideologies of Liberalism, Conservatism and Socialism alongside an option of one further ideology from one of the following: Nationalism, Feminism, Anarchism, Multiculturalism and Ecologism.

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History

Examining Board

AQA

Course Introduction

History is a fascinating subject that allows students to develop their understanding of the present world through the consequences of past actions and events. It helps students to develop their literacy skills to develop enquiring and analytical minds. It also develops their research skills and their powers of reasoning. The course has been chosen to offer a wide range of subject matter in British and European history.

Coursework/Examination Requirement

2 examinations and 1 piece of coursework.

The College expects history students to have:

GCSE History is not required, but if taken, should be at Grade 6 or above. Students should have a Grade 6 or above in English Literature.

Progression

History has been identified by the Russell Group of universities as one of the eight facilitating subjects. It is recognised that History helps students to develop an array of transferable skills that can be used in employment in a wide variety of interesting and challenging careers such as law, business, publishing, journalism, the civil service, teaching and archaeology. It is not only a



highly respected course for those going on to study the Arts and Humanities but also complements Science based courses. Employers value History students as they have an ability to use facts selectively, organise complex information quickly and create coherent arguments.

A-Level

Unit 2: The French Revolution and the rule of Napoleon 1774 - 1815

This unit covers a range of topics such as the causes of the French Revolution and the events from 1789. It also looks at the rise and fall of Napoleon Bonaparte, covering social and political issues at home and military campaigns abroad.

Unit 3: The challenge of German Nationalism

This unit of study focuses on significant developments in Germany which characterised nationalism in different forms from the emerging movement in the early 19th century to the achievement of unification and finally the collapse of monarchy.

Unit 4: Non exam assessment (coursework) independently researched essay

This is an independently researched essay of 3000-4000 words. The essay will explain and analyse different perspectives on a historical issue, drawing on a range of primary and secondary material. The issue may arise from the study of a period or topic in the previous units studied or it may be on a topic, or from a period, that the student has not studied as part of the A-Level course.

Course Content

Unit 1: Britain 1930 - 1997 (Enquiry topic: Churchill 1930 - 1951)

The unit will focus on areas such as Churchill as wartime Prime Minister and international diplomacy. It will also look at Conservative and Labour governments - scandals, problems and policies.

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Law

Examining Board

AQA

Course Introduction

We all come into contact with Law on an everyday basis whether it is purchasing a product, having a disagreement with a neighbour or being a victim of crime. Studying the Law allows students to explore the role of the legal system in our lives and how we can use the courts to resolve disputes, or punish those who commit crime. The course encourages students to develop knowledge and understanding of the English Legal System, Criminal, Tort, Contract and Human Rights Law. It focuses on building an understanding of legal methods and reasoning by developing skills to apply and discuss the law to resolve legal problems. A background in Law is recognised as providing excellent organisational and debating skills. It enables students to analyse and evaluate complex issues, and to communicate their arguments logically, persuasively and coherently.

Coursework/Examination Requirement

3 examinations.

The College expects law students to have:

Grade 5 or above in English Language and Literature.

Progression

Students who study this rigorous and academic subject will eventually practise as barristers, solicitors or

legal executives. Others will work in a range of businesses and professions including multinational corporations, accountancy firms, journalism, politics, the civil service, the police or social services.

Course Content

Year 1: The nature of Law and the English legal system: Crime

The focus of this year is to allow students to build an understanding of the English Legal System and how it operates. Students will explore professions in the legal system, and who makes the Law. To this end, we study topics such as: the nature of Law, parliamentary law-making, statutory interpretation, judicial precedent, criminal courts and lay people, the civil courts and ADR, legal personnel, the judiciary in criminal courts, independence of the judiciary, access to justice and funding in the criminal courts, and the EU.

In addition to developing an understanding of the Legal System, students will study key aspects of criminal law in order to know what makes a crime a crime. By the end of the two year course, they will be able to identify, explain, apply, analyse and evaluate criminal law in relation to a complex scenario to reach a logical conclusion. In order to be able to achieve this, students will study fatal and non-fatal offences against the person e.g. murder, voluntary manslaughter, involuntary manslaughter, GBH/wounding and ABH. They will also examine property



offences including theft and robbery, and general defences such as self-defence, duress and insanity.

