



## Sixth Form Courses

2024





# ART & DESIGN A LEVEL

**EXAMINING BODY: EDEXCEL**

## **SUBJECT OVERVIEW**

The main purpose of any course in art, craft and design is to develop your ability to appreciate the visual world, respond in a personal and creative way and perhaps even contribute for the benefit of everyone.

The skills you will develop will be varied. Among them you will develop a working knowledge of materials, practices and technology within art. You will develop the skills to interpret and convey your ideas and feelings using art, craft and design. You will develop your imaginative and creative powers and your experimental, analytical and documenting skills. You will also develop a specialist vocabulary and the knowledge and understanding of the place of art, craft and design in history and in contemporary society.

## **EXAMINATION**

A Level

Component 1 Personal investigation 60% of total A Level

- Includes a portfolio of practical work
- Personal Study- an extended written response minimum of 1000 words (12%)

Component 2 Externally Set task 40% of total A Level

*The exam is 15 hours and will be taken at the end of the 2 year course.*

## **KEY SKILLS**

Communication is integral to the Study of AS/A Level Art. Some IT skills will also be appropriate.

## **PROGRESSION**

There are many careers in Art and Design including advertising, architecture, graphics, textiles, fashion, film and photography, industrial/ product design, etc.

The most common route to a career in Art and Design is by taking a one-year Foundation Course before specialising in a chosen field. Vyners School Art Department has an excellent record of placing its A Level students on the best Foundation Courses in the London area. Alternatively, applications can be made through UCAS directly to specialist degree courses in Art and Design.

The study of Art and Design can also help you to develop transferable skills to take into any career or job.

If you require further information, please contact the Subject Leader Mrs F Vine, email: [fvine@vynersschool.org.uk](mailto:fvine@vynersschool.org.uk)

# BIOLOGY A LEVEL

## EXAMINING BODY: EDEXCEL

### SUBJECT OVERVIEW

The A Level course follows on naturally from the topics covered at GCSE allowing for more depth and detail. The A Level Biology Course is intended to meet the needs of all students, those wishing to progress to higher education as well as those who have an interest in the subject but do not wish to study beyond A Level.

The course is at the forefront for producing answers to topical problems including cloning, genetic screening, gene therapy, global warming, Tuberculosis and HIV, hospital acquired infections, keyhole surgery and prostheses and Parkinson's. The course also provides the basis for an enriched life with interest in nature and the environment.

The syllabus is divided into 8 units allowing for both theory based and practical work in order to help you develop into an all round Biologist.

The format of these units is as follows:

Year 1	Year 2
<ol style="list-style-type: none"><li>1. Lifestyle, health and risks</li><li>2. Genes and health</li><li>3. Voice of the genome</li><li>4. Biodiversity and natural resources</li></ol>	<ol style="list-style-type: none"><li>1. 5. On the wild side</li><li>2. 6. Immunity, infection and forensics</li><li>3. 7. Run for your life</li><li>4. 8. Grey Matter.</li></ol>

### EXAMINATION

A Level 3 exams in Year 13 during May/June

- Paper 1 Units 1 - 6 2 hours 100 marks
- Paper 2 Units 1 - 4, 7 and 8 2 hours 100 marks
- Paper 3 Units 1 - 8\* 2 hours 100 marks

*\*Pre-release material in the form of a Scientific article for a comprehension section in the paper.*

In both years 12 and 13 there are set practical's that all students must complete and write up in full. These practical's will be tested in the exams and a pass or fail teacher assessment is also passed on to the board. This qualification is called CPAC.

### PROGRESSION

Students who have followed the course will be equipped to proceed to study Medicine or other medical fields such as Nursing and Veterinary Science however the skills developed by studying Biology will open up a huge range of career choices. Students that have studied Biology have gone on to study Sciences, Environmental courses including Environmental Management, and Agriculture.

If you require any further information, please contact the Subject Leader Miss G Holt, email: [gholt@vynersschool.org.uk](mailto:gholt@vynersschool.org.uk)



# BUSINESS A LEVEL

**EXAMINING BODY:** Edexcel

## SUBJECT OVERVIEW

Studying Business will give you the skills and understanding of the challenging business environment in which we live. You will become a better informed consumer and be able to make educated financial decisions. You will learn about how entrepreneurs spot business ideas and turn them into successful, profitable businesses, like Apple and Google.

You will learn about how entrepreneurs start and grow small businesses. You will research how small businesses grow into large ones, including topics such as marketing, operations, finance and human resources. If you enjoy watching Dragons Den, or you are interested in how businesses become successful, then Business is an ideal subject to choose.

Business sits in the middle of the learning spectrum. In one direction it has close links to Mathematics as calculations are invariably needed. In the other, its demand in terms of analytical essay writing skills align it with the 'arts' subjects such as History, English, Politics and Psychology.

The study of Business requires a multi-disciplinary, integrated approach ranging from finance to psychology and from sociology to economics. All of these topics and more are important foundations upon which Business is based. A successful business will manage its finances effectively, know how to manage people and get the most out of them. It will also attempt to understand the external influences which will affect its performance. The study of management is essential for any Business course. Good managers will make good decisions and understanding the art of management is another important area of study.

## COURSE CONTENT

Theme 1: Marketing and People

- meeting customer needs
- the market
- marketing mix and strategy
- managing people
- entrepreneurs and leaders

Theme 2: Managing Business Activities

- raising finance
- financial planning
- managing finance
- resource management
- external influences

### Theme 3: Business Decisions and Strategy

- business objectives and strategy
- business growth
- decision-making techniques
- influences on business decisions
- assessing competitiveness
- managing change

### Theme 4: Global Business

- globalisation
- global markets and business expansion
- global marketing
- global industries and companies (multinational corporations)

## **ASSESSMENT**

Paper 1: Marketing, people and global businesses (35%)

Paper 2: Business activities, decisions and strategy (35%)

Paper 3: Investigating business in a competitive environment (30%)

## **PROGRESSION**

At University more people choose a business or management related degree than any other course. Business is also an excellent foundation for a wide range of careers including: Marketing; Retail; Management; Finance.

If you require further information, please contact the Subject Leader - Mrs Robinson-White, email: [srobinson-white@vynersschool.org.uk](mailto:srobinson-white@vynersschool.org.uk)

# CHEMISTRY A LEVEL

**EXAMINING BODY: EDEXCEL**

## **SUBJECT OVERVIEW**

Chemistry is the central science. It encompasses such an extensive spectrum of topics and is absolutely fundamental to our understanding of the world around us. This course provides a stimulating and exciting insight into the concepts, content and relevance of modern day chemistry.

During the first year, students will study the core foundations of Organic, Inorganic and Physical Chemistry.

The knowledge acquired in Year 12 is extended further in the second year, where students are introduced to key concepts in Advanced Organic, Inorganic and Physical Chemistry.

The format of these units is as follows:

### Year 12

1. Atomic structure and the periodic table
2. Bonding and structure
3. Redox
4. Inorganic chemistry and the periodic table
5. Formulae, equations and amount of substance
6. Organic chemistry 1
7. Modern analytical techniques
8. Energetics 1
9. Kinetics 1
10. Equilibrium 1

### Year 13

11. Equilibrium 2
12. Acid-base equilibria
13. Energetics 2
14. Redox 2
15. Transition metals
16. Kinetics
17. Organic chemistry 2
18. Organic chemistry 3
19. Modern analytical techniques 2

## EXAMINATION

The A Level qualification involves sitting three examination papers. These are 'Advanced Inorganic and Physical Chemistry' (Paper 1), 'Advanced Organic and Physical Chemistry' (Paper 2) and 'General and Practical Skills in Chemistry' (Paper 3).

