INVICTA GRAMMAR
SCHOOL

2023-2024
Sixth Form Course Directory

The Invicta Learning Journey

Invicta Grammar School

AIMS

- **L** Leadership
- **O** Organisation
- **R** Resilience
- **I** Initiative
- **C** Communication
- **A** Aspiration

CORE VALUES

- **I** Individuality
- **C** Confidence
- **E** Enterprise
- **I** Internationalism
- **C** Creativity
- **E** Excellence

Continue your lifelong learning journey

University

Apprenticeship

YEAR 13

- Seek Careers Advice (A)
- Complete your UCAS application
- Run an academic hub
- Complete a 'Future Learn' online course
- Deliver a lecture
- Sign up for a lecture at a local university
- Year 13 Prom
- Carry out charity work in the local community
- Home study
- Read books for the first year reading list for a university course you're interested in
- Mentor a younger student in one of your subjects
- Read one of the academic journals in the library
- RAG week!
- Become a Big Sister to Year 7
- Organise or take part in the RAG dance show
- Audition for the school production
- Lead an assembly to the whole school

YEAR 12

- Seek Careers Advice (A)
- Attend the Oxbridge information evening
- Take part in or host an exchange partner
- Become a student voice rep
- Apply for a prefect role
- Complete regular work experience
- Attend the HE fair
- Complete an EPQ
- Take part in a debating competition
- Go on the Induction week University of Sussex trip
- Attend Induction week
- Help run transition events for younger students
- 18+ Choices workshop afternoon
- Attend a university open day
- Attend an apprenticeship fair
- Attend 'License to kill'
- Have a Careers interview
- Attend a lecture
- Join a music group
- Attend the 18+ Choices Information evening
- Be a buddy for a new Year 12 student

YEAR 11

- Academic hub (I)
- Consider A Level options carefully (A)
- University outreach events (A)
- Join a debating competition (C)
- Exchange trips (A)
- Sport challenges (R)
- Make an effort to talk to new people (C)
- Take ownership of your future (A)
- Take all your exams seriously (R)
- Close knowledge gaps (A)
- Organise all your class work and folders (O)
- Apply for World Challenge and World school (L)
- Join a Club or Society (R)
- Subject Competitions (I)
- Take a lead role in RAG week (L)
- Look after your well-being (eat well, exercise, relax) (A)
- Disconnect from social media (R)
- Do and say something kind everyday (I)
- Embrace revision opportunity (I)
- Not afraid of making mistakes (R)
- Accept and act upon feedback (R)
- Attend a lecture (A)
- Plan for Proms (O)
- Become a prefect (I)
- Join the Disney trip (A)
- Participate fully in the induction programme (I)

YEAR 10

- Arrange work experience (A)
- Set yourself ambitious but achievable targets (A)
- Organise all your class work and folders (O)
- Take all your exams seriously (R)
- Close knowledge gaps (A)
- Make an effort to talk to new people (C)
- Read at least 20 books a year (O)
- Sport challenges (R)
- Exchange trips (A)
- Join a debating competition (C)
- Academic hub (I)
- Plan and deliver assemblies (C)
- Accept and act upon feedback (R)
- Not afraid of making mistakes (R)
- Embrace revision opportunity (I)
- Do and say something kind everyday (I)
- Disconnect from social media (R)
- Join a sports group (R)
- Charity work (L)
- Subject Competitions (I)
- Become a prefect (L)
- Join a Club or Society (R)

YEAR 9

- Clubs and societies fair (O)
- FIGS Autumn Fair (I)
- 11+ Open Evening (L)
- Level 2 Project (I)
- Bletchley Park visit (O)
- RAG Show (O)
- Go on Broadening Horizons Trip (A)
- Take part in a subject Masterclass (A)
- Seek out new opportunities to read around your subjects beyond reading lists provided (A)
- IGS Speaks Competition (C)
- Spring Concert (O)
- Classical Civilisation trip to Greece(A)
- Contribute to Invicta Voice meeting (L)
- Digital Detox - Set our Hands Free (R)
- Year 7-13 Leadership fair (L)
- POP Options (O)
- Tutor Time Buddies (L)
- Autumn Concert (O)
- RAG Week (O)
- Carol Service (O)
- Complete Activ8 Challenges (R)
- Attend a Broadening Horizons Lecture (A)
- Geography trip to Iceland (R)
- STEM Month (I)
- Kent Speakers Competition (C)
- Enter Internal and External Competitions (I)
- Compete in a House Competition (e.g. Spelling Bee, House Song, Bench-ball, Gymnastics) (I)
- Submit article for Invitation Voice or Invicta Newsletter (C)

YEAR 8

- Have delivered an Assembly (L)
- Digital Detox - Set our Hands Free (R)
- Learning Conversations: Verbalise and Sharing learning with others (C)
- Enter Internal and External Competitions (L)
- Go on Broadening Horizons Trip (A)
- Read a book from a different genre (A)
- Carol Service (O)
- Critically Review and Recommend Books to others (C)
- RAG Show (O)
- RAG Week (I)
- Level 2 Project (A)
- Reading for Pleasure: 20 books challenge (C)
- 11+ Open Evening (L)
- FIGS Autumn Fair (L)
- Reflect on International Assembly (C)
- Spring Concert (I)
- Kent Speakers Competition (C)
- Ypres trip (R)
- Attend a Broadening Horizons Lecture (A)
- Options Evening (O)
- Seek out new opportunities to read around your subjects beyond reading lists provided (I)
- Take part in a subject Master class (A)
- Carry out independent and further research to deepen and widen understanding (A)
- Tutor Time Buddies (C)
- POP Options (O)

YEAR 7

- Join a club (O)
- Read 20 books (A)
- Acquire excellent organisation habits (O)
- Make POP options (O)
- Continue to pursue personal interests (A)
- Participate in competitions (A)
- Participate in a broadening horizons events (A)
- Attend careers workshops (A)
- Team Building (R)
- Consider becoming a Prefect (L)
- Participate in all school trips available to Year 7 (R)
- Participate in the BEN Fair (I)
- Support a transition event (C)
- Lead an assembly or a form presentation (L)
- Prepare for exams (R)
- Attend consultation evenings and act upon feedback (R)
- Participate in the School Production (C)

PRIMARY SCHOOL

- Organise your own bag for school
- Visit us for Taster day
- Join us for the Cinema visit
- Attend Welcome events
- Attend Open Morning
- Attend Open Evening
- Develop your independence
- Practise travelling to and from school
- Continue to develop your skills in extra-curricular clubs
- Continue to read challenging books
- Visit us for Transition workshops

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Making Informed Choices

In an ever changing economic climate and competitive world of work it has become increasingly more of a challenge for young people to choose a combination of A level subjects which keep a range of career options open to them for the future. The media is constantly highlighting different issues that employers have raised about recruiting young people today and universities are forever changing their entry requirements and expectations of what a young person should be offering on their UCAS application. It does not have to be the minefield that it sounds though, as there are also lots of very good opportunities available to young people through scholarships, university study, internships, higher level apprenticeships and more but each student has to do their homework and preparation in order to find and successfully secure these amazing opportunities!

At Invicta, we recognise that we need to give our students the best possible start in order to equip them with the qualifications and skills they need to become independent learners and researchers; enabling students to truly fulfil their potential and to achieve their career aspirations. This starts with providing them with good quality guidance as they move through GCSE to A level study. This is done through the Careers Service offered in school; through our Personal Opportunities Programme and alongside the advice and guidance our subject specialists provide the students. We also provide a range of literature through our onsite Careers Centre, Course Directories and school website to enable our students to make the right choices as they progress from GCSE to A level.

At Invicta, we pride ourselves on the fact that our 'in school' Careers Service provides impartial advice for students no matter what they plan to do in the future and students can request appointments with our school based Careers Adviser throughout the year. However, we cannot ignore the fact that each year, between 80 - 90% of our Year 13 students choose to progress on to university directly after Year 13 or following a gap year. Furthermore, there is no denying the fact that in today's society having a degree, alongside the appropriate individual attributes can help a young person to achieve a well-paid, professional job giving plenty of options for future progression throughout their lifetime. As a result, the graduate employment market is competitive - which in turn has made the decision making process for university more important. The inevitable knock on from this is that many universities are becoming more selective about the A level options they like to see in an application. We have been monitoring this situation for some time, especially through recent A level reforms, and know that there is no 'one size fits all' answer, as this very much depends on individual aspirations.

To ensure that we are providing a broad and rich curriculum that helps prepare students for life beyond school, we have designed an additional subject called 'A Step Ahead'. This is delivered to Year 12 one lesson a fortnight. The lessons and content have been created in response to Student Voice, tailoring together a sequence of lessons to build up skills that wouldn't otherwise by covered by their subjects. Students work in small classes with a mentor to set their own goals and then complete these to further broaden their skills. This work then feeds into their applications for University, Apprenticeships and work.

Students can choose to focus on four main areas including:

- Body and Mind: students reflecting on developing their personal skills, including cooking, sport and exercise or undertaking EtonX courses.
- Academic Discipline: attending academic hubs, completing an EPQ, engaging in public speaking or future learn courses.
- Community: taking advantage of the leadership opportunities within the school through work experience, mentoring younger students or taking on prefect roles.
- Life and professional skills: developing a skill set for life after Sixth Form from a greater understanding of personal finances to basic car maintenance.

We hope that the support we provide at Invicta Grammar School will enable all students to make the right choices for them and for their future plans.

Careers Advice, UCAS and Student Destinations

Each academic year, between 75-85% of our students choose to progress on to university after completion of A levels. All applications to UK universities are made through UCAS (the Universities and Colleges Admissions Service) and there are over 300 institutions available to choose from. At Invicta Grammar School, we have a strong system to support students through the UCAS application process involving careers education and guidance activities through our Personal Development and Tutor Time and Stepping Up Programme; as well as extended learning opportunities and raising aspirations workshops which include a range of visiting speakers. We take a whole school approach to the UCAS application process involving students, staff and parents in the procedures to enable each individual student to achieve their university goals successfully.

The process of applying to university is launched to students early in Year 12 through our Post 18 Options Information Evening. Careers interviews are available upon request at any time throughout the whole process so that students have an opportunity to discuss their plans with our Careers Adviser. Through a number of Personal Opportunities events our students are introduced to all their post-18 options as well as the university option. They are guided through the UCAS application process and supported in producing a personal statement. Our Personal Opportunities programme gives us the opportunity to work with students on a one-to-one and small group basis providing students with the appropriate individualised guidance whether they are interested in going to university, a higher level apprenticeship or taking a gap year. We have strong links with universities, employers and gap year organisations throughout the UK who support our post 18 options programme and visit our school to make presentations to students and parents as we work through the process of make plans for life after Invicta together.

We also benefit from using Unifrog: an online platform which offers a wealth of material to help students with making decisions about their next steps after A levels. We use Unifrog in two ways: firstly, as a research base to explore university courses and institutions from across the world and higher level and degree apprenticeships. This website offers user-friendly ways to compare courses, assess entry requirements, watch hundreds of short snappy videos with students talking about their experiences and the decisions they made, as well as offering information about essay writing competitions, summer schools and scholarship applications. Secondly, we use Unifrog as a platform for students to upload drafts of their personal statements, for subject teacher or form tutors to review and suggest changes before finally submitting via UCAS. Information is given to students and parents about how to make the most of Unifrog through our Post 18 Options Information Evening and Year group assemblies.