Year 2: The nature of Law and the English legal system: Tort

Throughout the second year of study, students will develop a greater understanding of the English Legal System, looking at deeper issues such as whether law reflects morality and whether it should reflect morality. We will also look at concepts such as justice and whether Law can achieve justice, fault and the idea of finding someone to 'blame'. Alongside these concepts, students will develop their skills of comparison, analysis and evaluation to answer extended questions on the

A-Level

legal system as studied in Year 1. Rather than focussing on Crime, the emphasis in the second Year is on Tort Law and Civil Wrongs. For example, students will study: the rules of tort law, theory of tort law, liability in negligence for physical injury to people and damage to property, occupier's liability, economic loss, psychiatric injury, nuisance and the escape of dangerous things, vicarious liability, general defences, and remedies. By the end of this topic, students will be able to apply and discuss law in relation to case studies to reach a logical conclusion.

The nature of Law and the English legal system: Contract or Human Rights

The final part of the A-Level provides the option of studying Contract or Human Rights Law. The former will enable the students to identify, explain, analyse and discuss the contract formation through concepts such as offer, consideration and acceptance. The latter will provide a historical context to UK Human Rights legislation and how the current Law applies today. Therefore, closer examination of the articles of the Human Rights Act and European Convention on Human Rights will be required e.g. the right to life, the right to freedom of expression and the right to liberty and security of person.

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Mathematics

A-Level

Examining Board

AQA

Course Introduction

A-Level Mathematics is a very popular and successful course developing skills of logical deduction, reasoning and analysis. Although many combine Mathematics with Science, Business and Economics courses, others choose to complement Arts and Humanities courses.

Coursework/Examination Requirement

100% written examination.

The College expects mathematics students to have:

Grade 7 at Mathematics. A classwiz or graphics calculator is recommended.

Progression

Mathematics is a very important subject for students considering careers in Science, Engineering, Medicine, Accountancy, Banking, Computer Science, Architecture, Statistical Research and numerous other areas where logical thinking and strong numeracy skills are required.

Course Content

Paper 1

Assesses the following content: Proof, Including proof by deduction, proof by exhaustion. Algebra and functions: Including indices, surds, quadratic functions-solving and



graphing. Co-ordinate geometry: Parallel and perpendicular lines, equations of circles and parametric equations. Sequences and series: Including binomial expansion, arithmetic and geometric sequences and series; Trigonometry; Exponentials and logarithms, Differentiation, Integration and Numerical methods.

Paper 2

May assess any content from Paper 1 plus additional Mechanics content: Vectors, Including in 2-D and 3-D, magnitude and direction, graphical and algebraic calculations. Quantities

and units in mechanics, Including understanding and use of quantities and units, velocity, acceleration force, weight, moment; Kinematics. Use the language of kinematics', including; position; displacement and speed. Forces and Newton's Law, including Newton's first 3 laws and model friction and calculate the coefficient of friction; Moments, understand and use moments in simple static context.

Paper 3

May assess any content from Paper 1 plus additional Statistics content: Statistical sampling: Use different

sampling techniques and understand the terms 'population' and 'sample'; Data presentation and interpretation: Interpret diagrams for single and bi-variable data, calculate averages and measures of spread; Probability: calculate probabilities and use mutually exclusive and independent events; Statistical distributions: use simple, discrete probability distributions and normal distribution: Statistical hypothesis testing.

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Modern Foreign Languages

A-Level

Examining Board

AQA

Course Introduction

As the technology revolution makes the world smaller, foreign language skills are becoming increasingly valued by employers seeking to compete in global markets. The Modern Languages courses aim to provide students with a thorough knowledge of the languages (Spanish and French) and to develop, in particular, the skill of speaking with a high degree of fluency. They provide a basis for the further study of foreign languages at degree level or as a support to other fields of study.

Coursework/Examination Requirement

100% examination.

The College expects modern foreign languages students to have:

Grade 6 or above in their chosen language.