Paper 1 Units 1, 2, 3, 4, 5, 8, 10, 11-15 105 minutes 90 marks

Paper 2 Units 2, 3, 5, 6, 7, 9, 16-19 105 minutes 90 marks

Paper 3 Units 1-19\* 150 minutes 120 marks

*\* half of the paper will test knowledge and understanding of practical skills and techniques*

In both years 12 and 13 there are set practical's that all students must complete and write up in full. These practical's will be tested in the exams and a pass or fail teacher assessment is also passed on to the board. This qualification is called CPAC.

## PROGRESSION

Chemistry is an academic and rigorous subject. It helps enhance and provides students with many skills, preparing them for demanding courses at University. A Level Chemistry is essential for the study of Medicine, Veterinary Science and Pharmacy. However, students have also progressed to study Maths, Law and other arts based subjects.

If you require further information, please contact the Subject Leader Miss Jamshad, email: [ajamshad@vynersschool.org.uk](mailto:ajamshad@vynersschool.org.uk)

# COMPUTING A LEVEL

**EXAMINING BODY: OCR**

## SUBJECT OVERVIEW

The A Level specification in computer science contains both theory and practical elements. The theory elements will enable you to develop an understanding of:

- the characteristics of contemporary processors
- input, output and storage devices
- software and software development
- exchanging data
- data types, data structures and algorithms
- legal, moral, cultural and ethical issues
- elements of computational thinking
- problem solving and programming
- algorithms to solve problems and standard algorithms

You will choose a computing problem to work through according to the guidance in the specification.

- Analysis of the problem, · Design of the solution, · Developing the solution · Evaluation

## COURSE DESCRIPTION

The A Level course in Computer Science covers the following topics:

<b>Computer Systems</b>	<b>Algorithms and Programming</b>	<b>Programming Project</b>
<ul style="list-style-type: none"><li>• The characteristics of contemporary processors, input, output and storage devices</li><li>• Software and software development</li><li>• Exchanging data</li><li>• Data types, data structures and algorithms</li><li>• Legal, moral, cultural and ethical issues</li></ul>	<ul style="list-style-type: none"><li>• Elements of computational thinking</li><li>• Problem solving and programming</li><li>• Algorithms</li></ul>	<ul style="list-style-type: none"><li>• Analysis of the problem</li><li>• Design of the solution</li><li>• Developing the solution</li><li>• Evaluation</li></ul>

<b>EXAMINATION</b>	<b>What is Assessed?</b>	<b>Assessment</b>
Paper 1	Computer Science knowledge from subject content above under the title Computer Systems.	Written exam: 2 hours 30 minutes 40% of A Level
Paper 2	Computer Science knowledge from subject content above under the title Algorithms and Programming.	Written exam: 2 hours 30 minutes 40% of A Level
Non-Exam Assessment (Programming Project)	You will be expected to follow a systematic approach to problem solving.	Non-Exam Assessment 20% of A Level

## **PROGRESSION**

By studying the application and the fundamental principles of computing, and having practical experience of the current state of the art, students should be well equipped to appreciate and exploit future developments of computer systems and technology and to appreciate the effects of these developments both on themselves and on society.

Successful completion of the course can lead directly to a variety of careers in computing or to more advanced study in Higher Education.

If you require further information, please contact the Subject Leader Mrs Kaur, email: [skaur@vynersschool.org.uk](mailto:skaur@vynersschool.org.uk)

# DRAMA & THEATRE A LEVEL

**EXAMINING BODY: AQA**

## **SUBJECT OVERVIEW**

Drama and Theatre Studies is a practical, intellectual and artistic subject. You will examine the use of theatre and its many forms and genres when you explore and perform plays. You will develop your interest and enjoyment of Drama and theatre as a performer, a designer, a director and as an analytical member of an audience, fostering a critical appreciation of the subject.

## **COURSE STRUCTURE**

### **Component 1: Written Exam 40%**

- Study 2 plays PRACTICALLY  
1:Antigone Sophocles 2: Our Country's Good Wertebaker
- SEE live theatre
- Sit an exam  
Q1 on play 1, Q2 on an extract from play 2, Q3 regarding the work of live theatre seen

### **Component 2: Creating original drama 30%**

- Create a devised performance (in the style of a practitioner)
- Teacher marked on process (rehearsal) your written work - a working notebook (2500 - 3000) words and your performance.

### **Component 3: Making theatre 30%**

- Explore 3 extracts from different plays PRACTICALLY
- Apply practitioner knowledge to extract 3
- External examiner marks performance of extract 3
- Teacher marks your written work - a reflective report (2500 - 3000 words)

## **PROGRESSION**

Drama is an ideal qualification for anyone intending to study an essay based or arts qualification at degree level.

Drama is considered as an excellent choice for developing analytical, presentation and interpersonal skills.

If you require further information, please contact the Subject Leader Mrs Moore, Email: [hmoore@vynersschool.org.uk](mailto:hmoore@vynersschool.org.uk)

# ECONOMICS A LEVEL

## EXAMINING BODY: AQA

### SUBJECT OVERVIEW

The basic economic problem is that we have limited resources like copper, oil and cotton. We also have unlimited wants for things like televisions, cars and branded t-shirts. Economics attempts to understand how an economy can provide us with the things we need, such as food and shelter, and the things we want like iPhones and holidays. A successful economy will do this efficiently, with as little waste as possible. A successful economy will also do this in a fair way, so that the needs of all people are met. Therefore, as a society we need to make choices including:

- Should we build more schools or more tanks?
- Should we increase taxes to pay for more roads?

The answers to these questions will depend on your own values, so you will be able to develop your own views and understanding of the economy we live in throughout the course.

Economics sits in the middle of the learning spectrum. In one direction it has close links to Mathematics as calculations are invariably needed. In the other, its demand in terms of analytical essay writing skills align it with the 'arts' subjects such as History, English, Politics and Psychology.

### Is this course right for you?

Successful A level economists have an enquiring mind and are fascinated by the world around them. You should be interested in the effect of leaving the EU on the prosperity of the UK, how decisions such as taxing sugary drinks affect the choices consumers make, and how to solve gender inequality. Be prepared for disagreement, economists have wildly different opinions about policy choices and likely outcomes. You should be prepared to learn some theoretical and technical concepts which can at first seem difficult. These techniques will enable you to critically assess a range of issues such as how best to combat global warming, how to reduce poverty and how to 'nudge' people to eat more healthily.

You should be prepared to study independently as there is much to cover, so you must read and learn between lessons. You should enjoy explaining issues with extended essay writing and enjoy and understand the logic of maths. Although in A level Economics the maths is GCSE level, Maths is a prerequisite for most economics degrees. Due to its breadth of relevance, economics complements any subject, but it does work particularly well with politics, geography, history, maths, sociology and psychology.



# **COURSE CONTENT**

## **Component 1 - Individuals, firms, markets and market failure**

1. Economic methodology and the economic problem
2. Individual economic decision making
3. Price determination in a competitive market
4. Production, costs and revenue
5. Perfect competition, imperfectly competitive markets and monopoly
6. The labour market
7. The distribution of income and wealth: poverty and inequality
8. The market mechanism, market failure and government intervention in markets

## **Component 2 - The national and international economy**

9. The measurement of macroeconomic performance
10. How the macro-economy works: the circular flow of income, AD/AS analysis, and related concepts
11. Economic performance
12. Financial markets and monetary policy
13. Fiscal policy and supply-side policies
14. The international economy

## **ASSESSMENT**

Paper 1: Markets and market failure (33.3%)

Paper 2: National and international economy (33.3%)

Paper 3: Economic principles and issues (33.3%)

## **PROGRESSION**

Economics is also an excellent foundation for a wide range of university courses and careers including: Banking; Finance; Accountancy; Retail; Politics.