From February, Year 12 students are encouraged to research university options working towards their short list of five choices. Over the summer break students attend university open events to help them in their research and decision making. Upon return to Year 13, they begin the process of completing the application form. There are two main deadlines, one for Oxbridge, Medical, Veterinary and Dental courses and one for all other UCAS applications. Our deadline for Oxbridge/Medical/Veterinary and Dental applicants is early September each year, with a deadline of early October for all other UCAS applications. These early deadline dates give us the opportunity to check personal statements, references and applications to ensure the applications are accurate and suitable. Those students seeking higher level apprenticeship and gap year opportunities are supported through the application process through individualised careers interviews with our school based Careers Adviser.

Following the UCAS application, our students start to receive their offers and we continue to support them throughout the whole UCAS process right through to results day when university places are confirmed at which time we all enjoy celebrating the achievements of our students. At Invicta we recognise the fact that each student will have their own individual plan regarding their future options and destination. Students might choose to further their studies through alternative routes or in the world of work. We have strong links with Harvard and Yale universities for those students interested in studying in America and can support students through the American application process. We have further international links for those students who want to study abroad elsewhere. Plus, with a thriving performing arts department, we support those students wanting to study at specialist drama schools, dance colleges or musical conservatoires. Through our school based Careers Service we can also support students with gap year plans and applications for a whole range of apprenticeship and employment options.

When we complete our annual destinations report for Year 13 we always ensure all students are successfully placed and feel very proud of their achievements. In 2022, 75% of Year 13 students moved on to higher education with 15% choosing to take a gap year, 9% entering the world of work including ten students securing Higher Level/Degree Apprenticeships. Our student destinations reflect a range of personal aspirations covering a wide number of career areas from Science, Maths, Technology and Engineering to Business, Humanities, Social Sciences, Creative Arts and Performing Arts. Whatever the student aspiration is we will endeavour to provide them with the right advice and guidance to fulfil their ambitions.

Undergraduate Courses

There are thousands of undergraduate courses on offer in the UK and abroad. The table below presents the essential information on the most popular courses only. For further information on the courses listed or if you wish to research on a different course, please visit the UCAS website.

Degree Course	Essential A level	Useful A levels	Useful Information	Top 10 Universities for the course - 2022*
Art and Design	Art or a design related subject.	Design and Technology Photography Modern Foreign Language	Many degree courses require a diploma in foundation art and design. This is a one-year course usually taken after A levels before you progress on to an art and design degree course.	1. Oxford 2. Newcastle 3. Goldsmiths 4. UCL 5. Trinity St David 6. University of the Arts London 7. Sunderland 8. Liverpool John Moores 9. Derby 10. Lancaster
Biological Sciences	Biology	Chemistry Mathematics Physics	Whilst most universities require Biology A level, some may accept you with any science subject.	1. Cambridge 2. Oxford 3. St Andrews 4. Lancaster 5. Glasgow 6. Durham 7. UCL 8. Imperial College 9. Cardiff 10. Manchester
Building and Construction	Mathematics and/ or Physics	Mathematics Physics Design and Technology A science subject	Other typical A levels studied by current building students include: • Business Studies • Geography • Computing.	1. Cambridge 2. Sheffield 3. Oxford Brookes 4. UCL 5. Aston 6. Liverpool 7. Belfast 8. Northumbria 9. Liverpool John Moores 10. Manchester
Business	None (very occasionally Mathematics for Business Management degrees)	Business Studies Economics Mathematics Modern Foreign Language	These requirements also apply to degrees in Accountancy, Banking, Finance and Management.	1. Oxford 2. Warwick 3. UCL 4. St Andrews 5. London School of Economics 6. Bath 7. Loughborough 8. University of the Creative Arts 9. Durham 10. Leeds

Degree Course	Essential A level	Useful A levels	Useful Information	Top 10 Universities for the course - 2021*
Chemistry	Chemistry Occasionally Mathematics	Mathematics Biology Physics		1. Oxford 2. Lincoln 3. Loughborough 4. Glasgow 5. Durham 6. Edinburgh 7. Lancaster 8. Sussex 9. Bristol 10. Greenwich
Classical Civilisation	None There is no requirement to have studied Greek or Latin	Classical Civilisation A modern foreign Language English Literature History		1. St Andrews 2. Cambridge 3. Oxford 4. Durham 5. Roehampton 6. UCL 7. Exeter 8. Birmingham 9. Edinburgh 10. Reading
Computer Science	Mathematics for some courses	Computing Further Mathematics Physics Religious Studies Modern Foreign Language	Some Computer Science courses will require Mathematics and for a small number of courses, Further Mathematics is preferred. But many others will accept you with a good Mathematics GCSE.	1. St Andrews 2. Cambridge 3. Oxford 4. Aberdeen 5. Imperial College 6. UCL 7. Stirling 8. Manchester 9. Durham 10. Glasgow
Dentistry	Chemistry Biology	Mathematics Physics		1. Plymouth 2. Glasgow 3. Queen's Belfast 4. Dundee 5. Liverpool 6. Newcastle 7. Queen Mary 8. Bristol 9. Sheffield 10. Leeds

Degree Course	Essential A level	Useful A levels	Useful Information	Top 10 Universities for the course - 2021*
Drama	Some courses require English Literature A few courses ask for English and/ or Drama and Theatre Studies	English Literature Drama/Theatre Studies	There are many Drama related courses available. Please note the difference between academic and practice-based courses by researching particular courses.	1. Essex 2. Conservatoire for Dance and Drama 3. Royal Conservatoire of Scotland 4. Manchester Met 5. Manchester 6. Guildhall School of Music and Drama 7. Birmingham 8. Royal Holloway 9. West London 10. West Lancashire
Economics	Mathematics (for some courses)	Economics Modern Foreign Language	Other typical A levels studied by current economics students include: • Further Mathematics • History • Business Studies	1. Cambridge 2. Oxford 3. St Andrews 4. Stirling 5. Glasgow 6. Warwick 7. London School of Economics 8. UCL 9. Strathclyde 10. Durham
Engineering	Mathematics Chemistry for chemical engineering Usually Physics	Further Mathematics Design and Technology	These requirements also apply to degrees in Engineering, Aeronautical Engineering, Chemical Engineering, Civil Engineering and Mechanical Engineering.	1. Cambridge 2. Bristol 3. Bristol 4. Imperial College 5. Durham 6. Warwick 7. Leeds 8. Loughborough 9. Bournemouth 10. Coventry
English	English Literature	History Religious Studies A foreign language Classical Civilisation	Combine your A level in English with other subjects is a useful way to prepare for degree-level studies.	1. Oxford 2. Loughborough 3. St Andrews 4. Durham 5. Cambridge 6. UCL 7. Strathclyde 8. Suffolk 9. Derby 10. Birmingham
Film	A few courses ask for English Literature or Film Studies	English Literature Film Studies Psychology Modern Foreign Language	This is a popular degree that is normally open to students with any A levels. However, many have found it useful to have studied English, Mathematics, Art and Design.	1. Glasgow 2. Edinburgh Napier 3. West London 4. UWE Bristol 5. Royal Holloway 6. Bristol 7. Manchester Met 8. Kingston 9. York 10. Leeds

Degree Course	Essential A level	Useful A levels	Useful Information	Top 10 Universities for the course - 2021*
Geography	Most courses require Geography	Biology Chemistry Mathematics Physics Modern Foreign Language	Other typical A levels studied by current Geography students include • Business Studies • English Literature • History	1. Cambridge 2. Oxford 3. London School of Economics 4. Gloucestershire 5. Southampton 6. Durham 7. Warwick 8. UCL 9. Lincoln 10. Loughborough
History	Most courses require History	Economics English Literature Politics Religious Studies Modern Foreign Language		1. Oxford 2. Cambridge 3. St Andrews 4. Suffolk 5. London Scholl of Economics 6. Durham 7. UCL 8. Newman 9. Roehampton 10. Trinity St David
Law	Law does not usually require specific subjects at A level. In a few cases, English Literature is required.	Essay based subjects such as History, Classical Civilisation, Religious Studies, English Literature Modern Foreign Language	Many Law students take at least one facilitating subject such as Language, Mathematics, Science, English, History or Geography.	1. Oxford 2. UCL 3. Cambridge 4. London School of Economics 5. Glasgow 6. King's College London 7. Durham 8. Queen Mary 9. Leeds 10. Cumbria
Mathematics	Mathematics Further Mathematics (for certain courses only)	Physics	Combining A level in Mathematics with Computing or Science subjects is a useful way to prepare for degree study.	1. Oxford 2. St Andrews 3. Imperial College 4. Cambridge 5. Edinburgh 6. Warwick 7. UCL 8. Durham 9. Glasgow 10. Loughborough
Medicine	Chemistry Biology	Mathematics Physics Other facilitating subjects Modern Foreign Language	Some universities also require students to complete the Bio-medical Admissions Test (BMAT)	1. Edinburgh 2. Aberdeen 3. Brighton Sussex Medical School 4. Swansea 5. Oxford 6. Dundee 7. Cambridge 8. St Andrews 9. Keele 10. Bristol

Degree Course	Essential A level	Useful A levels	Useful Information	Top 10 Universities for the course - 2021*
Modern Languages	The modern language being studied at degree level.	Any other modern language. English Literature History Politics Classical Civilisation	Other typical A levels studied by current Language students: • Mathematics • Business Studies.	1. Oxford 2. Cambridge 3. St Andrews 4. Sheffield Hallam 5. Southampton 6. Durham 7. Warwick 8. Surrey 9. Bristol 10. UCL
Music	Music and Grade 7 or 8 for your main instrument.	Essay based subjects such as English, History, Classical Civilisation, Politics and Religious Studies.	Mathematics, French and Physics are also typically studied by Music students.	1. Durham 2. Southampton 3. Royal Academy of Music 4. Guildhall School of Music and Drama 5. Cambridge 6. Oxford 7. Edinburgh Napier 8. Manchester 9. Bristol 10. Winchester
Nursing	Some courses ask for Biology or another Science	Psychology Chemistry	There are many different nursing and midwifery courses available. Please research UCAS or university websites for further information.	1. Edinburgh 2. Liverpool 3. Glasgow 4. Manchester Met 5. Cardiff 6. Kingston St Georges 7. York 8. Norhampton 9. Swansea 10. Sheffield
Philosophy	None	Religious Studies Classical Civilisation Mathematics Other essay based subjects Modern Foreign Language		1. Oxford 2. St Andrews 3. Cambridge 4. London School of Economics 5. UWE Bristol 6. Warwick 7. Kings College London 8. Durham 9. Southampton 10. Edinburgh
Physics	Physics Mathematics	Further Mathematics Chemistry		1. Oxford 2. St Andrews 3. Lancaster 4. Durham 5. Leicester 6. Aberdeen 7. Hull 8. Dundee 9. Warwick 10. Royal Holloway