Progression

The ability to speak languages is of benefit for those who wish to pursue a career in teaching, translating and interpreting. With the globalisation of industry and commerce, graduates with a good command of modern languages are sought after for numerous roles in government and business, examples being overseas development, banking, business and law.

Course Content

Year 1 - Unit 1: Listening, Reading



and Translation 45% | Unit 2: Essay on film 25% Unit 3: Oral examination 30%

Compulsory content: students will study the two topic areas over the year and also one text or film.

Topic 1: Aspects of Society:

Family and its values (French and Spanish), The Digital World (French and Spanish), The role of voluntary organisations in the target language country (French), Equal Rights (Spanish).

Topic 2: Artistic Culture: Pride and Heritage including food and tourist attractions, The seventh art (French), Regional identity (Spanish), Contemporary music (French), Modern day idols (Spanish).

Film study: Students will discuss key themes, social and cultural contexts

of films alongside character analysis.

Year 2 - Unit 4: Listening, Reading and Translation 45% | Unit 5: Essays on text/film 25% | Unit 6: Oral examination 30%

Compulsory content: Students will study FOUR topic areas over the year and two texts or one text and one film.

Topic 1: Aspects of Society: Topic 2: Artistic Culture

French

Topic 3: Aspects of French-speaking society: current issues, positive features of a diverse society, life for the marginalised, how criminals are treated.

Topic 4: Aspects of political life in the French speaking world; teenagers,

'The right to vote and political commitment', demonstrations, strikes - who holds the power?, politics and immigration.

Spanish

Topic 3: Multiculturalism in Hispanic society - immigration, racism, integration.

Topic 4: Aspects of political life in the Hispanic world, today's youth, tomorrow's citizens, monarchies and dictatorships, popular movements.

Literary Study (Spanish/French): This module looks at theme, character, social and cultural context in a literary work.

Independent Research Project: This will form one element of the Oral examination. Students conduct research into a subject or key question which interests them and relates to a country where the target language is spoken with guidance from the teacher. This could relate to a topic studied during the course.

There is an opportunity for all A-Level students to take part in a French Exchange with our partner school in Rouen and a Spanish Exchange to Madrid, where they can practice their oral skills and this could provide research for the project. The department also has strong links with UEA, offering expertise when studying the cultural topics.

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Music

Examining Board

Edexcel

Course Introduction

This course is ideally suited to musicians with an interest in both popular and classical music. It caters for students with a range of musical backgrounds and provides opportunities to develop skills in performance, composition and musical analysis. Each unit can be tailored to suit the needs of the individual. The College will provide free instrumental tuition towards the compulsory performance element of the course for five terms. Students are expected to join in the extra-curricular music provision at the College as this is an integral part of the course.

Coursework/Examination Requirement

A mix of performance, listening and written examinations.

The College expects music students to have:

Grade 6 in Music, or above or good practical ability with Grade 5 theory. The ability to read music is also required.

Progression

Music A-Level can be a stepping stone to becoming a professional musician or to associated careers such as recording, broadcasting, theatre, film, journalism and arts administration. It also provides the opportunity to pursue an interest in music to a higher level.



Course Content

Unit 1: Extended Performance

(30%/60 marks) - Non examined assessment: externally assessed

A public performance of one or more pieces performed as a recital. The performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology.

The total performance time across all pieces must be a minimum of 8 minutes.

Unit 2: Composing and Technical Study (30%/60 marks) - Non

examined assessment: externally assessed

Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief. One composition must be from either a list of briefs related to the areas of study, or a free composition, carrying 40 marks for this unit. This composition must be at least 4 minutes.

One composition must be from a list of briefs assessing compositional technique, carrying 20 marks for this component. This composition must be at least 1 minute in duration,

A-Level

unless the brief specifies a longer minimum duration. Total time across both submissions must be a minimum of 6 minutes.

Unit 3: Further Musical Understanding (40%/100 marks) - Written examination: 2 hours
Knowledge and understanding of musical elements, contexts and language.

Application of knowledge through the context of six areas of study, each with three set works.