If you require further information, please contact the Subject Leader - Mrs. Robinson-White, email: [srobinsonwhite@vynersschool.org.uk](mailto:srobinsonwhite@vynersschool.org.uk)

# ENGLISH LITERATURE A LEVEL

## EXAMINING BODY: OCR

## SUBJECT OVERVIEW

This is an English Literature course which means that you must:

- read widely and independently;
- engage critically with a wide range of texts;
- develop your literary analysis skills;
- explore the contexts of texts and how other readers interpret them.

The course builds on the analytical and communication skills acquired up to Year 11.

As an essay-based subject, the transferable writing and analytical skills gained support A Levels such as History, Geography or Economics. The emphasis on the texts' social, political and literary contexts creates a further strong link with History. Many students with an interest in Psychology also choose to study English Literature as it allows them to examine 'the human condition' from a different perspective. The creative thinking involved means it complements the study of Art and Music. There are also clear links with Drama.

## COURSE CONTENT

### COMPONENT 1: DRAMA AND POETRY PRE-1900 – exam:

For this part of the examination you will study a Shakespeare play such as *Hamlet*; one pre-1900 play such as *The Duchess of Malfi* and one pre-1900 poem such as *The Merchant's Prologue and Tale*.

### COMPONENT 2: COMPARATIVE STUDY – exam:

This study requires you to develop an expertise in a literary movement or genre, for instance Gothic Literature or American Literature. Two novels are studied in depth with independent study of a wide range of other related novels and short stories.

### COMPONENT 3: POST 1900 - coursework:

This is known as a synoptic assessment. It involves the explicit drawing together of knowledge, skills and understanding of different aspects of the A Level course. It requires the study of three literary texts: one novel, one poetry text and one play. The texts must have been first published or performed in 1900 or later. At least one of these texts must have been published or performed in 2000 or later. Students are encouraged to select their own choice of novel and to come up with their own areas of interest and essay titles.

## ASSESSMENT

This is a course of learning that takes place during Years 12 and 13.

There will be ONE examination series each year in June. All examined components must *be taken in the same examination series at the end of the course*.

**COMPONENT 1: DRAMA AND POETRY PRE-1900** - This is a closed text written paper of 2 hours and 30 minutes, worth 40% of the total A Level. 60 marks are available.

**COMPONENT 2: COMPARATIVE STUDY** This is a closed text written paper of 2 hours and 30 minutes, worth 40% of the total A Level. 60 marks are available.

**COMPONENT 3: POST 1900 Coursework** This is a non-examined assessment component for which 40 marks are available. There are TWO tasks. Task One is a response to a close reading of an extract from one of the texts consisting of an essay of 1,000 words. Task Two is a comparative essay based on two of the texts. The essay must be 2,000 words.

## **PROGRESSION**

This subject allows you to improve your communication and analysis skills through discussion, close reading and critical writing. English can be studied in institutions of further and higher education, either by itself or along with other subjects. Although it is not a specifically vocational subject, it can lead to journalism, law, broadcasting, the Civil Service and similar professions.

If you require further information, please contact the KS5 Subject Leader Ms Connolly, email: [cconnolly@vynersschool.org.uk](mailto:cconnolly@vynersschool.org.uk)

# FOOD SCIENCE AND NUTRITION LEVEL 3 CERTIFICATE

**EXAMINING BODY: WJEC**

## **SUBJECT OVERVIEW**

The WJEC Level 3 Certificate in Food Science and Nutrition is assessed through a combination of a written exam and an internal centre marked assignment, set by the examination board.

Learners complete one unit in which they will investigate, demonstrate and evaluate their ability to meet the nutritional needs of specific groups.

This unit will enable the learner to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts. Through on-going practical sessions, it will also provide opportunities to develop skills by producing quality food items that meet the needs of individuals.

90 minute examination plus 15 minutes reading time (Total of 90 marks)

Section A is short answer questions

Section B is extended answer questions

Section C relates to a case study

The paper is graded at pass, merit and distinction

Topics are...

Understand the importance of food safety (14-22 marks)

Understand the properties of nutrients (14-22 marks)

Understand the relationship between nutrients and the human body (22-31 marks)

Plan nutritional requirements (22-31 marks)

## **PROGRESSION**

Together with relevant Level 3 qualifications such as AS and A Levels in Biology, Chemistry, Sociology and Maths and/or Level 3 qualifications in Hospitality or Science, learners will gain the required knowledge to progress to higher education degree courses, such as:

- BSc Food and Nutrition
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology

As well as preparing learners for future education or careers in the food and nutrition industry, the unit also provides a range of transferable skills such as...

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts

If you require further information, please contact the Subject Leader Mr Welch, email: [jwelch@vynerschool.org.uk](mailto:jwelch@vynerschool.org.uk)

# GEOGRAPHY A LEVEL

**EXAMINING BODY: EDEXCEL**

## **SUBJECT OVERVIEW**

Geography forms the bridge between the natural and human world and the science and arts disciplines. The diverse nature of the subject develops broad-minded, deep thinkers who learn from the world around them. Many employers recognise that Geography students have a wide variety of transferable skills ranging from enquiry-based data collection and analysis, presentation and the preparation and presentation of reports in written and oral form. Students of Geography are regarded as being skilled in making informed decisions based on a range of real world information.

## **COURSE CONTENT**

Throughout the two years of study students will focus on four key geographical themes:

*Dynamic Landscapes* focusing Tectonic Processes and Coastal Landscapes and Change.

*Physical Systems and Sustainability* focusing on The Water Cycle and Water Insecurity and the Carbon Cycle and Energy Security.

*Dynamic Places* focusing on Globalisation and Regenerating Places.

*Human Systems and Geopolitics* focusing on Superpowers and Health, Human Rights and Intervention

Students will be expected to complete a minimum of 4 days of field work as part of their independent investigation. This fieldwork will be a combination of both human and physical Geography.

## **ASSESSMENT**

Unit 1 - 30% of A Level (105 marks)

2 hour 15 minute exam

Focuses on Dynamic Landscapes, Physical Systems and Sustainability.

Unit 2 - 30 % of A Level (105 marks)

2 hour 15 minute exam

Focuses on Dynamic Places, Human Systems and Geopolitics.

Unit 3 - 20% of A Level (70 marks)

2 hour 15 minute exam

Synoptic Decision Making Exam. An unseen resource booklet is provided in the exam.

Unit 4 - 20% of A Level (70 marks)

3000 to 4000 word written report (coursework).

Independent Investigation is based on field work carried out at A Level.

## **PROGRESSION**

Advanced Level Geography is a highly regarded academic discipline and valuable entry qualification to many higher education and degree courses. It combines well with other subjects such as Biology, Mathematics, Economics, History, Politics, Physics and Sociology. Furthermore, it can be useful in a host of jobs, for example Land Management and Conservation, Town and Country Planning, Environmental Management and the Professional Services.

If you require further information, please contact Miss Jackson-Smith (Head of Geography) at [cjackson-smith@vynersschool.org.uk](mailto:cjackson-smith@vynersschool.org.uk)

# GERMAN A LEVEL

**EXAMINING BODY: AQA**

## **SUBJECT OVERVIEW**

Britain's increasingly important role in Europe means that your career prospects could be enhanced if you are a competent linguist.