Degree Course	Essential A level	Useful A levels	Useful Information	Top 10 Universities for the course - 2021*
Politics	None	Politics History Religious Studies Classical Civilisation Modern Foreign Language	Mathematics, Classical Civilisations and English Literature are typical A levels taken by current Politics students.	1. St Andrews 2. Oxford 3. Cambridge 4. London School of Economics 5. King's College London 6. Aberystwyth 7. Warwick 8. Bath 9. Durham 10. UCL
Product Design	None	Art & Design Textile Design Photography Business Studies Maths Physics	A strong portfolio evidencing creative skills will often be required to support applications for this subject.	1. Loughborough 2. Lincoln 3. Staffordshire 4. Strathclyde 5. Central Lancashire 6. UWE Bristol 7. Goldsmiths 8. Trinity Saint David 9. Plymouth 10. Coventry
Psychology	A few courses ask for one or more from Science and Mathematics but many do not require an essential subject.	Biology Mathematics Psychology.	English and History are also typical subjects studied by Psychology students.	1. Cambridge 2. Bath 3. Oxford 4. St Andrews 5. UCL 6. Kings College London 7. Cardiff 8. York 9. Edinburgh 10. Warwick
Teaching	A level in the subject you wish to ultimately teach. For primary teaching, you must have GCSE Mathematics, English and Science at a grade 5 or above.	Modern Foreign Language	There are two main paths into teaching: Teacher training undergraduate degree Degree in a subject and then take the postgraduate route into teaching.	Depends on subject studied.
Veterinary Science	Chemistry Biology		Some universities also require students to complete the Bio-medical Admissions Test (BMAT).	1. Edinburgh 2. Cambridge 3. Nottingham, 4. Liverpool 5. Glasgow 6. Bristol 7. Surrey 8. Royal Veterinary College 9. Aberystwyth

Source: Guardian University League Tables 2022

Art and Design

The course aims to encourage the development of your intellectual, imaginative, creative and intuitive powers. A level Art and Design will involve highly personal responses; your own artistic style will be developed and you will need to show that you are passionate about Art. Essential requirements for the course are commitment, motivation and enthusiasm.

You will develop your creative capacity through idea development, structured workshops and technical experimentation over the duration of the course. This will include learning new skills and techniques. You will be given the opportunity of working in a range of mediums including painting, drawing, sculpture, photography, and mixed media with focused observational drawing as a starting point. You will have the opportunity to work alongside visiting practicing artists and to participate in life drawing.

If you join Art and Design, you will be thinking about your future as a professional practitioner working in a creatively orientated business. Employment within the realm of Art and Design is extremely broad and can range from architecture, advertising, graphic design, packaging design, computer game design, web design, book illustration, animation, jewellery design and theatrical set design.

Linear Assessment - A level	
Component 1:	**Component 2:**
Personal Investigation A practical unit which incorporates a written component written of 1000 to 3000 words. Students develop a project of work which addresses each of the four assessment criteria before realising a personal outcome. 60% of A level	**Controlled Assignment** The externally set assignment starts at the beginning of February. Students will select a theme from a range of given starting points before embarking on a preparatory period which includes research and experimentation. Students move on to develop their personal ideas before completing the unit with a 15 hour controlled period. 40% of A level

Art Textiles (Art and Design Endorsed Textiles)

The Art and Design Textiles A level gives students the opportunity to develop a very creative approach to textile design and fashion, underpinned by art and design principles. The course is based on practical recording, experimentation and personal development of art textile concepts and responses to a wide range of briefs. Students will carry out detailed studies of textile design and processes, including printed textiles, woven, knitted, non-woven, structural and decorative textiles. Three dimensional shape will be explored through creative and experimental pattern cutting, draping and garment development.

The independent nature of the course allows students to follow their own area of interest, whether that be fashion, textile or fibre art, accessories and interiors will be investigated along with textile artists and designers, working currently and historically; visits to museums and galleries are encouraged as an integral part of the study, including regular visits to the V&A and Tate Modern. The course requires students to produce a portfolio of work consisting of investigations, observational work, experimental ideas and more developed individual project work, leading to innovative and creative final outcomes.

Students keen to pursue a possible career related to the fashion or textile industry may wish to opt for the creative Art and Design Textiles A level and the more product based Fashion and Textiles course. Students develop a substantial portfolio of work which has enabled a number of highly committed students to gain places directly onto design degree courses. As well as career progression into fashion, interior design, accessories, costume and fashion journalism, art textiles offers opportunities for jobs within the media, teaching and other related creative careers.

A level at a level 6 or above in a related design, art or creative qualification at GCSE is required with submission of a portfolio of work. An experience of textiles is beneficial, although not essential; the most important criterion is a strong interest in and passion for the subject area.

Linear Assessment - A level	
Component 1:	**Component 2:**
Personal investigation Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material (1000-3000 words of continuous prose). The investigation must be sustained and culminate in a completed outcome or a series of related finished outcomes. It should be an in-depth study that demonstrates the student's ability to fully explore an idea from an initial starting point, through development work, into final realisation. 60% of A level	**Externally Set Assignment** Students respond to one of a range of given starting points provided by the examination board. Students will begin preparatory work from 1 February, this can be presented in any suitable format to develop ideas. Following the preparatory period, students must undertake 15 hours of unaided, supervised time to produce a finished outcome or a series of related finished outcomes, informed by their preparatory work. 40% of A level

Biology

A level Biology students follow the AQA Biology specification. The specification has been designed to immediately immerse students in biological situations allowing them to link concepts together. It consists of 8 topics in total. The first two topics, 'Biological molecules' and 'Cell structure' build a foundation of knowledge and understanding. As the course progresses, more concepts are applied to explore the subject as a whole. The course places emphasis on the scientific skills of data analysis as well as deep understanding and detailed factual knowledge.

Part of the course is also dedicated to building practical scientific skills in and beyond the laboratory. Students will carry out investigations and analyse numerical data to draw valid scientific conclusions. Students have the opportunity to develop the tools to succeed as mature and effective scientists, fitted for a wide range of careers which an A level in Biology lends itself to. A level Biology works well in combination with the other science courses, using the principles from GCSE Chemistry and Physics in a biological context. The Biochemistry element of the course means that A level Chemistry is often chosen alongside with both courses benefiting from shared concepts and content.

There are many obvious higher education courses and careers that require an A level in Biology, such as medicine and veterinary medicine. As well as this there are a wide range of career paths that Biology will be useful for, such as palaeontology, pharmaceuticals, forensics, genetics, neurosciences, physiotherapy, zoology, sports sciences, nutritionists, horticulture, agriculture and many, many more. Students from Invicta Grammar School regularly move their studies in Biology onto undergraduate level at universities which have strong bioscience departments or go into medical fields.

1. Biological molecules – proteins, carbohydrates, lipids, enzymes and nucleic acids
2. Cell structure – cell ultrastructure, cell division and immunity
3. Organisms exchange substances – lungs, gills, the circulatory system
4. Genetic information, variation and relationships – inheritance and ecological factors
5. Energy transfer – respiration and photosynthesis
6. Organisms respond to environmental changes – homeostasis, thermoregulation and physiology of organs
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression – epistasis and genetic techniques

Linear Assessment - A level		
Assessment 1:	**Assessment 2:**	**Assessment 3:**
The content covers all of the first year topics and relevant practical skills. 2 hour examination at the end of the A level course. 91 marks	The content covers all of the second year topics and relevant practical skills. 2 hour examination at the end of the A level course. 91 marks	This is a synoptic paper with sections covering all topics and a section where students choose one of two essays to complete. 2 hour examination at the end of the A level course. 78 marks

Business

A Business A level is a desirable qualification regardless of whether your next step is further education or employment. The skills you will develop will be an asset for any academic course, but the subject knowledge will be relevant to degrees in business, management, economics, accounting, marketing, psychology, politics and geography to name but a few. The value of business-related subjects is demonstrated by their prevalence within joint honour degrees. This course provides a breadth of knowledge that will enable you to understand the interrelationships between various business functions, increasing your chances of making an impact in the workplace.

The topics studied by the students lend themselves to studying and engaging with the business world. The specification and assessment are structured to encourage students to follow business developments and think critically about contemporary business issues, with most assessment material is based on real business situations. By examining and thinking critically about real business situations as they study the business studies, students will gain an insight into different contexts which will help them to understand the key issues in any situation and compare and contrast this with other situations and apply their understanding. Business studies also encourages students to acquire a range of important and transferable key skills including, data skills, presenting arguments and making judgements, problem solving, planning and conducting research and the ability to challenge their own assumptions using evidence.

The A level specification includes the following topics: what is business, managers leadership and decision making, decision making to improve marketing performance, decision making to improve operational performance, decision making to improve financial performance, decision making to improve human resource performance, analysing the strategic position of a business, choosing strategic direction, strategic methods: how to pursue strategies and managing strategic change.

Linear Assessment - A level		
Paper 1:	**Paper 2:**	**Paper 3:**
Business 1 Written Examination 2 hours Three compulsory sections: 15 multiple choice questions (MCQs) Short answer questions Two essay questions 33.3% of A level	Business 2 Written Examination 2 hours One compulsory section: Case study with approximately 7 questions 33.3% of A level33.3% of A level	Business 3 Written Examination 2 hours One case study with six compulsory questions 33.3% of A level33.3% of A level

Chemistry

OCR A level Chemistry

Chemistry is the science of matter - the composition of substances, their properties and reactions. It looks at the structures of molecules that comprise all matter, and the fundamental principles which define the appearance, behaviour and changes that molecules undergo. Molecules may be large or small, simple or complex, short-lived or inert, life-saving or fatal…. Some are even beautiful. As the Royal Society of Chemistry asserts, "Chemistry is everything", from the microscopic world of atoms and molecules to the macroscopic world of stars and galaxies.

Where can A level Chemistry take me?

A level Chemistry is an excellent base for a university degree in healthcare such as medicine, pharmacy and dentistry as well as the biological sciences, physics, mathematics, pharmacology and analytical Chemistry. Chemistry is also taken by many law applicants as it shows you can cope with difficult concepts. Chemistry can also complement a number of arts subjects.

A range of career opportunities include chemical, manufacturing and pharmaceutical industries and in areas such as forensics, environmental protection and healthcare. The problem solving skills are useful for many other areas, too, such as law and finance.

Studying A level Chemistry will require you to utilise, and allow you to develop, a wide range of key skills such as problem solving, working with others, communication, numeracy, research and independent learning, practical application and analytical thinking.

Course Content			
	Physical Chemistry	**Inorganic Chemistry**	**Organic Chemistry**
First Year	Atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria and Le Chatelier's principle.	Periodicity, Group 2 the alkaline earth metals, Group 7(17) the halogens.	Introduction to organic Chemistry, alkanes, halogenoalkanes, alkenes, alcohols, organic analysis.
Second Year	Thermodynamics, rate equations, equilibrium constant (Kc) for homogeneous systems, electrode potentials and electrochemical cells.	Properties, transition metals and their compounds, reactions of ions in aqueous solution.	Optical isomerism, aldehydes and ketones, carboxylic acids and derivatives, aromatic Chemistry, amines, polymers, amino acids, proteins and DNA,organic synthesis, NMR spectroscopy, chromatography.

To achieve a Practical Endorsement you will be expected through a range of experiments to display your competency in:

- Following procedures
- Applying an investigative approach when using instruments and equipment
- Working safely
- Making and recording observations
- Researching, referencing and reporting.

You will cover at least 12 practical activities across the two-year A level. The endorsement of practical work will be assessed by teachers. This will not be graded. If you pass, it will be reported on your certificate; otherwise it will not be reported.