Vocal Music: J.S. Bach, Cantata, Ein feste Burg; Mozart, The Magic Flute; Vaughan Williams, On Wenlock Edge.
Instrumental Music: Vivaldi, Concerto in D Minor, Op. 3 No. 11; Clara Wieck-Schumann, Piano Trio in G Minor, Op. 17: movement 1; Berlioz, Symphonie Fantastique.
Music for Film: Danny Elfman, Batman Returns; Rachel Portman, The Duchess; Bernard Herrmann, Psycho.

Popular Music & Jazz: Courtney Pine, Back in the Day; Kate Bush, Hounds of Love; Beatles, Revolver.

Fusions: Debussy, Estampes; Familia Valera Miranda, Cana Quema; Anoushka Shankar, Breathing Under Water.

New Directions: Cage, Three Dances for Two Prepared Pianos; Kaija Saariaho, Petals for Violoncello and Live Electronics; Stravinsky, The Rite of Spring.

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Mr A Day – Director of Music

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Philosophy of Religion & Religious Ethics

A-Level

Examining Board

OCR

Course Introduction

This stimulating course gives students an opportunity to explore some of the most profound questions asked by mankind over the last 3000 years. The subject can be particularly useful for building a student's skills of analysis and evaluation. Everyone who takes the course can make a valuable contribution, as philosophy is very much about unlocking and understanding the human experience.

Coursework/Examination Requirement

3 examinations.

The College expects philosophy of religion & religious ethics students to have:

Grade 5 or above in English.

Progression

The subject enables students to develop skills that are especially useful as preparation for courses and careers that involve researching, analysing and synthesising information. Examples include law, government and media work.

Course Content

Unit 1: Philosophy of Religion

Students study philosophical issues and questions raised by religion and belief. These include arguments regarding the existence or non-existence of God, the nature and



influence of religious experience, the nature of the soul, mind and body and the possibility of life after death.

Unit 2: Religion and Ethics

The unit is characterised by a study of ethical language and thought through significant concepts and the works of key thinkers. Relevant current issues in religion and ethics are used to illustrate the debate.

Unit 3: Developments in religious thought

Students study one religious tradition in detail. This will include exploration of religious beliefs, values

and teachings, sources of wisdom and authority and practices that shape and express religious identity. There are five options to choose from: Christianity, Islam, Judaism, Buddhism and Hinduism.

Unit 4: Additional topics

Including: ancient philosophical influences, soul, mind and body, life after death and challenges to belief. Twentieth Century Perspectives examines the challenges posed by logical positivism, language games and the falsification symposium.

Unit 5: Additional topics

Including: debates surrounding the significant ideas of conscience and free will, the influence on ethical thought of developments in religious beliefs and the philosophy of religion.

Unit 6: Additional topics

Including: significant social and historical developments in theology and religious thought and key themes related to the relationships between religion and society.

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Physics

A-Level

Examining Board

AQA

Course Introduction

Physics offers a fascinating course, taking students on a journey from understanding the particles at the very heart of matter to observing the most distant objects in the universe. Through understanding fundamental principles of waves, mechanics and electricity students are able to tackle some of the big questions about the nature of matter, the possible solutions to major problems such as energy production and the challenges ahead such as space flight.

Coursework/Examination Requirement

3 examinations.

The College expects physics students to have:

Grade 5, 6 or above in Combined Science or Grade 5,5,6 in separate Sciences (Grade 6 must be in Physics). Minimum Grade 6 in Mathematics.

Progression

Employers of Physics graduates include academic institutions, government research organisations and industry. Industries employing physicists include aerospace, defence, engineering, manufacturing, oil, gas and telecommunications. Physicists are also welcomed in a range of careers not directly connected to Physics such as ICT, financial services, the legal sector and business.



Course Content

Unit 1: Particles and Radiation

The structure of matter, the particle zoo, including how quarks and leptons interact and the nature of antimatter are all introduced. Students will investigate the photoelectric effect and other quantum mechanical phenomena.

Unit 2: Waves and Optics

The properties of progressive and standing waves are investigated and students learn how to use an oscilloscope. Through practical and theory they will investigate total internal reflection, interference from Young's double slits and diffraction gratings, polarisation and wave harmonics.