The syllabus is a natural extension from GCSE and approximately equal stress is laid on each of the four linguistic skills: speaking, listening, reading and writing. Great importance is attached to the life and culture in Germany. By the end of the 2 year A Level course you will have a sound grasp of grammatical structure and so be more confident in oral and comprehension skills so valued by employers.

### **The general topic areas in Year 1 are:**

1. Social issues and trends; the digital world; youth culture; fashion and trends
2. Artistic culture; festivals; traditions; art; architecture, Berlin
3. Grammar; translation into English from German
4. Literary text or film; essay
5. Speaking on one or two topics from the subtopics.

### **The general topic areas in Year 2 are:**

1. Aspects of German speaking society
2. Artistic culture
3. Multiculturalism
4. Aspects of political life grammar
5. Grammar: translation from and into target language
6. Speaking on two sub topics and a discussion card.

You will be encouraged to make as many visits as possible to countries where German is spoken. We particularly recommend German work experience which can be arranged in a wide range of sectors.

You should be prepared to read widely, use German websites to develop listening skills, make personal vocabulary lists, read from German press and magazines and fully exploit facilities offered by certain cinemas in the screening of German films.

You will also be attending weekly conversation classes with the assistant.



## **EXAMINATION**

At the end of Year 13, students will sit the 3 following exams:

Paper 1: Listening, Reading and Writing texts on the topic areas mentioned above.

Paper 2: Writing 2 essays about a film and a novel studied during the course.

Paper 3: Speaking. Having a discussion of one sub-theme from those above, lasting 5–6 minutes, and then presenting and discussing your individual research project for 14/15 minutes.

## **PROGRESSION**

Students with A Level can, of course, continue to study languages at university in order to work in a variety of industries and professions. It is now possible to study almost any subject with German at university and make yourself more attractive to employers.

Most students will seek work as non-specialists in industry, exporting, marketing, selling or in government jobs perhaps connected with the Diplomatic Service, the Civil Service or the European Community. Many other sectors also need linguists including travel and tourism, the BBC, shipping services and voluntary organisations.

Do remember, if you want to work in tourism you really need two foreign languages.

If you require further information, please contact the Subject Leader Ms Kelly, email: [okelly@vynersschool.org.uk](mailto:okelly@vynersschool.org.uk)

# GOVERNMENT & POLITICS A LEVEL

## EXAMINING BODY: AQA

### SUBJECT OVERVIEW

Why choose AQA for A-level Politics?

Lively, relevant, controversial... there are many ways to describe A-level Politics. There's no denying that it's one of the most interesting and engaging qualifications you can choose. Covering news and current affairs from the UK and US, it helps you understand how the UK country is run and develops research, written communication and debate skills. It also helps grow your confidence. It's ideal if you're considering studying politics, sociology, ethics, advertising or journalism at university and is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

Unit 1: Government and Politics of the UK

Unit 1 is focussed on the way that the UK is governed. It includes the following topics

- The nature and sources of the British Constitution
- The structure and role of Parliament
- The Prime Minister and cabinet
- The Judiciary
- Devolution
- Democracy and participation
- Elections and referendums
- Political parties
- Pressure groups
- The European Union

Unit 2 Government and politics of the USA and comparative politics

Unit 2 covers how politics work in the USA and how the American style of Government is different from the UK.

The USA

- The constitutional framework of the US government
- The legislative branch of government: Congress
- The executive branch of government: President
- The judicial branch of government
- The electoral process and direct democracy
- Political parties
- Pressure groups
- Civil Rights

## Comparisons

- Constitutional arrangements
- The executives
- The judiciaries
- Electoral and party systems
- Pressure groups
- Civil Rights

## Unit 3 political ideas

This unit is designed to give pupils a deeper understanding of the concepts that form the basis of political beliefs.

- Liberalism
- Conservatism
- Socialism
- Feminism

## **EXAMINATION**

Exam: Three 2 hour exams

1. Government and politics of the UK
2. Government and politics of the USA and comparative politics
3. Political ideas

## **Progression**

Studying this subject will develop your understanding of structures of authority and power, how political systems differ, and enable you to interpret, evaluate and comment on the nature of politics and government. You will also develop a range of transferable analytical, debating and communication skills - all of which are valuable in a wide range of careers.

An A-level in Government and Politics provides an excellent background for careers in law, journalism, the caring professions, teaching, and a range of management and business areas.

If you require further information, please contact the Subject Leader Mr S Beale, email: [sbeale@vynersschool.org.uk](mailto:sbeale@vynersschool.org.uk)

# HISTORY A LEVEL

## EXAMINING BODY: AQA

### SUBJECT OVERVIEW

- (i) to offer you the opportunity to study History in length, breadth and depth across a variety of periods and topics.
- (ii) to develop expertise in a variety of skills such as analysis, communication, evaluation and interpretation.
- (iii) to produce your own ideas, theories and arguments based on personal research. This research (and discussion) should reinforce the idea that truth in History is not black and white, but opinion based on evidence, and therefore a questioning approach will be developed.
- (iv) to promote a course which is genuinely interesting, is self-contained and which will also serve as a preparation for those who want to study History in higher education.

### METHODOLOGY

Such strategies may include note taking, reading, individual work, group work, discussion and debate, class presentations, role play and the use of ICT.

Students are also assessed in a variety of ways such as through document-based questions, note taking, projects, presentations, essays, model answers and critiques of work. Class lessons are used to check that satisfactory notes are being maintained and discuss the issues that have arisen.

While the History department can offer access to key texts it is important that you do not think in terms of relying on just one or two sources. You are encouraged to read as much as possible, to make use of the School Library, the History Room Libraries and local Libraries, while several books are now produced in reasonably-priced paperbacks.

### COURSE DESCRIPTION

In this linear A Level you will sit two exams at the end of your second year. These will be a breadth study on The Tudors: England 1485-1603; and a depth study on The American Dream: Reality or Illusion 1945-1980.

#### Year One

The Tudors : Covers the years 1485-1547 and explores the reigns of Henry VII & Henry VIII. You will consider the political, economic and religious impacts of their reigns.

The American Dream : You will cover the years 1945-1963 and explore the presidencies of Harry Truman, Dwight Eisenhower and John F. Kennedy. You will consider the prosperity, inequality and superpower status of America, with particular focus on the Cold War, Economy and Civil Rights.

In the summer term you will be introduced to the Independent Investigation unit. This is a 4500 word essay where you will choose a 100-year period of history, formulate a question around a key theme from that period and conduct your own independent research.

## **Year Two**

The Tudors : This covers the years 1547-1603 and explores the reigns of Edward VI, Mary I & Elizabeth I. You will consider the change and continuity in society and the impact of economic, social and religious developments.

The American Dream : This covers the years 1963-1980 and explore the presidencies of Lyndon Johnson, Richard Nixon, Gerald Ford and Jimmy Carter. You will continue to consider the status of the USA as a superpower, examining the various Presidents' policies regarding the Cold War, Economy and Civil Rights.

You will continue to work on your Non Examined Assessment begun in the summer term of Year One.

## **EXAMINATION**

Each examination unit is worth 40% of the A Level. Whilst the exams will each take slightly different formats they will both last 2½ hours and will be made up of 3 questions, totalling 80 marks.

The Non Examined Assessment is worth 20% of the A Level. It is marked internally and moderated externally.