Linear Assessment - A level			
Practical	**Paper 1:**	**Paper 2:**	**Paper 3:**
Practical Endorsement in Chemistry	Periodic table, elements and Physical Chemistry 100 marks 2 hours 15 minutes	Synthesis and analytical techniques 100 marks 2 hours 15 minutes	Unified Chemistry 70 marks 1 hour 30 minute

Classical Civilisation

An interest in the culture of some of the most influential societies of all time is crucial to this course. An ability to engage with some of the most fascinating thoughts, texts and works of Art ever produced, combined with an eagerness to explore societies far removed but in many ways similar to our own, will be invaluable when approaching this subject. Good essay writing skills are also required.

The A level course has three discrete units of study. These units will involve study of both ancient Greece and Rome.

Unit 1: The World of the Hero

Within this unit you will explore two of the key texts that stand at the pinnacle of the Western literary tradition. We will study either Homer's *Iliad* or *Odyssey* AND Virgil's *Aeneid*. Within our study of the Homer text we will investigate the key features of epic poetry including the characterisation of gods, monsters and heroes. We will also examine what the poem reveals about ancient world's attitudes to war, slaves, women and even the idea of civilisation itself. Virgil's great epic of Rome's mythical foundation and imperial destiny is examined as a product of the emerging political and social regime of the first Emperor Augustus and is also compared thematically with our Homeric text.

Unit 2: Greek Theatre

Arguably, the modern world's greatest inheritance from the ancients is found in the world of theatre and drama. In this course we will explore the origins and practice of theatre in ancient Athens and also study three plays in detail. When reading *Oedipus the King* we will engage with the earliest detective story and the most disturbing of tragic reversals. *The Bacchae* focuses on the power of the god, Dionysus and the great suffering inflicted on those who doubt his divinity. In *Frogs* we explore an ancient comedy which combines surreal fantasy with hard hitting satire. We also study the relationship between theatre and the Athenian society which invented it, examining the festivals in which drama first developed. We will also study the visual and material record of ancient drama in performance.

Unit 3: Love and Relationships

This unit will combine an examination of ancient ideas about the nature of love, desire and relationships. In addition to exploring love and marriage in everyday life in Greece and Rome, we will study both Greek and Roman literature and philosophy. The study of the lyric poetry of Sappho, one of the few female voices we have from the ancient world, will provide us with some of the most intense love poems ever composed, while when we turn to Ovid's Art of Love we will find a scurrilously hilarious guide to seduction. A more conceptual and philosophical exploration of love and desire will be encountered in our study of Plato and Seneca.

Linear Assessment - A level		
Unit 1: The World of the Hero	**Unit 2: Greek Theatre**	**Unit 3: Love and Relationships in the Greek Roman World**
2 hours 30 minutes 40% of A level.	1 hour 45 minutes 30% of A level.	1 hour 45 minutes 30% of A level.

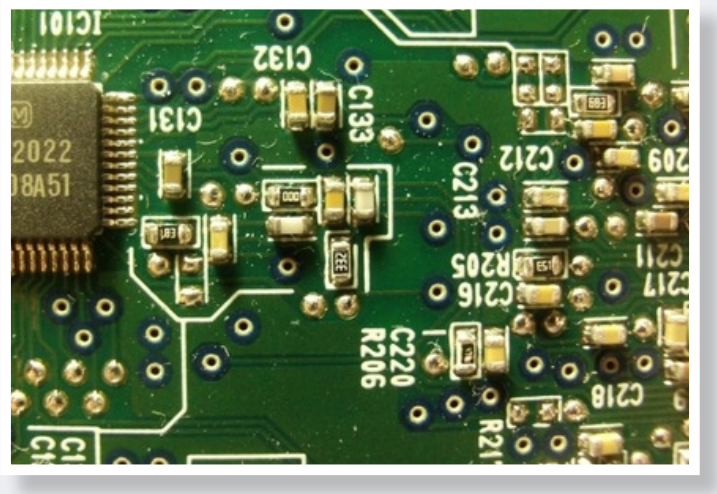
Computer Science

This Computer Science qualification provides an educational basis for students who wish to go onto higher education or into employment where knowledge of Computing would be beneficial. Students go on to careers in Computer Science, Information Technology, medicine, law, politics, business, or any type of science. Computing jobs are among the highest paid and have the highest job satisfaction. Computing is very often associated with innovation, and developments in computing tend to drive it. There are more computing jobs than qualified people to fill them and, according to the CBI, computing has one of the greatest potential for new jobs in the future.

The course is not just about learning to program in a programming language, but encourages learners to develop an understanding of the fundamental principles of computer science and how computer programs work in a range of different contexts. The emphasis is on computational thinking, a kind of reasoning used by both humans and machines and an important life skill. Thinking computationally means using abstraction and decomposition to solve problems. As they progress, learners will develop their computational thinking and use problem solving to develop computer-based solutions using algorithms and programming languages. The course also covers the ethical issues that arise with current and emerging computing technologies and cyber-security.

This course, with its emphasis on abstract thinking, problem-solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for understanding the future challenges we face.

The A-level consists of three components; two written exam papers and a programming project. The first component, Computer systems (01) covers the internal workings of the (CPU), data exchange, software development, data types and legal and ethical issues. The exam questions in the second component (Algorithms and programming, 02) require students to use computational thinking to solve problems. The final unit is an internally assessed unit that assesses student's ability to use the knowledge and skills gained through the course to solve a practical problem using computing. Students will be expected to analyse a problem (10 marks), and design (15 marks), develop and test (25 marks), and evaluate and document (20 marks) a program. The program must be to solve it written in a suitable programming language.



Linear Assessment - A level		
Computer systems (01)	**Algorithms and programming (02)**	**Non-exam assessment: Programming project (03)**
2 hour 30 minutes 140 marks Externally assessed 40% of A level	2 hour 30 minutes 140 marks Externally assessed 40% of A level	70 marks Internally assessed and externally moderated 20% of A level

Dance

This is a dynamic qualification which spans a broad spectrum of each area of dance education which encourages students to develop their creative and intellectual capacity. Alongside your studies, you will develop transferable skills such as, creativity, team working, project management, communication, problem solving and academic writing. All of these are desirable skills by higher education and employers and will help them stand out in the workplace whatever their choice of career.

This A level reflects both historical and current dance practices, making it more relevant, and inspires a lifelong passion and appreciation for Dance and The Arts.

A level Dance provides you with the opportunity to acquire experience of performance and choreography and to engage in critical thinking about dance. You will have regular technique classes, choreographic workshops and theoretical lessons as part of the course. The focus for the practical aspect of the course is assessed through performance as a soloist and within a group dance and production of you own choreographic work. Throughout the theoretical elements of the course you will engage with historical and current dance works and learn where dance fits within an entertainment, social and cultural context. The theory aspect of the course is assessed through essays and extended academic writing.

A level dance helps you develop a number of skills, such as balanced judgement, information gathering and assessment, ability to work on your own or as part of a team and effective communication skills. The course is suitable for anyone wanting to pursue The Arts or Dance in higher education or as support for any course requiring creative practices, good communication skills, academic writing and group work skills. In addition to performing, choreographing and teaching, this course can lead you to diverse careers as movement therapy or arts journalism.

Where possible, you must have at least a Grade 5 at GCSE or equivalent in order to study A level Dance and you should attend regular dance classes to have a secure base knowledge of dance technique.

Career options include performer, choreographer, arts management, rehabilitation, sports/dance therapy, journalism and teaching.

Linear Assessment - A level	
Unit 1: Performance and Choreography	**Unit 2: Critical Engagement**
Practical Examination 80 marks 50% of A level	Written examination: 2 hour 30 minutes 100 marks 50% of A level

Drama and Theatre Studies

At A level the Drama and Theatre Studies specification focuses on working with play texts, from different genre and historical periods, to allow students to explore creatively, in both devised and scripted work. Studying texts from the point of view of a director, designer, performer and critic, the course enables students to acquire knowledge and understanding of semiotics – how to convey meaning through a sign system, whilst honing analytical and performance skills.

The course builds on knowledge acquired at GCSE and allows student to develop their understanding of how theatre reflects what it is to be a human being and engage with the political and cultural influences that have shaped the work of practitioners and playwrights through history.

Learners will compile a research report based on a variety of theatrical practitioners, to experiment with their theory and devise work from this exploration, to create original theatre. Ownership of all aspects of the work, being responsible and taking the lead are essential qualities in this process, which is collated in a portfolio. The format of which is open to a wide variety of learning styles, students can create Vlogs, write original script and submit design work. Performance texts are analysed and evaluated, the context of which are studied in depth, exploring the social, cultural, political and historic events surrounding each one. Live theatre is also critiqued, considering how language, gesture, proxemics and production values convey meaning to an audience.

The course will develop skills in communication, analysis, planning and facilitating, whilst nurturing leadership and the ability to negotiate and compromise – skills necessary for effective teamwork. The aim is for the student to become an independent, creative practitioner and deep thinker, in preparation for a wide range of degree courses as well arts-based degree courses or for specialist Drama Schools. The course compliments a plethora of other career aspirations, were presenting oneself in an engaging and articulate manner is essential, such as law, teaching, arts administration, to name but a few. The creativity, teamworking and problem-solving skills garnered through the course, also make the candidates very attractive employment prospects.

It is strongly advised that students have completed GCSE Drama before taking the A level and have a grade 6, or above, in English Language and English Literature.

Linear Assessment - A level			
Unit 1: Practitioners in Practice	**Unit 2: Exploring and Performing Texts**	**Unit 3: Paper A: Analysing Performance**	**Unit 4: Paper B: Deconstructing Texts for Performance**
120 marks 40% of A level	60 marks 20% of A level	60 marks 2 hours 15 minutes Written paper 20% of A level	60 marks 1 hour 45 minutes Written paper 20% of A level

Economics

Economics allows us to understand how markets, economies and individuals operate to answer questions such as; 'Why do we not just limit the price of housing if there is a shortage?' "Why are footballers and actors paid more than nurses and doctors?' 'Why do you get fewer Euros for the Pound some years and more in others?'

Essentially Economics involves the mechanisms surrounding an individuals, firms or countries decisions surrounding choice in a world where resources are scarce and in some cases finite. If we make the best use of the planet's resources; it is in all our interests. Economics develops theories that allow us to understand the complexities of the real world and help us to use the world's resources more efficiently.

Areas studied include markets and market failure, government economic policy, environmental economics, the housing market, the Euro, business economics, international economics, fiscal policy and monetary policy. Economics will help develop analytical and evaluative skills that will help students to improve their personal financial position throughout their lives. These skills are transferable and can be applied to non-financial subjects and careers. It will imbue students with a new way of thinking about life. Economic theories that are learnt can provide valuable lessons that can be applied to individual circumstance as well as a high flying financial career.

Employers love Economics and recognise it as an academic subject that will stretch the intellect of students at the same time as being highly relevant to the real world. It is especially useful to those students who may go on to have a career in finance or become accountants where they will need to study an economics paper to pass their professional examinations. However, it does not rule out a large number of other potential careers. Some of these may be in the finance sector, but many are simply open to students with a good degree. A good level of mathematics and English are required in order to evaluate the usefulness of these models graphically and in essay form.