Unit 3: Mechanics and Materials

The principle of moments and the

conditions required to maintain equilibrium are examined. Students also study dynamics, Newton's laws of motion, energy and momentum and the way in which forces cause materials to deform.

Unit 4: Electricity

Students will study the nature of electrical current and potential difference and how they relate to DC circuits. The use of potential dividers, the effects of internal resistance and resistivity are all considered through a combination of practical and theoretical work.

Unit 5: Practical Skills

This is an introduction to lab work, including dimensions, standard form, orders of magnitude and estimation. Students also consider how to reduce experimental errors

and uncertainties in physical measurements.

Unit 6: Further Mechanics and Thermal Physics

Building on mechanics from the first year of the A-Level course students study circular motion, simple harmonic motion and resonance. They also use their knowledge of energy and momentum to explain thermal physics and how ideal gases behave.

Unit 7: Fields

Various types of fields and forces are considered; including gravitational fields and how they can explain phenomena such as satellite motion, electrical and magnetic fields and how electrical fields can be generated. The nature of and use of capacitors are also covered.

Unit 8: Nuclear Physics

The topic builds on the earlier topics to explain radioactivity, radioactive decay, nuclear binding energy and the nature of nuclear fission and fusion. The ideas are considered in the context of nuclear reactors and the reactions at the core of stars.

Unit 9: Optional Topics

An optional topic chosen from Medical Physics, Astrophysics or Engineering Physics. Each of these options offers the opportunity to explore a single area of Physics in much greater detail.

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Psychology

A-Level

Examining Board

AQA

Course Introduction

Psychology has been defined as the scientific study of how human beings think, feel and behave. This course aims to provide students with an introduction to the key approaches, research studies and methods used by psychologists from the case studies of Freud to the insights of modern neuroscience. Psychology is a subject that asks us to consider what it means to be a human being and to understand how we relate to other people.

Coursework/Examination Requirement

3 examinations.

The College expects psychology students to have:

Grade 5/5/6 or above in English, Maths and Science in any combination.

Progression

Psychology students will enjoy a wide range of career choices. These include clinical, occupational sport, forensic and education psychology. The subject is also useful in other areas not directly concerned with psychology such as human resource management, marketing, teaching and public services.

Course Content

Units 1 & 2

The major theoretical approaches in psychology: these include



Freud's psychodynamic theory, behaviourism, cognitive and biological approaches.

Social influence: In this topic we encounter some of the most famous and controversial research including Milgram's studies of obedience and Zimbardo's Stanford prison study. Is it situation or personality that is most influential and how does the

presence of others influence our behaviour?

Memory: We investigate theories of how short term and long term memory work and conduct class experiments to test out these claims. The reliability of eye witness testimony and how the police have used memory research to develop interview techniques is a key focus.

Attachment: This topic explores theories of infant attachment and how such early relationships have an impact in later life, especially the consequences of deprivation.

Psychopathology: The problem of defining abnormal behaviour (mental illness) and differing explanations of psychological abnormality e.g. OCD and its treatment.

Biopsychology: This is an introduction to neuroscience and topics include the recovery of the brain after trauma, Sperry's 'split-brain' studies, and the influence of biological rhythms.

Unit 3

Schizophrenia: diagnosis, explanations and treatments for schizophrenia.

Adult romantic relationships: theories of the formation, maintenance and dissolution of relationships including contemporary research on the influence of the internet.

Forensic psychology: explanations for offending behaviour and dealing with offending behaviour.

Research methods in psychology constitutes approximately 25% of marks at A-Level. Students will need to be reasonably confident in Mathematics to cope with statistics questions and interpretation of data.

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Sociology

A-Level

Examining Board

AQA

Course Introduction

Sociology allows students to investigate and critically analyse the social world. In their study of society students will examine how society shapes their behaviour, beliefs and identity. They will discover how social institutions such as the education system, media, political parties, law, families and religion influence the process of identity formation and how people think and act. The subject will enable students to develop skills of research, analysis and evaluation together with the ability to, either written or verbally, communicate ideas and theories clearly, effectively and concisely.