## **PROGRESSION**

History can be studied in institutions of further and higher education, either by itself or with other subjects, e.g. Politics, Economics, Law or the Media. Although it is not a specifically vocational subject, it can provide a good basis for broadcasting, the Civil Service, journalism and similar professions.

Skills acquired such as analysis, communication of argument, evaluation, interpretation and presentation of ideas would be beneficial in a variety of vocations.

If you require further information, please contact the Subject Leader Mr S Beale, email: [sbeale@vynersschool.org.uk](mailto:sbeale@vynersschool.org.uk)

# **IT BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE**

## **(Equivalent to 1 A Level)**

**EXAMINING BODY: EDEXCEL**

### **SUBJECT OVERVIEW**

The BTEC Level 3 Extended Certificate in IT is primarily a Technical Level qualification, equivalent to ONE A level (56 UCAS points). It covers many aspects of the sector such as the use of social media marketing in business, developing and managing database information systems followed by HTML and CSS Website development. This qualification is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

This course is classroom taught, with a range of lectures, group work, presentations, practical sessions and workshops.

### **ASSESSMENT**

The BTEC Level 3 Extended Certificate in IT consists of one externally assessed exam followed by one externally assessed controlled assessment and two internally assessed coursework units.

There are four units that you will have to cover:

1. Information Technology Systems
2. Creating Systems to Manage Information
3. Using Social Media in Business
4. Website Development

### **PROGRESSION**

This qualification supports progression into further education, training or employment. Appropriate further education might be: BTEC Higher National Diploma in Computing; BTEC Foundation Degree in Computing; a degree in computing, IT or related fields; entry into employment.

If you require further information, please contact the Subject Leader Mrs Kaur, email: [skaur@vynersschool.org.uk](mailto:skaur@vynersschool.org.uk)

# IT BTEC LEVEL 3 NATIONAL DIPLOMA

(Equivalent To 2 A Levels)

**EXAMINING BODY: EDEXCEL**

## **SUBJECT OVERVIEW**

The BTEC Level 3 Diploma in IT is primarily a Technical Level qualification, equivalent to TWO A level (112 UCAS points). It covers many aspects of the sector such as the use of social media marketing in business, developing and managing database information systems followed by HTML and CSS Website development. Learners study the relationship between hardware and software, managing and communicating information and data, and the principles of designing and developing digital technologies and processes to support organisations, IT Project Management and IT Cyber Security and Incident Management (synoptic). This qualification also includes a choice of optional units, covering areas such as data modelling and analytics, mobile internet technologies, creative technologies and enterprise for IT. This qualification is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

This course is classroom taught, with a range of lectures, group work, presentations, practical sessions and workshops.

## **ASSESSMENT**

The BTEC Level 3 Extended Certificate in IT consists of one externally assessed exam followed by two externally assessed controlled assessment and five internally assessed coursework units.

There are eight units that you will have to cover:

- |   |   |
|---|---|
| 1. Information Technology Systems         | 5. Programming                            |
| 2. Creating Systems to Manage Information | 6. IT project Management                  |
| 3. Using Social Media in Business         | 7. Cyber Security and Incident Management |
| 4. Website Development                    | 8. Enterprise in IT                       |

## **PROGRESSION**

This qualification supports progression into further education, training or employment. Appropriate further education might be: BTEC Higher National Diploma in Computing; BTEC Foundation Degree in Computing; a degree in computing, IT or related fields; entry into employment.

If you require further information, please contact the Subject Leader Mrs Kaur, email: [skaur@vynersschool.org.uk](mailto:skaur@vynersschool.org.uk)

# MATHEMATICS & FURTHER MATHEMATICS A LEVEL

**EXAMINING BODY: EDEXCEL**

## **SUBJECT OVERVIEW**

**A Level Mathematics** - Year 1 at Vyners comprises all key foundation elements of advanced mathematical study, including pure as well as both statistics and mechanics content. Students will take 2 papers at the end of Year 12, set and marked internally.

Year 2 again comprises a mixture of pure, statistics and mechanics. The content of year 1 and year 2 Mathematics has been stipulated by the Department of Education. Students will sit all their external exams at the end of the course, this comprises 3 papers, each 2 hours long.

**A Level Further Mathematics** builds upon the pure content of A Level Mathematics and includes new topics such as Complex numbers and Hyperbolic functions. Those studying further mathematics will also study Decision Maths in year 12 and one other applied module which will be decided together as a class towards the end of yr12.

The Maths and Further maths content is interwoven and studied throughout the course

Students will sit all the exams for both Mathematics and Further Mathematics at the end of year 2. Further Mathematics comprises an additional 4 exams each of 1.5 hours in duration.

## **PROGRESSION**

For progression to many courses at university it is important to have strong mathematical skills. For most science, technology, engineering and mathematics (STEM) degree courses, A Level Mathematics is a requirement and A Level Further Mathematics is often a preferred subject. If you wish to study Mathematics, Physics or Computer Science, A Level Further Mathematics is often a required subject. Having A level Further Mathematics on your university application is a way to make it stand out.

Many employers highly value mathematics qualifications because mathematics students become better at thinking logically and analytically. Through solving problems you develop resilience and the ability to think creatively. Through creating proofs and justifying your results, you develop the skills needed to formulate well reasoned arguments. Crucially, you will develop excellent numeracy skills and the ability to process and interpret data.

## **SKILLS DEVELOPMENT**

Studying Mathematics will enable you to develop the following skills:

- understanding of the mathematics that underpins many aspects of our lives
- the ability to apply a range of mathematical skills to different situations
- acute logical thinking and problem-solving abilities
- the ability to process, interpret and analyse information.

If you require further information, please contact Mrs R Gill, [rgill@vynersschool.org.uk](mailto:rgill@vynersschool.org.uk)



# **MATHEMATICAL STUDIES LEVEL 3 (“CORE MATHS”)**

**EXAMINING BODY: AQA**

## **SUBJECT OVERVIEW**

Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. Core Maths focuses on ways in which maths can be applied. This includes topics such as financial maths, probability and risk analysis. There is also a strong statistics focus, which is fantastic in supporting students who are also taking A Levels such as Biology, Chemistry, Geography or Psychology which have a data analysis component.

Students will study Core Maths in Year 12 only, and receive a qualification which is equivalent to an AS level. Students will sit two exams each of 1 hour 30 minutes. This qualification is looked upon very favourably when later making university or job applications, particularly in subjects with a numerical component such as the sciences. Often a good grade in Core Maths may lead to a reduced university offer.

If you require further information, please contact Mrs R Gill, [rgill@vynersschool.org.uk](mailto:rgill@vynersschool.org.uk)

# **MEDIA STUDIES A LEVEL**

## **EXAMINING BODY: EDUQAS**

Alongside an examination, you will complete a piece of practical coursework which will make up 30% of your final A Level grade. You will be required to research in preparation for, plan, create and evaluate your practical work and will produce professional media artefacts. These practical exercises will enable you to experience what it actually feels like to be a working media practitioner.

## **SUBJECT OVERVIEW**

Throughout this course you will explore current debates about culture and the ways in which the media brings about social, cultural and political change.

Studying the media means looking differently at the culturally shared products of our everyday lives as people living in the 21st—century technological world. This is the world where a film, a television programme, music or news on the internet can be accessed and understood by audiences and consumers across the globe. You will have first-hand experience as a consumer of the media as part of your everyday life and are already an expert at interpreting media images.