Compared to students with two or more A levels, a student with an Economics degree can expect the qualification to significantly boost their potential earnings - by about 40% for women and 27% overall. (Source: Conlon et al (2002) from "Rates of Return to Qualifications: A Summary of Recent Evidence.")

If you wish to pursue Economics at a higher level, it is recommended that you take Maths at A level alongside Economics A level.

Linear Assessment - A level		
Paper 1:	**Paper 2:**	**Paper 3:**
Markets and Business Behaviour 2 hours	The National and Global Economy 2 hours	Microeconomics and Macroeconomics 2 hours All examination papers contain a range of multiple choice, short answer, data response and essay style questions.
There is no coursework in A level Economics.		

English Literature

At A level, the study of English Literature presents opportunities for reading widely and for making creative and informed responses to each of the major literary genres of poetry, prose and drama. Students are able to share their knowledge and understanding of the ways in which writers use and adapt language, form and structure in texts. The A level course is based on a conviction that the study of literature should encourage enjoyment of literary studies based on an informed personal response to a range of texts. The study of English Literature is important to creativity in general and the range of texts for study is complementary to many other subjects across the curriculum.

The new specification continues to offer both examination and coursework together with an exciting choice of texts in the main genres. Many modern and international texts have been included and are often in themed selections; this ensures enjoyment and interest for both student and staff and will enable the staff to select the most appropriate text for their classes.

English is a facilitating subject, meaning that it is not only well-respected in its own right but also works well with a number of other subjects and can build transferrable skills which are highly prized in other A Levels as well as future degree options. Literature offers students the opportunity to study widely with academic rigour in order to expand their knowledge in many different areas. It works particularly well with subjects such as History, Classical Civilisation, Psychology and Government and Politics; however, it is also a subject which works alongside STEM options and will help show the breadth of your skills and knowledge. Our specification allows some freedom of textual choice and includes opportunities for independent study, allowing you to pursue work in areas of personal interest, preparing you for future studies and careers.

Linear Assessment - A level			
Component 1: Drama	**Component 2: Prose**	**Component 3: Poetry**	**Component 4: Coursework**
Section A: Shakespeare Section B: Other Drama 2 hours 15 minutes 30% of A level	Comparison of two prose texts -thematically based 1 hour 15 minutes 20% of A level	Section A: Contemporary poetry and unseen Section B: Named poet or literary period of poet 2 hours 15 minutes 30% of A level	Free choice of literary texts linked by theme, author or period One extended essay 3000 words 3000 words 20% of A level

Fashion and Textiles

The Fashion and Textiles A level is a creative and thought-provoking qualification which will give students the practical skills, theoretical knowledge and confidence to succeed in a number of careers related to the Fashion and Textiles sector and in other areas within the creative industries. Students will investigate historical, social, cultural, environmental and economic influences on design and technology involving the design and development of textiles and fashion, whilst enjoying opportunities to put their learning in to practice by producing products of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers. Research study trips, including regular visits to the V&A, will inform decision making.

Fashion and Textiles requires students to engage in both practical and theoretical study. This specification requires students to cover design and technology skills and knowledge separated into three key areas:

- Core technical principles
- Core designing and making principles
- Additional specialist knowledge.

Students will have the opportunity to explore innovation and creativity and to adapt ideas to a commercial need and specified target markets, while gaining an understanding of how textile product ideas can be processed and manufactured. Students must also demonstrate maths and science skills in particular where these skills and knowledge can be applied in the context of design and technology. The course is structured as a two year linear A level. The NEA component is devised by the students and will focus on a problem that they have identified within Fashion and Textiles which they will then investigate in a very creative way. Using an iterative design process a final solution is then developed from a design brief they will have written as a result of their investigations.

The department is very successful nationally with students consistently achieving top awards. Students studying this A Level have gone on to be very successful within HE and employment, securing excellent jobs within the industry. Previous experience of textiles is not essential, although a level 6 or above in a related design and technology, art or creative qualification is required with a submission of a portfolio of work. The most important criterion is a strong interest in and passion for the subject area.

Linear Assessment - A level		
Paper 1:	**Paper 2:**	**Non Exam Assessment (NEA)**
Technical principles 2 hour 30 minutes Examination (120 marks) 120 marks 30% of A level	Designing and making principles. 1 hour 30 minutes Examination 80 marks 20% of A level	Practical application of technical principles, designing and making principles and specialist knowledge NEA (100 marks) 50% of A level

Film Studies

Film Studies is an academic and highly analytical course with a strong emphasis on critical thinking, analysis and research skills. It will also provide students with the opportunity to develop practical production skills in filming and editing or screenplay writing.

This A level specification is broken up into three units. Varieties of film and filmmaking involves exploring three significant eras of film; analysing how media language (camera work, editing, sound, mise-en-scene and aesthetics) and socio-political context shape productions. The Global filmmaking perspective equips students with the skills to assess different film movements such as Silent Cinema and Documentary film. The final unit is the Production, the coursework unit for which students will individually plan, film and edit a short film, along with an evaluative analysis. Students who take this subject need to be proactive, not scared of learning new technologies and embrace challenge.

Careers in the film and media industry include working in broadcasting and film, advertising and marketing, the music production industry as well as creative work in the multimedia industries. In addition, Film Studies offers numerous transferable skills for any future profession including leadership, problem solving and highly skilled used of ICT.

Linear Assessment - A level		
Paper 1:	**Paper 2:**	**Coursework**
Varieties of film and filmmaking 2 hour 30 minute Written Examination 35% of A level	Global filmmaking perspective 2 hour 30 minute Written Examination 35% of A level	Coursework Portfolio 30% of A level

Certificate / Diploma in Financial Studies

A qualification in the Financial Studies sector will give students a real insight into how Finance will impact them throughout their own life. It will also help them with their own career / university aspirations. The course will encourage students to become responsible borrowers, sensible savers and to appreciate the need for Financial Planning throughout their life. The qualification, run via the London Institute of Banking and Finance (LIBF) carries a UCAS tariff for those looking to enter University.

Within the Certificate (split into 2 units), students look at what money is and how it can affect life choices. Topics with the first unit look at Financial capability for the Immediate and Short term before unit 2 looks at the Medium and longer term. Within Unit 1 topics include Purposes of Money, The personal life cycle, Budgeting, Borrowing, Savings, Debt, Earnings and Everyday banking. Unit 2 goes on to look at planning and managing Financial needs in the medium and long-term with particular reference to the importance of the need to budget for future aspirations and life events. It looks how these needs change as individuals progress through the personal life cycle.

Those taking the Diploma will take the knowledge they develop within the first two units. They will firstly look at ensuring an individual's financial capability is sustainable when taking into account personal and external factors that can lead to change. The final unit explores how Financial service providers compete with each other, how they market their services to attract and retain customers.

The Certificate in Financial Studies qualification carries the equivalent number of UCAS points as an AS qualification would; similarly, the Diploma carries the same number of UCAS points as a full A level qualification.

Linear Assessment - Certificate/Diploma in Financial Studies			
		(Additionally for those taking the Diploma)	
Unit 1: Financial Capability for the Immediate and Short Term	**Unit 2: Financial Capability for the Medium and Long Term**	**Unit 3: Sustainability of an Individual's Finances**	**Unit 4: Sustainability of the Financial Services System**
All units carry equal weighting with assessment taking place twice per year. Each unit has: 1 hour 35-mark multiple choice exam (35%) 1 hour 45 minute written exam with essay responses relating to a pre-released case study (65%) 1 resit is allowed for each unit with the best mark carried forward towards your final grading.			

French

Many UK companies would prefer to employ graduates with a good knowledge of French over equally qualified candidates.

The French A level course has been designed to give you a profound understanding of the language. Not only will you know more about the mechanics of the language but also about how people live and use language on a day-to-day basis. Students find that a language is a natural fit for many subjects, enabling them to use their skills and qualifications to access career opportunities at home and abroad.

Over the two year course, you will be studying the topics below, which build on what you have studied at GCSE and cover a wide range of interesting and engaging issues from politics to cultural heritage. You will also study a literary text and a film from a set list. The common thread amongst all of this is discovering how people speak at a personal level, and what their individual views are on these everyday topics. Finally, you will complete an independent research project on a topic of your choice, allowing you to deepen your knowledge of the French speaking world and make links with your other subjects and/or interests.

1 Aspects of French Speaking Society – Current Trends
- A –The changing nature of family
- B – The 'Cyber-Society'
- C – The place of voluntary work

2 Aspects of French Speaking Society – Current Issues
- A – Positive features of a diverse society
- B – Life for the marginalised
- C – How criminals are treated

3 Artistic Culture in the French Speaking World
- A – A culture proud of its heritage
- B – Contemporary Francophone music
- C – Cinema – the 7th Art Form

4 Aspects of Political Life in the French Speaking World
- A – Teenagers, the right to vote and political commitment
- B – Demonstrations, strikes – who holds the power?
- C – Politics and immigration

An A level in French can help you to develop within a range of career areas. Being proficient in a language will give you broader career options in England and abroad. For those who want to specialise in language, there is translation, interpretation, teaching or diplomacy. Or maybe you want to work in the travel and tourism industry. Even as an engineer, journalist or designer, being proficient in a language will give you a much wider range of career options. Finally, there are extra-curricular opportunities for students; becoming a French ambassador, taking part in the Model United Nations Conference in Geneva, or in our French exchange, leading mini lectures on key French writers or artists and leading our Film Club.

Linear Assessment - A level		
Component 1:	**Component 2:**	**Component 3:**
Listening, Reading and Writing Total marks: 100 2 hours 30 minutes Listening: 30 marks Reading: 50 marks Translation into English: 10 marks Translation into French: 10 marks 50% of A level	Written Paper Total marks: 80 2 hours Two critical essays on the prescribed literary texts /films: 40 marks each 20% of A level	Speaking Test Total marks: 60 21-23 minutes Discussion of stimulus card: 25 marks Research project: 35 marks 30% of A level

Geography

Geography A level enables you to study current global issues and discuss the challenges of the 21st Century. It will build upon work you have completed at GCSE and introduce you to new topics.

Fieldwork, geographical skills and teamwork are essential parts of this course and it will include a week in Snowdonia in order for you to develop your investigative skills and collect data for the coursework element.

At A level, the course is divided into 4 areas of study and 8 topics.

Area of Study 1 Dynamic Landscapes
Topic 1: 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.
Topic 2: Landscape Systems, Processes and Change
A study of the coastal landscape system and the physical and human processes influencing change over time and space.

Area of study 2 Dynamic Places
Topic 3: Globalisation
A study of globalisation, its causes and consequences for different people and places.
Topic 4: Shaping Places
A study of how and why places are shaped and changed, the meanings and identities attached to different places and the consequences for different people. The focus will be on regenerating places.

Area of study 3 - Physical Systems and Sustainability
Topic 5: 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.
Topic 6: 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
Topic 7: Superpowers
Superpowers, the reasons for shifting economic and political power, the impacts of superpowers, influence of superpowers in governing the global commons.
Topic 8: Global Development and Connections
Health, Human Rights and Intervention

The A level independent investigation will be the coursework element involving fieldwork and research. This will help prepare you for the demands of higher education or employment. You will be able to choose a topic related to any aspect of the geography contained within the specification.