Coursework/Examination Requirement

3 examinations.

The College expects sociology students to have:

Grade 5 or above in English.

Progression

Sociology students are found in a range of occupations such as social services, education, the probation service, the media and law. Many of the skills acquired can be transferred to other occupations such as marketing, research and departments in local and central government.

Course Content

Year 1:

Education with Theory and Methods



Students begin the Sociology A Level by looking at basic concepts and themes in the study of society such as socialisation, culture, identity and social differentiation. After studying these concepts, the first year is spent considering the role and function of the education system in the UK. Students will examine, compare, analyse and evaluate the different educational achievements of different social groups e.g. by social class, gender and ethnicity in contemporary society. They will study the relationships and processes in schools; and significance of government policies on the education system.

In addition, students will apply sociological research methods to their study of education whilst also looking at qualitative methods of research. They will examine the distinction between primary and secondary data and the relationship between different sociological

methods. They will also look at a range of other issues including ethical issues, the nature of 'social facts'; consensus and conflict theories; modernity and post-modernity and debates about subjectivity, objectivity and the relationship between Sociology and social policy.

Topics in Sociology - Families in Households

Students will also study the relationship of the family to the state and influences such as the economy and state policies. They will examine changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures.

They will study gender roles and the nature of childhood linking to demographic trends such as life expectancy, migration and globalisation.

Year 2:

Topics in Sociology - Beliefs in Society

During the second year students will study Beliefs in Society where they will discuss issues such as "Is Sociology a Science?" and the significance of religion and religiosity in the contemporary world. They will investigate the relationship between social change and social stability, and religious beliefs, practices and organisations. Students will also investigate religious organisations, including cults, sects, denominations, churches and New Age movements, emphasising the relationship between different social groups and religious/spiritual organisations and movements.

Crime & Deviance with Theory & Methods

Alongside the study of Beliefs in Society, students will also investigate Crime and Deviance to discover the differences between crime and deviance and how they are linked to social order and social control. Students will study patterns and trends in crime; globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes; crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies in society.

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Sport & Physical Education

A-Level

Examining Board

AQA

Course Introduction

A-Level Physical Education builds on students' GCSE experience to enhance their knowledge and increase their understanding of the factors that affect performance and participation in Physical Education. The qualification aims to equip students with skills and knowledge required for higher education or the world of work. The specification gives students the opportunity to experience and develop an interest in a variety of roles in sport, such as performer, official or coach. The content addresses contemporary topics in sport, such as the impact in the use or ergonomic aids, technology and the increasing commercialisation of sport.

Coursework/Examination Requirement

70% examinations, 30% performance.

The College expects sport & physical education students to have:

Grade 5 or above at PE GCSE or Grade 5 or above in Science.

Progression

The sport and leisure industry has expanded significantly in recent years, providing a wide variety of employment opportunities in coaching, sport science, sport management, fitness, sport therapy, physiotherapy



and teaching. The A-Level also develops transferable skills that will be welcomed in more general employment areas.

Course Content

Paper 1: Factors affecting participation in physical activity and sport

Section A: Applied anatomy and physiology.

Section B: Skill acquisition.
Section C: Sport and society.

Paper 2: Factors affecting optimal performance in physical activity and sport

Section A: Exercise physiology and biomechanics.
Section B: Sport psychology.
Section C: Sport and society and technology in sport.

Non Exam Assessment - Practical Performance in Physical Activity and Sport

Student's assessed as a performers in the full sided version of one activity. Plus: written/verbal analysis of performance.

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Pearson BTEC Level 3 National

Extended Diploma in Sport

Equivalent of 3 A-Levels
Examining Board
Pearson

Course Introduction

An exciting and engaging course, which fully prepares students for their career in sport. This is an Applied General qualification, equivalent to three A-Levels. This two-year full time course will give you the knowledge, understanding, and expertise that underpin the study of sport, providing additional breadth and depth to fully prepare you for further study or training in the sector.