Media Studies is a popular subject at A Level. You will enjoy the challenge that comes with designing and creating your own original media texts and exploring the media that you use every day. The course offers the study of a variety of media texts, an exploration of current issues and debates within the world of the media and an evaluation of the way in which audiences consume, respond to, use and enjoy media texts. There is a wide range of exciting jobs available to those wishing to join the media industry and studying A Level Media Studies is the first step to securing a position in this ever popular field.

## **COURSE DESCRIPTION**

This course is based on 4 main areas of study: media concepts, media platforms (e.g. TV/film, digital/web-based media, newspapers/magazines), media debates (e.g. Reality TV, Regulation and censorship) and practical production. You will develop your understanding and appreciation of the media and also create a media product e.g. a video, magazine or website using industry standard software.

Throughout the two year course you will gain an understanding of notions of 'identity' within the context of cultural life and how people engage with media forms such as television, radio, print, digital communication, advertising and social media. The course will equip you with the knowledge and skills you'll need to engage critically and creatively with media and identity, both significant areas of contemporary culture.

## **EXAMINATION**

Alongside an examination, you will complete a piece of practical coursework in both your first and second year of the course. You will be required to research in preparation for, plan, create and evaluate your practical work and will produce professional media artefacts. These practical exercises will enable you to experience what it actually feels like to be a working media practitioner.

## **PROGRESSION**

Students with A Level Media can go on to university to study a range of disciplines within the media landscape, such as: film studies, television production, journalism, communication and advertising.

If you require further information, please contact the Subject Leader, Miss L Parsons email [lp Parsons@vynersschool.org.uk](mailto:lp Parsons@vynersschool.org.uk)

# MUSIC A LEVEL

## EXAMINING BODY: EDUQAS

### SUBJECT OVERVIEW

#### Part 1: Performance (25-35%)

Option A: (35%) A 10-12 minute performance consisting of a minimum of three pieces. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.

Option B: (25%) A 6-8 minute performance consisting of a minimum of two pieces, one piece must reflect the musical characteristics of one area of study

#### Part 2: Composition (25-35%)

Option A: Composing (25%) Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs. The second composition is a free composition.

Option B: Composing (35%) Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs. The second composition must reflect the musical characteristics of one different area of study while the third composition is a free composition.

#### Part 3: Examination (40%)

You will study 4 set works in two areas of study which are. Within these areas you will explore the different musical elements and the historical context behind each piece.

##### Western Classical:

Haydn London Symphony

Mendelssohn Italian Symphony

##### 20th Century Music

Poulenc: Trio for Oboe, Bassoon and Piano

Debussy: Three Nocturnes

Students will also study one of three areas of study which are Rock and Pop, Musical Theatre or Jazz and have to answer general questions general musicianship questions about the chosen genre.

## **EXAMINATION**

Students will have to sit a 2.15 hour exam in which they are answer to respond to the follow types of questions:

1. Set work analysis with a score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score
4. Comparison questions

## **OTHER INFORMATION**

As an A Level student, you are expected to be a role model for the younger years with music. Therefore, all A Level students must attend Senior Choir every week and one other musical ensemble.

You will also receive free music instrumental or singing lessons with either Hillingdon Music Hub or one of our private peripatetic teachers.

## **PROGRESSION**

Studying music is one of the most fulfilling subjects within school. Not only do you learn the skills of performing on your instrument to a high level, you also gain the ability to analyse any given music, compose your own music and learn many different languages including the language of music itself. Music is regarded highly among the top universities through its nature of encouraging hard work and perseverance. Music is also one of the top jobs for employment Post University with 91% of graduates gaining employment within six months of finishing their degree.

If you require further information, please contact the Subject Leader Mr D Cullum, email: [dcullum@vynersschool.org.uk](mailto:dcullum@vynersschool.org.uk)

# PHOTOGRAPHY A LEVEL

**EXAMINING BODY: OCR**

## **SUBJECT OVERVIEW**

This course will offer you the opportunity to learn about a variety of lens and light based media. You will work with both film-based and digital photographic processes, which will enable you to form a means of personal enquiry and expression. You will be encouraged to be experimental in your selection and manipulation of images, and must employ creative approaches which go beyond mere observation and recording.

When using film-based photography, you will develop an understanding of SLR cameras and traditional dark-room techniques, involving the developing and printing of your own work. A significant element of the course will focus on the use of digital photography, and image manipulation software such as Adobe Photoshop.

The contextual element of the course will enable you to develop an awareness and understanding of the work of photographers. Through research into the work of others, you will seek inspiration, and will be able to extract useful information about working methods.

## **EXAMINATION**

Component 1 :            Personal Investigation 60% of total A Level

- Includes a portfolio of practical work
- A related study - an extended written response minimum 1000 words

Component 2:            Externally Set task 40% of total A Level

*The exam is 15 hours and will be taken at the end of the 2 year course.*

## **KEY SKILLS**

Communication is integral to the Study of A Level Photography. Some IT skills will also be appropriate.

## **PROGRESSION**

There are many careers which involve Photography. The most common route to a career in any Art and Design discipline is by taking a one-year Foundation Course before specialising in a chosen field. Vyners School has an excellent record of placing its A Level students on the best Foundation Courses in the London area. Alternatively, applications can be made through UCAS directly to a specialist degree course in Photography.

The study of Photography can also help you to develop transferable skills to take into any career or job.

If you require further information please contact the Subject Teacher for Photography Mr Wilcox, email: [mwilcox@vynersschool.org.uk](mailto:mwilcox@vynersschool.org.uk)

# PHYSICAL EDUCATION A LEVEL

**AWARDING BODY: OCR**

## **SUBJECT OVERVIEW**

Our A Level in Physical Education develops knowledge, understanding and skills relevant to physical education. Students gain understanding of the scientific and socio-cultural factors that underpin physical activity, and demonstrate their ability as either performer or coach. This qualification is filled with a range of content across the sporting spectrum developing individuals' knowledge in preparation for a possible career in teaching, sports medicine, nutrition, coaching, strength and conditioning to name a few.

## **ENTRY REQUIREMENTS**

2 x Grade 6+ in Science, 6+ in English, 6+ GCSE PE

## **COURSE CONTENT**

Physiological factors affecting performance

Psychological factors affecting performance

Socio-cultural issues in physical activity and sport

Performance in Physical Education

## **ASSESSMENT**

Written exams - set and marked by OCR (4 unit exams)

Physiological factors affecting performance— 2 Hour Exam

Psychological factors affecting performance— 1 Hour

Socio-cultural issues in physical activity and sport—1 Hour Exam

## **PROGRESSION**

University course, apprenticeship or employment.

If you require any further information please contact the Subject Leader Mr Hall, email: [thall@vynersschool.org.uk](mailto:thall@vynersschool.org.uk)

# PHYSICS A LEVEL

## EXAMINING BODY: AQA

### SUBJECT OVERVIEW

In Physics there will be opportunities for you to:

- study and apply physics relevant in the real world,
- meet entirely new ideas and ways of thinking,
- develop practical and data analysis skills,
- see how physics links to other sciences and mathematics,
- use your imagination
- develop your problem solving skills

### Core content

#### Year 1

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity

#### Year 2

6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear physics
9. Turning points in physics

### ASSESSMENT

The A Level qualification involves sitting three examination papers.

- Paper 1 Topics 1-6 2 hours 85 marks (including multiple choice section)
- Paper 2 Units 1-8 2 hours 85 marks (including multiple choice section)
- Paper 3 All units of A2\* + Options topic (Turning Points in Physics) 2 hours 80 marks

*\* half of the paper will test knowledge and understanding of practical skills and techniques*

Throughout Years 12 and 13 there are set practical's that all students must complete and write up in full. These practical's will be tested indirectly through the exams and also directly as a pass or fail through the teacher assessed practical endorsement.