Geography complements all other subjects as it covers such a vast range of transferable skills and knowledge. The world we live in is changing and geography allows you to see why and how we are having an impact upon the planet. It can enhance communication skills, literacy and numeracy, ICT literacy, spatial awareness, team working, problem solving and environmental awareness. Geography graduates will be found in numerous different careers having lower unemployment rates than average so taking it as a subject will just help keep your options open. Geography will help you understand the complex world we live in and the role of geographical knowledge in explaining current issues is increasingly recognised by businesses and governments. It is a facilitating subject and welcomed by the top universities. “Of all subjects it is geography that best draws together the techniques of research, planning, communications and presentation that employers demand today.” (Director of Transport Research).

Linear Assessment - A level			
Paper 1:	**Paper 2:**	**Paper 3:**	**Paper 4:**
Assessment of Dynamic landscapes and Physical Systems and Sustainability 2 hours and 15 minutes 30% of A level	Assessment of Dynamic Places and Human Systems and Geopolitics 2 hours and 15 minutes 30% of A level	Synoptic Investigation of a contemporary geographical Issue 2 hours and 15 minutes 20% of A level	Independent Investigation of 3000-4000 words based upon fieldwork and research. 20% of A level

German

British universities are offering many more opportunities to include German as part of a degree course with other subjects. German is the second world language in terms of books published and a vehicle of communication for well over 100 million people, with millions more speaking it as their second language, in Eastern Europe, for instance.

This course has been designed to give you a profound understanding of German. Not only will you know more about the mechanics of the language – such as grammar and vocabulary – but also about how people live and use language on a day-to-day basis. Students find that a language is a natural fit for many subjects, enabling them to use their skills and qualifications to access career opportunities at home and abroad. However, on a wider level, anybody who wants to travel for work or pleasure should consider taking this course.

In the first year you will study two topics which include aspects of the social context of German-speaking countries, together with aspects of the artistic life of German-speaking countries. These topics include the changing state of the family, the digital world, youth culture, festivals and traditions, art and architecture and cultural life in Berlin. The topics build on what you have studied at GCSE and cover a wide range of interesting and engaging issues. The common thread amongst these is discovering how people speak at a personal level, and what their individual views are on these topics. You will also study a literary text from a prescribed list.

In addition to a film studied in Year 12, you will study a literary text in the second year, as well as a further two topics. The topics will relate to multiculturalism in German-speaking countries, and the German political landscape both within Germany and in Europe itself. Finally, you will complete an independent research project based on a subject or a key question that interests you and which relates to a country or countries where German is spoken.

Apart from being beneficial at a personal level, an A level in German can help with a variety of career paths. For those who want to specialise in language, there is translation, interpreting, or teaching. Or maybe you want to work in the travel and tourism industry. Even as an engineer, journalist or designer, being proficient in a language will give you broader career options. And contrary to popular belief German is the language that a majority of British employers cite as the single most sought after language when interviewing applicants.

Linear Assessment - A level		
Component 1:	**Component 2:**	**Component 3:**
Listening, Reading and Writing Total marks: 100 2 hours 30 minutes Listening: 30 marks Reading: 50 marks Translation into English: 10 marks Translation into German: 10 marks 50% of A level	Written Paper Total marks: 80 2 hours Two critical essays on the prescribed literary texts: 40 marks each 20% of A level	Speaking Test Total marks: 60 21-23 minutes Discussion of stimulus card: 25 marks Independent Research project: 35 marks 30% of A level

Government and Politics

Politics affects everybody in society. Through studying politics you will learn more about how government operates on a global, European and domestic level. You will learn how institutions like parliament operate, how elections take place and how individual politicians, from local councillors to the Prime Minister arrive at decisions. You will also study how protest groups operate and what different British political parties stand for.

At A level, you will study three units over two years.

Unit 1 is a study of British politics. The main areas of focus will be political parties, pressure groups, voting behaviour and elections. You will also study core political ideas such as socialism, liberalism and conservatism.

Unit 2 is a study of British government. You will also study the roles of parliament, the cabinet, the Prime Minister, the civil service and the judicial system. The influence of the European Union on British politics will also be investigated. You will also study the concept of nationalism for this unit

Unit 3 is a study of American government and politics, focusing on areas such as the two main political parties, the election process, the roles of the Congress, President and the Supreme Court. The different powers and responsibilities of the federal and state governments are also considered. You will also be asked to compare the UK and US systems of government.

Through your studies, you will develop a critical approach to looking at national and global issues. You will improve your written skills, your ability to present information and your capacity to take part in reasoned discussion, debate and dialogue with others. All of these qualities will serve you well in higher education and in the world of work. A degree in politics can lead to a career in journalism, the media, publishing, law, local government, management and politics itself.

Linear Assessment - A level		
Unit 1:	**Unit 2:**	**Unit 3:**
1 x 2 hour examination on UK Politics and core ideologies.	1 x 2 hour examination on UK Government and the concept of nationalism.	1 x 2 hour examination on politics and government of the USA.
Each unit is worth 1/3 of your A level marks. There is no coursework The exam board is Edexcel.		

History

The History A level course provides an interesting and broad field of study, building on the skills acquired at GCSE.

At A level students will study for two examination modules and one coursework module as follows:

1. The Quest for Political Stability: Germany, 1871-1991
2. The Making of Modern Britain, 1951-2007

The third A level module will comprise the abolition of slavery in both Britain and the United States from 1760-1865

History is a valuable subject for a variety of reasons. Through the study of history we learn the bases upon which our world is constructed and the motives of those who have shaped it. It also teaches us to be critical, to debate and to question; all skills which are transferable to every walk of life, every career pathway and pastime. A degree in history can lead to a career in journalism, publishing, the media, politics, teaching and management.

Linear Assessment - A level		
Module 1:	**Module 2:**	**Personal Investigation:**
The Quest for Political Stability: Germany, 1871-1991 2 hour 30 minutes 40% of A level	The Making of Modern Britain, 1951-2007 2 hour 30 minutes 40% of A level	A 4,000 word essay 20% of A level

Mathematics and Further Mathematics

Our Mathematics A level courses are suitable for students who have achieved at least a grade 7 in GCSE Mathematics. Mathematics is a course worth studying not only as a supporting subject for the physical and social sciences, but also in its own right. It is challenging but interesting. It builds on work you will have covered at GCSE, but also involves new ideas produced by some of the greatest minds of the last millennium. The course will develop your ability to solve problems by using mathematical arguments and logic. There is an emphasis on mathematical modelling where you will simplify real life situations so that you can use mathematics to show what is happening and what might happen in different circumstances. You will also be taught to use further calculator technology and other resources (such as formulae booklets or statistical tables) effectively and appropriately. The Mathematics course is a two year A level. The A level course consists of two pure mathematics papers and one statistics/mechanics paper.

Further Mathematics is offered to those students who achieve a grade 8 at GCSE and is taught as a separate course. Further Mathematics will lead to a second and more challenging qualification. The course will continue to build upon your pure mathematical knowledge beyond the scope of the standard advanced level course. You will study such topics as matrices, complex numbers and investigate further coordinate systems, in addition to extending your introductory skills in calculus. The Further Mathematics course is a full A level taught over two years.

Mathematics is rather different from other subjects. An essential part of mathematical study is the challenge of analysing and solving a problem and the satisfaction and confidence gained from achieving a 'correct' answer. If you choose Mathematics you will not have to write essays, but you will need to communicate well in written work to explain your solutions.

An A level in Mathematics is very valuable as a supporting subject to many courses at advanced level and degree level, especially in the sciences. It is a much sought after qualification for entry to a wide variety of full time courses in higher education. There are also many areas of employment that see a Mathematics A level as an important qualification and it is often a requirement for the vocational qualifications related to these areas. Higher education courses or careers that either require A level Mathematics or desire it include economics, medicine, architecture, engineering, accountancy, teaching, psychology, physics, and computing. Further Mathematics is worth considering, especially for those looking to enter the fields of science or engineering or Mathematics itself.

Linear Assessment - A level		
Paper 1:	**Paper 2:**	**Paper 3:**
Pure Mathematics 1 2 hours	Pure Mathematics 2 2 hours	Statistics and Mechanics 2 hours

Linear Assessment - A level Further Mathematics			
Core Pure Mathematics 1 1 hour 30 minutes	Core Pure Mathematics 2 1 hour 30 minutes	Decision Maths 1 hour 30 minutes	Further Mechanics 1 hour 30 minutes

Music

Music inspires creativity and expression in a way that no other subject can. A level Music offers you the chance to study a wider range of musical genres, bringing listening, performance and composition to life in new and engaging way.

Students seeking to study Music at A level must achieve a minimum of a 7 grade at GCSE music or its equivalent. You should have a Grade 6 or higher practical qualification either as a singer or as an instrumentalist, a grade 5 theory qualification, and be a confident performer. Candidates which achieve A*-B at A level are typically performing at a grade 8 standard in year 13. You should also be musically literate; it is expected that students are fluent in reading both treble and bass clefs and have some experience of music dictation. All A level students should be actively engaged in playing in music ensembles both inside and outside of school.

The core content of the course includes appraising music, performance and composition. You will be assessed in all three components at the end of the course.

A level Music builds on the knowledge and skills gained from GCSE Music as well as musical experience gained outside the classroom. It recognises the interdependence of different aspects of musical activity. A level Music provides a sound preparation for the study of music in higher education, as well as providing opportunities to develop strengths and interests leading to music related and other careers. It helps you develop a wide range of transferable skills such as critical thinking, research, communication and team-work.

Linear Assessment - A level		
Component 1:	**Component 2:**	**Component 3:**
Appraising Music Prescribed Works from 6 areas of study Essays Listening tests 40% of A level	Performance Solo and/or ensemble performance Externally marked 30% of A level	Composition Free composition (40 marks) Composition to a brief assessing technique (20 marks) 30% of A level

Photography

Photography is an exciting subject where students are introduced to a variety of experiences exploring a range of photographic media, techniques, and processes. The course is for students who enjoy creative expression and detailed image analysis, incorporating historical and contemporary references. Photography is a practical course which will provide students with the opportunity to demonstrate their understanding of the subject in a wide variety of contexts. Using school facilities there are opportunities to be able to enjoy the whole process of photography from initial shooting through to the final development in the dark room and on the computer using Photoshop. The first stages are concerned with learning how to operate a camera, control exposure, and understand lighting techniques. Following this students will develop an ability to translate ideas into photographic images by appropriate choices of camera controls, subject matter, viewpoints, and media.

By studying Photography you will extend your skills in, black and white, 35mm film processing and printing, darkroom techniques, digital photography, Photoshop image manipulation and studio lighting practice. You will also learn about different types of cameras such as pin-hole photography, digital SLR and 35mm cameras. Manual settings will be explored as well as the history and theory of photography. Throughout the course you will study how to analyse and replicate famous photographer's techniques and come to understand the importance of viewpoints, composition, depth of field and movement, as well as explore and practice technical skills relating to lighting, lenses, filters, and the developing and printing of 35mm film.

The first year of the course concentrates on the development of skills through a variety of projects and workshop sessions. The second year of study enables students to develop their own assignment at A level appropriate to advanced level studies and will be an opportunity for areas of personal interest to be explored in-depth.