This BTEC is a blend of both theory and practical learning, whereas theory is applied to real-life localised sporting scenarios. At the beginning of this course, you will be instilled with an understanding of functional anatomy to form the basis of a solid foundation for further study. This firm grounding will be developed through many topics, including sports Psychology, Coaching for Performance and Sports Leadership.

What the Course Offers

- ◆ A supportive, nurturing and knowledgeable environment for aspirational sportspeople.
- ◆ Professional coaching in sport.
- ◆ Excellent classroom tuition on the theory of sport.
- ◆ Access to extensive sport facilities including indoor sports hall, fitness suite, swimming pool, racket courts, all-weather sports pitches, cricket nets and flood-lit facilities.



- ◆ Boarding opportunities will provide morning, evening and weekend access to fitness facilities and sports practice.
- ◆ Strength and conditioning support in a new world class fitness suite (due to open Jan 2025).
- ◆ Bespoke sports kit.
- ◆ Both academic and sporting career pathways supported.
- ◆ Scholarship opportunities.

Coursework/Examination Requirement

1 Exam, 7 units in each year. A

mixture of internal and external assignment briefs.

The College expects BTEC Sport students to have:

Minimum Grade 6 in GCSE PE or Merit in Level 2 BTEC Sport, if studied.
Minimum GCSE Grade 4/5 or 5/4 in both English Language and Maths.

Progression

This is an academic sports course providing a pathway to a range of sport-based degrees at university or into direct employment within the

sport and fitness industry.

Potential career pathways include:

- ◆ University Study/Degree Level Apprenticeships - A range of sports related degrees

Employment areas:

- ◆ Teaching
- ◆ Coaching
- ◆ Strength and Conditioning
- ◆ Sports Psychology
- ◆ Sports Technology

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Pearson BTEC Level 3 National

Extended Diploma in Sport

Course Content

- ◆ High performance units in sports fitness, leadership, performance, coaching and analysis.
- ◆ College 1st team sports opportunities, with potential to represent the College in local, county and national competitions.
- ◆ Coaching qualifications in major sport.
- ◆ Officiating opportunities.
- ◆ Coaching, supporting and leading senior College sports teams.
- ◆ Fitness and conditioning programme.

Year 1

5 Mandatory Units, 2 Optional Units.

Unit 1 is exam based, Unit 2 is externally assessed, Unit 3, 4 and 7 internally assessed, Optional Units Internally Assessed.

The Year 1 delivery plan highlights 5 mandatory units and 2 optional units (that can be substituted dependent on the centre). It is anticipated that there should be a large amount of taught content in the first term, in order to build a strong foundation of basic skills and knowledge. The optional units in Year 1 will prepare learners for the rigour of Year 2 units. This year is about developing an essential 'tool kit' of skills and knowledge. The first weeks offer an opportunity to embed the core skills and knowledge learners need to progress to more specialist units; these weeks can be used to secure essential theory, work ethic, expectations and academic study skills.

Unit 1: Anatomy and Physiology is



an externally assessed mandatory unit and gives the underpinning knowledge of how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems; it incorporates key information for learners to understand. It would be most suitable to teach Unit 1: Anatomy and Physiology from the start of the course, with the external assessment being taken at the end of the first year.

Unit 2: Fitness Training and Programming for Health, Sport and Well-being is assessed by a task set and marked by Pearson and completed under supervised conditions. In Part A, learners will be given a case study one week before a supervised assessment period in order to carry out preparation. In Part B, the supervised assessment period is 2.5 hours as timetabled by

Pearson. First assessment will be May/June for Unit 2.

Unit 3: Professional Development in the Sports Industry.

Unit 4: Sports Leadership.

Unit 7: Practical Sports Performance.

These are all internally assessed mandatory units. Each internally assessed unit has two or three assignments, although these may relate to one or two learning aims, so a single task may cover more than one learning aim at a time. Learners must complete and pass Units 3, 4 and 7.

There are 2 optional units in Year 1. They are both internally assessed.

Year 2

The Year 2 plan highlights five mandatory units and two optional units (these can be substituted dependent on the centre).