### PROGRESSION

Physics offers immense benefits to people and to society – opening doorways, expanding horizons and driving development. It gives powerful and excellent explanations about the workings of the world – explanations that have esteem and are pertinent in an extensive variety of industries and research networks. Besides, it creates mindsets and thinking that are fulfilling and profoundly esteemed by managers in numerous sectors, from accounting to zoology to engineering, or law and medicine. It is a very demanding course, but this correspondingly increases the value of the qualification. Physics also provides a useful background for leisure activities such as astronomy, music and electronics.

If you require further information, please contact the Subject Leader, Dr G Abbas, email: [gabbas@vynersschool.org.uk](mailto:gabbas@vynersschool.org.uk)



# PRODUCT DESIGN A LEVEL

## EXAMINING BODY: AQA

### SUBJECT OVERVIEW

Students are encouraged to:

- Be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens
- Develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world
- Work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners
- Gain an insight into the creative, engineering and/or manufacturing industries
- Develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients
- Develop knowledge and experience of real world contexts for design and technological activity
- Develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use
- Be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/product
- Be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including maths and science, to inform decisions in design and the application or development of technology
- Be able to work safely and skilfully to produce high-quality prototypes/products
- Have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors
- Develop the ability to draw on and apply a range of skills and knowledge from other subject areas, including the use of maths and science for analysis and informing decisions in design

## SUBJECT CONTENT & EXAMINATION

Paper 1 - Technical principles Written exam: 2 hours and 30 minutes 120 marks 30% of A-level	Paper 2 - Designing and making principles Written exam: 1 hour and 30 minutes 80 marks 20% of A-level Section
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Non-exam assessment (NEA)

Practical application of technical principles, designing and making principles.

Substantial design and make project

100 marks, 50% of A-level

Evidence

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

### PROGRESSION

In recent years there has been a substantial recognition of the value of Product Design at governmental, industrial, commercial and educational levels. Product Design combined with other appropriate subjects, is now recognized as forming an excellent foundation for a wide range of studies at institutions of Higher Education, including the Sunday Times top 15 universities.

Progress into Careers / Sixth Form / Higher Education:

Higher Education: Secondary Design and Technology Education with QTS and Resistant Materials related degrees

Careers: Engineering, Carpentry, Graphics Designing, Architecture, Construction, Product Designer, Interior Designer, Architect, Blacksmith, Engineering Craft, Machinist, Engineering Machine Operator, Fabricator, Materials Engineer, Mechanical Engineer, Mechanical Engineering Technician, Scrap Dealer, Sheet, Metal Worker, Toolmaker, Track Maintenance Operative, Vehicle Body Repairer, Welder.

If you require further information, please contact the Subject Leader Mr Babra, email:

[sbabra@vynerschool.org.uk](mailto:sbabra@vynerschool.org.uk)

# PSYCHOLOGY A LEVEL

## EXAMINING BODY: AQA

### SUBJECT OVERVIEW

Psychology provides a fascinating insight into the reasoning behind the human mind and behaviour, with the aim of answering the most interesting questions in life; why do people develop mental illness? Why do people obey authority figures?

You will develop knowledge and understanding of Psychological theories and explanations by applying them in real life contexts. Psychology is a very challenging but rewarding course. You will develop skills relating to problem-solving, organisation and initiative that are in demand in the workplace. You will also develop a practical understanding of research methodology and develop critical thinking skills relevant to the majority of degree level courses.

A level Psychology relates to a range of other subjects and would fit well with most but in particular: Maths, Science and extended writing and analytical subjects such as English, History, Media

### COURSE CONTENT

You will study topics such as : Research methods, Social influence ,Memory, Attachment, Approaches, Psychopathology, Relationships, Aggression/ Forensics and Schizophrenia.

You will also study Issues and Debates within psychological research along with research methodology and Biopsychology.

### ASSESSMENT

Three 2 hour examinations at the end of the two year course with regular testing throughout the course

### PROGRESSION

Psychology is a very useful subject for many possible careers or courses in Higher Education. Whilst it is clearly relevant for careers/courses in many professions such as clinical psychology or social work, it is also relevant to many more such as medicine, computer science, scientific and social research, journalism, advertising and market research, nursing, criminology, counselling, management, personnel management, design studies, anthropology, clinical psychology, teaching, pharmacy and biology.

Some of our students have gone on to study Law, Dentistry, Physiotherapy, Business and Economics or related courses. Psychology can be studied at Higher Education as a BSc or in combination with many other subjects.

If you require further information, please contact the Subject Teacher Miss E Charlton, [echarlton@vynersschool.org.uk](mailto:echarlton@vynersschool.org.uk)

# SPANISH A LEVEL

EXAMINING BODY: AQA

## SUBJECT OVERVIEW

Britain's increasingly important role in Europe means that your career prospects could be enhanced if you are a competent linguist.

The syllabus is a natural extension from GCSE and approximately equal stress is laid on each of the four linguistic skills: speaking, listening, reading and writing. Great importance is attached to the life and culture in Spain and Latin America. By the end of the 2 year A Level course you will have a sound grasp of grammatical structure and so be more confident in oral and comprehension skills so valued by employers.

### The general topic areas in Year 1 are:

- Modern and traditional values (Los valores tradicionales y modernos)
- Cyberspace (El ciberespacio)
- Equal rights (La igualdad de los sexos)
- Modern day idols (La influencia de los ídolos)
- Spanish regional identity (La identidad regional en España)
- Cultural heritage (El patrimonio cultural)
- **How to write film reviews of a Spanish chosen film** (TBC) *Volver* or *El Laberinto del Fauno* (*Pan's Labyrinth*)

### The general topic areas in Year 2 are:

- Immigration (La inmigración)
- Racism (El racismo)
- Integration (La convivencia)
- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)
- Monarchies and dictatorships (Monarquías y dictaduras)
- Popular movements (Movimientos populares)
- **How to write literature reviews of the Spanish novel** *La casa de Bernarda Alba*

You will be encouraged to make as many visits as possible to countries where Spanish is spoken. We particularly recommend Spanish work experience which can be arranged in a wide range of sectors.

You should be prepared to read widely, use Spanish websites to develop listening skills, make personal vocabulary lists, read from Spanish press and magazines and fully exploit facilities offered by certain cinemas in the screening of Spanish films.

You will also be attending weekly conversation classes with the language assistant.

## **EXAMINATION**

At the end of Year 13, students will sit the 3 following exams:

Paper 1: Listening, Reading and Writing texts on the topic areas mentioned above.

Paper 2: Writing 2 essays about a film and a novel studied during the course.

Paper 3: Speaking. Having a discussion of one sub-theme from those above, lasting 5–6 minutes, and then presenting and discussing your individual research project for 14/15 minutes.

## **PROGRESSION**

Students with Spanish A Level can, of course, continue to study languages at university in order to work in a variety of industries and professions. It is now possible to study almost any subject with Spanish at university (Psychology, Law, Journalism, Business, Economics or even Medicine and Dentistry) and make yourself more attractive to employers.

Most students will seek work as non-specialists in industry, exporting, marketing, selling or in government jobs perhaps connected with the Diplomatic Service, the Civil Service or the European Community. Many other sectors also need linguists including travel and tourism, the BBC, shipping services and voluntary organisations.

Do remember, if you want to work in tourism you really need two foreign languages.