Throughout the course, you will learn how to work independently and creatively to develop a line of enquiry. You will produce practical and critical/contextual work in a variety of areas including theme-based photography (portrait, landscape, still-life, and reportage), documentary photography, photo-journalism, narrative photography, and experimental imagery. Photography has the potential to enable you to make a personal response to your own individual experiences, environment, and culture. On a wider theme the subject will enhance your understanding and provide a practical experience of the role, purpose, and function of Photography in society.

Linear Assessment - A level	
Component 1:	**Component 2:**
Personal Investigation A practical unit which incorporates a written component written of 1000 to 3000 words. Students develop a project of work which addresses each of the four assessment criteria before realising a personal outcome. 60% of A level	Controlled Assignment The externally set assignment starts at the beginning of February. Students will select a theme from a range of given starting points before embarking on a preparatory period which includes research and experimentation. Students move on to develop their personal ideas before completing the unit with a 15 hour controlled period. 40% of A level

Physical Education

The A level specification is a linear course where students will sit all their exams and their non-exam assessment at the end of the two year course. A level PE involves two papers. Paper one is based on factors affecting participation in physical activity and sport and paper two is based on factors affecting optimal performance in physical activity and sport. Both papers involve multiple choice, short answer questions and extended writing.

Each paper is broken down into three units. The first unit that paper one comprises of is applied anatomy and physiology. During this topic, candidates will study the cardiovascular system, respiratory system, musculo-skeletal system and energy systems. The second unit is based on skill acquisition. During this topic, students will learn about principles of theories of learning and performance, use of guidance and feedback, and information processing. The final topic, sport and society, comprises of sub-topics relating to industrial and post-industrial sports and post-World War 2 sports. Paper two comprises of exercise physiology and biomechanics, sport psychology, such as personality, arousal, anxiety, motivation, goal setting and stress management. The final unit, sport and society and technology in sport, includes topics such as ethics in sport, drugs and violence in sport, and the impact of commercialisation on physical activity and sport. Students should note that the theoretical elements are worth 70% of the final grade.

The practical element of the course is worth 30% of the A level and involves students being assessed as a performer or coach in a full sided version of one activity. Students must also complete a written analysis of their performance. It is strongly recommended that students participate in a sport outside of school and play competitively at either club, district or regional level.

Physical education offers students the ability to develop skills including leadership, team work and communication, which will transfer positively in higher education. In addition to careers associated with sport and teaching, this course might lead to such diverse careers as management and the medical field. One of the requirements to complete A level PE is that the candidate participates in sport outside of school for a club and to a competent standard.

Linear Assessment - A level		
Practical:	**Paper 1:**	**Paper 2:**
Practical Assessment and written analysis of performance. 30% of A level	Factors affecting participation in physical activity and sport. 2 hours. 105 marks. 35% of A level	Factors affecting optimal performance in physical activity and sport. 2 hours. 105 marks. 35% of A level

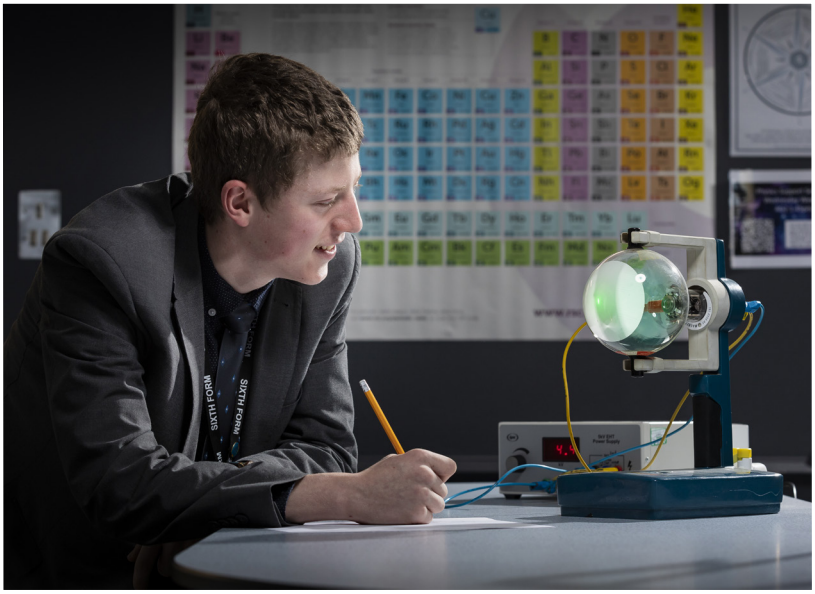
Physics

Physics students will develop essential knowledge and understanding in Physics and, where appropriate, the applications of Physics, and the skills needed for the use of this in new and changing situations. They will also develop mathematical skills to explain the quantitative nature of Physics together with practical skills and an understanding of the link between theory and experiment. They will acquire sufficient understanding and knowledge to become confident citizens in a technological world and be able to take, or develop an informed interest in matters of scientific importance. As a result they will be able to recognise the usefulness and limitation of scientific methods and to appreciate how they can be applied in other disciplines and in everyday life and develop an appreciation of how Physics has developed and is used in present day society. Ultimately they will be able to show the importance of Physics as a human endeavour which interacts with social, philosophical, economic, industrial and environmental matters.

An A level in Physics is a very useful qualification. It can be used as an entry point into a whole variety of careers not all of which are directly associated with Physics. As a working physicist you may find yourself: trying to predict the stock market in the City, testing satellites for space missions, developing new materials for industry, developing new electronic devices and components, working within medical Physics in a hospital, teaching the next generation of physicists in a secondary or primary school, trying to predict the next major earthquakes to hit San Francisco, Japan, or Birmingham, developing flight simulation software, optimising industrial manufacturing or transformation processes, developing a new measurement instrument, performing materials testing and characterisation for special applications, launching a new software company or product, performing urban planning and optimisation. In other words the skills developed will be useful in almost any career.

The subject is a linear course with three final assessment papers at the end of the course. Students will either study AS Physics or A level Physics. Students will carry out practical endorsements throughout the two-year course, but this will only be endorsed on the two-year A level course. This endorsement will be an overall pass or fail grade is awarded through internal teacher assessment, the grade of which will appear on the student's certificate.

A love of both Physics and Mathematics is required for the course, alongside a natural curiosity to explain how the world around us behaves on both the macroscopic and microscopic level. You should have a very strong mathematical astuteness as the mathematical demand of the Physics A level is much higher than you would have experienced at GCSE.



Linear Assessment - A level			
Practical:	**Paper 1:**	**Paper 2:**	**Paper 3:**
Practical Skills Edorsement	Modelling Physics 2 hour 15 minutes 37% of A level	Exploring Physics 2 hour 15 minutes 37% of A level	Unified Physics 1 hour 30 minutes

Product Design

Whether you have thought about it or not, design is a part of everyday life. From the moment you wake up and prepare yourself for the day ahead, you are using a range of products. From the items which sounds a waking alarm or help you to style your look; to the furniture you use to sit and eat your breakfast cereal. The products we use to make our lives easier, more comfortable and safer have been designed by engineers, architects, product/industrial designers and furniture designers. The Product Design A Level course provides design students the opportunity to develop their skills in preparation for joining this creative industry, exploring innovative design solutions for a variety of design contexts.

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in industries such as product design, architecture and engineering. Students will investigate historical, social, cultural, environmental and economic influences in design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice, using a wide range of materials. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

NEA – Non Examination Assessment (coursework)

The students will write their own design contexts during their NEA, designing and making a product to solve a design problem, while linking their outcome to a topic of personal interest. We will prepare for coursework during the first year of A Level by completing a mock NEA in order to develop practical skills and theoretical knowledge.

The Product Design A Level also has links with Science and Mathematics.

Linear Assessment - A level		
Paper 1:	**Paper 2:**	**Non Exam Assessment (NEA):**
Core technical principles and core designing and making principles 2 hour 30 minutes (120 marks) 30% of A level	Specialist knowledge, technical and designing and making principles. 1 hour 30 minutes (80 marks) 20% of A level	Practical application of technical principles, designing and making principles and specialist knowledge NEA 45 hours (100 marks) 50% of A level

Psychology

The AQA Psychology course is a linear A-level designed to be studied over two years with all final examinations culminating in the summer of the second year.

The course provides the opportunity for students to develop a broad understanding of different psychological topics, methods and approaches. Students will study ten modules such as, the nature of human memory, attachment in children, social influence and social change, biopsychology, psychopathology, relationships, schizophrenia and aggression. There is also a significant component that focuses on Research Methods which defines psychology as a scientific discipline concerned with methodological, ethical, gender and cultural issues. It is both an extremely interesting and very demanding course that enables students to understand many aspects of human nature and how they are studied.

Whilst no prior knowledge of the subject is needed to study A level Psychology, the usual entry requirements for acceptance into Year 12 are Grade 6 in Science, English Language and Maths. Students will develop the use of specialist vocabulary and an awareness of the importance of statistics in scientific research. Essay writing is an essential aspect of the assessment process with students being expected to adopt an independent approach to their studies from day one. Lessons take the form of group discussion combined with self-directed study, so a commitment to come to these sessions fully prepared is essential. As such, this course offers a foundation for the world of university and the world of work.

An A level in Psychology complements other A level choices such as Biology, Business and Economics. Many students progress onto degrees in Psychology, Biomedical Sciences, Health Care or Business.

Linear Assessment - A level		
Unit 1:	**Unit 2:**	**Unit 3:**
Introductory topics in psychology Social influence, memory, attachment and psychopathology 2 hours	**Psychology in context** Approaches in Psychology, biopsychology and research methods 2 hours	**Issues and options in psychology** Issues and debates in psychology, cognition and development, schizophrenia and forensic psychology. 2 hours
100% examination		

Religious Studies

A level Religious Studies is an exciting and engaging qualification which offers an academic approach to the study of Religion. The aims of the course are to encourage interest in, and intelligent understanding of the questions that commonly interest philosophers, and to train you to think knowledgeably and logically about them. The course is equally suitable for those who have a religious commitment as it is for those who have none. A fair and rational consideration and evaluation of a range of perspectives is expected.

Religious Studies allows students to:

- Develop their interest in, and enthusiasm for, a rigorous study of Religion and its relation to the wider world.
- Treat the subject as an academic discipline by developing knowledge, understanding and skills appropriate to a specialist study of Religion.
- Adopt an enquiring, critical and reflective approach to the study of Religion.
- Reflect on and develop their own values, opinions and attitudes in the light of their learning.

Philosophy of Religion and Ethics

In essence, Philosophy of Religion is concerned with thinking about the 'big' questions in life, such as: Who am I? What is the nature of humanity? What is the meaning and nature of the world around me? What happens when we die? Philosophy of Religion approaches religious issues from a logical and rational perspective and examines some of the greatest thinkers and ideas that have influenced the modern world. We will focus on a variety of central questions relating to religious experience and belief: Is it possible to prove (or disprove) the existence of God by logical reasoning? We will look specifically at the Ontological, Cosmological and Teleological arguments. We will also explore the nature of evil and consider whether suffering and the problem of evil disproves the existence of God? We will also explore ethics and religion, covering the different ethical theories such as Natural Law and Situation ethics. Additionally, we will explore both issues of human life and death and issues of animal life and death. We will introduce the concepts of meta ethics, free will, moral responsibility and conscience and look at key thinkers such as Aquinas and Kant.