Unit 19: Development and Provision of Sport and Physical Activity and

Unit 22: Investigating Business in the Sport and Active Leisure Industry are assessed by tasks set and marked by Pearson and completed under supervised conditions. In Part A, learners will be given a case study one week before a supervised assessment period in order to carry out preparation. In Part B, the supervised assessment period is 2.5 hours for Unit 19 and 3 hours for Unit 22 as timetabled by Pearson. First assessment in January for Units 19 and 22.

Unit 19 has a synoptic assessment. This requires learners to demonstrate they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. It is important that learners are ready for these assessments, so teaching of these units should start early in the programme and run for a whole year.

Unit 8: Coaching for Performance and Unit 9: Research Methods in Sport are internally assessed mandatory units. Each internally assessed unit has two or three assignments, although these may relate to one or two learning aims; so a single task may cover more than one learning aim at a time. Learners must complete and pass Units 8 and 9. There are 2 optional units in Year 2. They are both internally assessed units.

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Extended Project Qualification

Examining Board

OCR

Course Introduction

This course is aimed at supporting the transition to higher education or into the world of work. It provides opportunities for the development of critical, reflective and problem-solving skills through the planning, research and evaluation of a self-selected project. Through in-depth study, students develop and apply skills creatively, resulting in a project outcome that can take one of four possible forms: a dissertation; an investigation; a performance; or an artefact.

Coursework/Examination Requirement

One extended piece of project work. The College expects EPQ students to have:

This course will be available for suitable, interested students.

A-Level Course Content

Students will have a term of tutorials on all aspects of the skills involved in the project including planning, research, referencing and writing or designing. They then meet with a staff mentor on a fortnightly basis who will advise and support the student throughout. However, this project focuses on independence and hence students are expected to be self-motivated and complete much of the work independently.

Sample Titles

The possibilities are almost endless

but recent projects have included:

Essays:

- ◆ Does sibling position in the family affect early child development?
- ◆ Should we defend British coastlines from erosion?
- ◆ Should sign language be taught in all schools?
- ◆ To what extent was nationalism strengthened by the Yugoslav Wars?
- ◆ What can we learn from Concorde about the future of Supersonic Flight?
- ◆ An examination of the representation of trauma in WW1 literature.
- ◆ A business plan to expand a disabled sailing programme at a local sailing centre.

Artefacts:

- ◆ A children's book on the History of Medicine.
- ◆ An biography of a Young Farmers' society in Norfolk A photographic examination of Youth Culture.

Futures

The aim of the Sixth Form Futures programme is to ensure that all students are well placed to achieve their post 18 education and career ambitions. The College's Futures Co-ordinator offers individual advice and guidance to students, discussing plans and exploring options, supplemented by regular support from their tutor. Those applying to university receive comprehensive support from teaching staff, university outreach teams and external specialists,



including personal statements, mock interviews and admissions testing. Students seeking employment receive targeted help with applications and interviews, from the Futures Co-ordinator and local business people. Throughout the two years, guest speakers are invited from a range of professional and academic backgrounds to inform and inspire students, who are also encouraged to undertake work experience and take part in organised volunteering placements, work place visits and careers events.

Enrichment

Sixth Form students enjoy a diverse programme of enrichment through our Wymondham Life programme. The College rugby, football, hockey, netball and cricket teams have enjoyed notable successes at both local and county level. Students can also take part in badminton, basketball, swimming, athletics,

golf, aerobics and numerous other sporting activities. A fully equipped gym is available for student use on a daily basis.

Students interested in music are encouraged to join the school orchestra, jazz band and choir and concerts are held each term. Students can use the Music Department during the day for practice. There are also numerous opportunities for drama, both within the Sixth Form and in whole school productions. In 2017/2018 students took lead roles in the College production of the musical 'Guys and Dolls'.

Sixth Form students are able to take part in the Duke of Edinburgh Gold Award and the Young Enterprise business programme. There are also numerous international opportunities including taking part in Model European Parliament, meeting at destinations around Europe and a month long exchange with our partner school in Argentina. Students are encouraged to establish and run their own clubs and societies. These can be academic societies and include Mathematics, Science, Medical, Geography, History, Business and Politics societies. They can also be recreational, including Debating, Dancing, Electronics and Film.

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