If you require further information, please contact the Deputy Subject Leader Miss Vigo, email: [cvigo@vynersschool.org.uk](mailto:cvigo@vynersschool.org.uk)

# **SPORT AND PHYSICAL ACTIVITY LEVEL 3 OCR TECHNICAL**

**(EXTENDED CERTIFICATE TO DIPLOMA LEVEL CERTIFICATION)**

**AWARDING BODY OCR**

**ENTRY REQUIREMENTS:**

Two Grade 4 in Combined Science, or Triple Science and Grade 4 in English

**WHAT ARE OCR LEVEL 3 QUALIFICATIONS?**

These qualifications give learners the knowledge, understanding and skills that they need to prepare them for employment or higher education. Equivalent in size to two or three 'A' levels studied over two years.

**COURSE AIM**

A level 3 qualification for post - 16 learners who want to achieve their potential and progress to the next stage of their lives whether it be in higher education, an apprenticeship or employment. It aims to develop students' knowledge, understanding and skills of the principles of sport and physical activity to a wide range of participants.

**CONTENT**

- Body Systems and the Effects of Physical Activity
- Sports Coaching and Activity Leadership
- Sports Organisation and Development
- Working Safely in Sport, Exercise, Health and Leisure
- Organisation of Sports Events
- Physical Activity for Specific Groups
- Sports Injuries and Rehabilitation
- Practical Skills in Sport and Physical Activities
- Performance Analysis in Sport and Exercise
- Nutrition and Diet in Sport and Exercise
- Health and Fitness Testing for Sport and Exercise
- The Business of Sport
- Sport and Exercise Psychology
- Sport and Exercise Sociology

**TYPES OF ASSESSMENT**

- Assignments - set and marked internally
- Written exams - set and marked by OCR

**PROGRESSION** : University course, apprenticeship or employment.

If you require any further information please contact the Subject Leader Mr Hall, email: [thall@vynersschool.org.uk](mailto:thall@vynersschool.org.uk)

# Additional information

## Extended Project Qualification

The Extended Project Qualification (EPQ) is an optional qualification that allows students to demonstrate their independent research and analytical skills in a project based on a topic of their choice. Some universities will reduce their offer if a student achieves a high grade in their EPQ as the project process demonstrates some of the key skills and attributes that universities require. The EPQ is launched in the Autumn term of Year 12 and all students have the opportunity to participate.

The EPQ is a piece of independent study, completed with guidance from staff. Students must choose a topic, plan, research and develop an idea to produce a final report. The final project will consist of 3 parts:

- Written report (5,000 words) or practical/creative work with written component (1500 – 2000 words)
- Completed Log Book – reflecting the students' 'journey' through the EPQ this will be completed online via a programme called Project Q.
- 20 minute Presentation

It is recommended that students spend up to 120 guided learning hours (including 30 taught hours) on this project. This includes: meetings, planning, researching, organising, drafting and writing.

### EPQ Timeline (Year 12 into Y13):

Action	Deadline
Sign up to do an EPQ	By October half term of Y12
Issued with Production Log	By Autumn term 2 of Y12
Record of Initial Ideas	By mid March of Y12
Proposal Parts A, B and C	By end March of Y12
Draft Introduction	By early April of Y12
Planning Review	By mid April of Y12
Mid-Project Review	By mid May of Y12
Project Product Review	By mid October of Y13
Presentation Part A	By end of October of Y13
Summary and Reflection	By early November of Y13
Submission to AQA	By November of Y13

### **EPQ Assessment**

#### **Assessment Objective 1 (AO1) – Manage The Project (20%)**

- Identification of the topic to be investigated
- Evidence of appropriate aims and objectives
- Detailed project plan
- Evidence of monitoring the progress of the project, considering the agreed objectives
- Completing the work; applying organisational skills and strategies to meet stated objectives.

#### **Assessment Objective 2 (AO2) – Use Resources (20%)**

- Evidence of detailed research from a wide range of relevant resources
- Research should demonstrate selection and evaluation
- Critical analysis of resources

- Clear links between resources and appropriate theories and concepts

### **Assessment Objective 3 (AO3) – Develop and Realise (40%)**

- Appropriate data is collected and thoroughly analysed
- The project plan is realised to a high standard and consistent with the agreed plan
- Any changes to the agreed plan are explained
- Information is synthesised from a variety of sources
- Findings are communicated fluently in an appropriate format
- Findings are presented in a logical and coherent structure that addresses closely the nature of the task

### **Assessment Objective 4 (AO4) – Review (20%)**

- Evaluation of the strengths and weaknesses of the completed project in relation to the planning, implementation and outcomes.
- Evaluation of the candidate's own learning during the project
- The review is consistently relevant, well-structured and appropriately presented
- In the review candidates clearly communicate their findings and conclusions, based on sound evidence and judgement.



# University Course Information

Below are some general guides to A Level subjects which may be needed for certain degree courses at Universities. It should be seen only as a guide to help you choose subjects and is not a comprehensive list of University requirements.

Science Courses	A Levels to consider
Agriculture/Biochemistry	Chemistry essential – Maths/Physics/Biology may be useful
Biology/Botany/Ecology/ Zoology	Chemistry and Biology
Chemical Engineering	Two from Chemistry, Maths and Physics
Chemistry	Chemistry and at least one from Maths, Physics and Biology
Computer Science	Maths and Computer Science, Further Maths recommended
Dentistry	Chemistry and two from Physics, Maths & Biology
Engineering (including Civil, Electronic/Electrical, Production & Mechanical)	Maths and Physics essential
Food Science/Nutrition	Chemistry may be preferred
Geology	Combination of Sciences and Geography useful
Mathematics	Mathematics, Further Mathematics, Chemistry, Biology and Physics useful
Medicine	Chemistry essential then two from Physics, Maths and Biology
Nursing	Chemistry and Biology preferred
Ophthalmic optics	Minimum of 2 Sciences
Pharmacy/Pharmacology	Chemistry and two from Physics, Maths and Biology
Physics	Physics and Maths, Further Maths recommended
Veterinary Science	Chemistry, Biology and Physics

Arts/Humanities courses	A Levels to consider
American Studies	English or History
Archaeology	Most subjects acceptable
Drama / Theatre	Drama / English
English	English – Drama, History and MFL useful

Fine Art/Art	Art an advantage – portfolio of work usually required
History, Government & Politics	History preferred – English and MFL can be useful
MFL	A Level in the main language to be studied. Two languages would be an advantage. German matches well with STEM subjects as well as History, government and politics Geography, Music and art
Music	Music required by most with grade 7 performance preferred. A second instrument may be an advantage
Politics	Most acceptable: History, Economics, Maths. MFL and Geography can also be useful.
Theology	Religious Studies not essential. MFL, English and History may be useful

<b>Degree Courses accepting mixed Art &amp; Science A Levels</b>	<b>A Levels to consider</b>
Accountancy	Maths preferred
Architecture	Maths and Physics may be useful. Aptitude for Art desirable but A Level not required. Geography, English, History, D & T could be useful. Student portfolio may be required
Business Studies	Maths, Business Studies, MFL, Economics useful
Drama	Drama & Theatre Studies, English, Media, Psychology
Economics	Maths preferred, History useful
Education	A Level in specialist subject required. GCSE English and Maths required
Geography	Geography preferred. Biology, MFL, History, Maths, Chemistry, Biology all useful
Leisure Industry	Business Studies/Economics useful and Technical Sport
Law	History, MFL, English, Maths all useful
Philosophy	Maths and MFL useful
Psychology	Some require Psychology or a Science
Sociology (including social work)	Economics, History, Maths useful – Sociology A Level not always required