The Study of Religion and Dialogues – Christianity

Students will analyse scripture, historical accounts and scholarly opinion. There will be various themes within this component including; sources of wisdom and authority, God/ultimate reality, Religion, gender and sexuality, Religion and science, secularisation and religious pluralism. Students will become familiar with various theological perspectives and will begin forming their own opinions about theological claims through analysis and evaluation of the issues. Students will then examine the dialogue between philosophy of religion and religion. This means an exploration into how religion is influenced by and has an influence on philosophy of religion. Finally students will undertake an exploration into the dialogue between ethical studies and religion, thereby ensuring that links are made between all aspects of the course.

Linear Assessment - A level	
Paper 1:	**Paper 2:**
Philosophy of Religion and ethics – Written exam: 3 hours 100 Marks 50% of A level	Study of Religion and Dialogues Written exam: 3 hours 100 Marks 50% of A level

Spanish

British universities are offering many more opportunities to study Spanish, be it on its own, with English or another language, or as part of a combined honours with other subjects. This is hardly surprising, given that Spanish is now the second most-spoken native language; a vehicle of communication for more than 437 million people; and the official language in 20 countries.

This course has been designed to give you a profound, nuanced understanding of Spanish. Not only will you come to know more about the mechanics of the language – like grammar, syntax and vocabulary – but you will also learn to understand and appreciate how people live and use the language on a day-to-day basis around the world. Our students find that a language is therefore a natural fit for many subjects, enabling them to use their skills and qualifications to access diverse career opportunities at home and abroad. On a more general level, anybody who wants to travel for work or pleasure should consider taking this course.

Across the two years you will study four main topics: aspects of Hispanic society, artistic culture in the Hispanic world, multiculturalism in Hispanic society, and aspects of political life in the Hispanic society. These build on what you have studied at GCSE and cover a wide range of interesting and engaging issues from women's rights to immigration. You will also study a literary text, Como agua para chocolate, and a film, El laberinto del fauno, applying your knowledge of the Spanish language and culture to new contexts. Finally, you will complete an independent research project on a topic of your choice, developing your expertise in an area of particular personal interest to you.

Quite apart from being beneficial at a personal and inter-personal level, an A level in Spanish will help with a variety of career paths. For those who want to specialise in language, there is translation, interpretation and diplomacy. Or maybe you want to work in the travel and tourism industry? Even as a budding engineer, journalist or designer, being proficient in a language will give you broader career options and help differentiate you from other applicants for any university or college course, or job.

Linear Assessment - A level		
Component 1:	**Component 2:**	**Component 3:**
Written Paper (Total marks: 100; 2 hours 30 minutes) Listening: 30 marks Reading: 50 marks Translation into English: 10 marks Translation into Spanish: 10 marks 50% of A level	Written Paper (Total marks: 80; 2 hours) 2 x Critical literary essay on a set literary text: 2 x 40 marks 20% of A level	Speaking Test (Total marks:75; 21-23 minutes including 5 minutes preparation) Discussion of stimulus card: 25 marks Research project: 35 marks 30 % of A level

Year 13 Extended Learning Programme

The Extended Learning Programme enables students to tailor their learning within the Sixth Form around their talents and own areas of interest, specifically aimed towards individual personal development. Taking on additional programmes of study outside the main curriculum offer enhances individual CVs and personal profiles.

The EPQ: A popular choice is the EPQ or the Extended Project Qualification. Details of this course are given overleaf.

The Gold Arts Award: **Level 3 Certificate in the Arts is an alternative extended learning qualification to the EPQ. 90 guided learning hours + 60 independent learning hours = 150 hours total qualification time (TQT)**

Gold Arts Award is a Level 3 qualification on the Regulated Qualifications Framework (RQF) and is designed for ages 16 and above. The award has 16 points on the UCAS tariff.

The students develop an individual arts portfolio of their experiences of:

Unit One: Personal arts development

- extending their own arts practice, experiencing another art and creating new work
- being involved in the world of the arts through placements, volunteering, training and research
- reviewing arts events and finding out about artists or craftspeople and their career paths
- researching and making the case for an arts issue

and a second unit, UNIT TWO, where they evidence their **Leadership of an arts project.**

Extended Learning Lectures

The after school lecture programme has been developed to provide an experience of higher education, to develop a wider knowledge base and to extend thinking in preparation for university and employment. Visiting speakers and external organisations provide lectures for students to encourage them to debate, analyse and evaluate at a higher level.

Academic HUBS

There is now an established number of Academic Hubs which are student lead discussion groups focussing on a range of super curricular topics to extend learning and academic knowledge and understanding. There are now three HUB conferences across the year where students can elect to present a ten minute lecture on a topic of their choice. There is also the option of writing a fully referenced article for 'The HUB' academic student magazine.

The Extended Project Qualification (EPQ)

The Extended Project Qualification is a course worth approximately half an A level, as the time allocation is one year or 120 guided learning hours. It has been designed to encourage independent research, analysis, communication and presentation skills. This qualification is of particular interest to Higher Education institutions as it has been designed to prepare students for the skills needed within degree programmes. There is no formal Examination. The EPQ is designed to allow an area of enquiry selected by individual students to be followed and the results of that enquiry presented in the most suitable format. Much of the work is carried out independently supported by approximately 40 hours of tutorial support.

Students may choose to take the Extended Project Qualification as an extension from an existing area of study linked to another qualification at Level 3; for example, a current AS or A level subject. Alternatively, the extended Project Qualification may explore an area of personal interest or an activity outside the main programme of study, possibly linked to careers, community work or enterprise. Students interested in the sciences or engineering may wish to follow a line of enquiry in that area. Performing Art students may wish to develop an area of performance that will extend their knowledge beyond the existing curriculum framework. Creative Art or Design students may wish to produce an artefact or practical outcome that will extend their knowledge and understanding. A formal presentation of the resulting outcome will be made to a third party. A reflective log is kept throughout the whole process.

The course involves extended independent work by the student supported by a mentor and supervising tutor. Students will be expected to produce the following evidence for assessment:

- **A completed Production Log including the Project Proposal Form**
  The Production Log will document the planning and progress of the project, including decision-making and reflections on the process.
- **A Written Report** - must be submitted for assessment of between 1000 and 5000 words. The exact length of each Written Report will depend on the nature of the project, the subject area or topic chosen and the other evidence provided. A project which consists solely of written work should be approximately 5000 words. For example, an investigation, exploration of a hypothesis or extended essay or academic report. Projects where the majority of the evidence is provided in other formats should include a report or record of work undertaken which is at least 1000 words.
- **Evidence** can be provided in any form appropriate to the type of project chosen, and may include:
  - an artefact, model or construction
  - a CD/video/DVD of performances or activities
  - an audiotape/multimedia presentation
  - a journal of activities or events
  - a slide or PowerPoint presentation
  - a photographic record of the project.
- **A Presentation** - The presentation should be for a non-specialist audience and use media appropriate to the type of project. The presentation could take the form of a verbal or written presentation or may involve the use of flipcharts, posters, OHP transparencies, PowerPoint or short excerpts of video material.

Choice of Subjects and Entry Requirements

All students need to meet the following criteria to gain a place in Year 12 at Invicta Grammar School:

46 points across the best 8 subjects with a Grade 5 in Mathematics and English (Language or Literature).
Meet the entry requirements for the A level subjects that you wish to study.

Subject	Subject Requirements
Applied Science	6 in Combined Science or Triple Science and a grade 6 in Mathematics
Art and Design*	6/above in GCSE Art. Alternatively, students who have studied a creative subject at GCSE will be considered, with a submission of a portfolio in advance.
Art Textiles*	6/above in a creative subject at GCSE with submission of a portfolio of work
Biology	7/above in Biology or 77 in Combined Science and a grade 7 in Mathematics
Business*	6/above in GCSE English (Literature or Language) and a grade 6/above in Mathematics
Chemistry	7/above in Chemistry or 77 in Combined Science and a grade 7 in Mathematics
Classical Civilisation*	6/above in English Literature
Computer Science	7/above in GCSE Computing and 6/above in GCSE Mathematics
Dance*	6/above in GCSE Dance or attendance at a dance class. Applicants will be auditioned
Drama and Theatre Studies*	6/above in GCSE English Literature
Economics*	7/above in GCSE Mathematics and 6/above in English Language or Literature. If you wish to study Economics at a higher level, it is recommended that you take Maths at A level alongside Economics A level.
English Literature	6/above in GCSE English Literature
Fashion and Textiles*	6/above in a creative subject at GCSE with a submission of a portfolio of work
Film Studies*	5/above in GCSE English Language
Financial Studies	5/above in Mathematics and English (Language or Literature)
French	7/above in GCSE French. Students need to sit a Speaking Assessment in Summer 2021.
Geography	6/above in GCSE Geography, 6/above in English Language or Literature, and 6/above in Mathematics
German	7/above in GCSE German
Government and Politics*	6/above in GCSE English Language or Literature or 6/above in GCSE History
History	6/above in GCSE History and 6/above in English Language or Literature
Further Maths	8 in GCSE Mathematics
Mathematics	7/above in GCSE Mathematics
Music	6/above in GCSE Music and grade 5/above on at least one instrument and Music Theory
Photography*	6/above in GCSE Photography. Alternatively, students who have studied a creative subject at GCSE will be considered, with a submission of a portfolio in advance.
Physical Education	7/above in GCSE PE. Students should also play in one sport at club, district or national level. Students studying PE BTEC courses are required to achieve a distinction star
Physics	7/above in Physics or 77 in Combined Science; and a grade 7 in Mathematics
Product Design	6/above in GCSE DT or GCSE Art, and 5/above in Mathematics.
Psychology*	6/above in GCSE English (Literature or Language) and Biology or Combined Science
Religious Studies*	6/above in English Literature
Spanish	7/above in GCSE Spanish

* You can study these subjects without having completed the GCSE course.

Key Dates for entry into the Sixth Form at Invicta Grammar School

Wednesday– 30 November 2022	**Sixth Form Open Evening** An opportunity for Year 11 students to access a variety of resources including a tour of the school, speeches from The Head of Sixth Form and Senior Prefects and subject specific information for every subject offered.
November - December 2022	Students consider and research subject choices. All students will receive careers and subject guidance through tutor time and meetings with Senior staff.
November 2022 – January 2023	**External candidates may apply via the Invicta Grammar School website. Existing Invicta students should return the Sixth Form options form.** Upon receipt of an external candidates application form, we will write to the current school to request GCSE grade predictions. Conditional Offers will be based on predicted GCSE grades.
Tuesday 31 January 2023	**Application deadline for prospective candidates**
May – July 2023	**GCSE Examinations**
Monday 3 July to Friday 7 July 2023	**Sixth Form Induction** All new Year 12 students will join the school for a 5 day induction period during 3 July to 7 July. During this time, students will meet their Leads of Sixth Form, subject teachers and new form tutor and have access to the Sixth Form facilities at Invicta Grammar School. This is also an excellent opportunity for new students to familiarise themselves with the school site and find their way around. The week will involve a combination of team building activities, A level lessons and an overnight trip to University of Sussex. The Sixth Form induction period will continue as students join us for the start of the academic year in September 2023.
Thursday 24 August 2023	**GCSE results are published** Internal and external candidates must contact the school to confirm their results, their A level options and their places in Year 12.

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