

A Level Courses 2016/17



*Ardingly College
Sixth Form*



Introduction

INTRODUCTION

The Sixth Form at Ardingly aims to foster a life long love of learning amongst its pupils, to encourage them to become independent and inquisitive in their approach to both their studies and the wider world. Academic potential is nurtured and developed within an environment where they can develop into independent learners, well prepared for life beyond school at university and in the workplace.

A Levels

A levels provide pupils with a traditional and well regarded pathway of sixth form study. Since Michael's Gove's reforms were introduced in 2015, A levels are on the way to being restored to the 'gold standard' providing rigorous linear examinations in academic subjects. Students at Ardingly will generally start the sixth form studying a programme of four subjects (although some will commence with programmes of five, or in a few occasions three subjects at the discretion of the Head of Sixth Form), however during the course of the Lower Sixth pupils generally drop to three subjects, and most will complete the three A levels required to secure a university offer.

In addition to their A level subject choices, all pupils will complete and Extended Project Qualification (EPQ), this course is the equivalent to an AS level and is administered by AQA and is well regarded by universities.

Pupils will also be encouraged to attend a weekly seminar/lecture series entitled 'Think' which encourages them to think beyond the confines of the curriculum. This course is not compulsory but is essential preparation for those pupils looking to apply to the most competitive universities.

Some information about A level courses can be found in this booklet. Further information is available from the Heads of Department or subject teachers.

THE OPTION PROCESS

We will ensure that pupils receive the support and guidance they need to make an informed decision about which combination of subjects to embark upon next year, providing guidance as to the subject requirements for individual universities or career paths. We hope that this will be a positive process in which they are empowered to consider their own future in a mature and responsible manner.

Sixth Form Options Evening in November enables parents to obtain information on the progress of their daughter/son across their different subjects. It also provides both parents and pupils the opportunity to find out more about the option process and to meet with Heads of Department to discuss the courses available. Pupils will also discuss their A level options with their tutors during the Michaelmas Term. Tutors will then help to guide tutees through the decision making process and final choices should be submitted at the start of the Lent Term.

The following subjects are available at A level:

- English Literature
- Mathematics
- Biology
- Chemistry
- Physics
- Design and Technology
- Art
- Music
- Drama
- Philosophy (Pre U)
- Ancient History
- History
- Geography
- Politics
- Economics
- Business



Introduction (cont.)

Psychology
French
Spanish
German
Italian
Russian (for native speakers)
Chinese (for native speakers)
Latin

(Please be advised that subjects will only run if there is sufficient demand)

The Extended Project Qualification

The EPQ is a substantial piece of independent research conducted in a subject of the student's choosing. Students often select a subject area that relates to their university aspirations and plans as the process of producing an EPQ can often provide valuable material to include in a UCAS application. Each student is allocated a supervisor who will support them through the research process. The EPQ is launched in the Michaelmas Term of the lower sixth and during this term pupils receive regular lectures/seminars teaching them the vital research skills required (referencing, planning, note taking etc.), not only do these sessions provide vital support for pupils working on their EPQ, but also are also very valuable as students embark upon higher education, where independent study is the norm. The first draft is completed during Essay week in the Trinity Term when pupils have time 'off timetable' to complete a first draft. The final essay and presentation are completed at the start of the Michaelmas Term of the Upper Sixth. For most pupils the format of the EPQ will be a 5000 word essay, however for those who are more creative or technical in their approaches an artefact and an accompanying 1000 word descriptor can be submitted.

THE BROADER CURRICULUM

Higher Education

A vast majority of Ardingly College Sixth Formers go on to study at university either in the UK or overseas. The university application process is highly competitive, particularly for students looking to apply to the most prestigious institutions and for the most competitive subjects, especially Medicine.

If students are to succeed in getting into the university of their choice the need to undertake the necessary research and preparation using the guidance available at Ardingly College. This process is supported by their tutor and the Head of Sixth Form who oversees the University application process.

The way in which universities will select students is a mixture of predicted an actual grades at A level and GCSE (sometimes contextualised), the school reference and a personal statement from the candidate. Increasingly universities are turning to interviews and additional assessment tests to distinguish the strongest candidates.

Successful application to university is therefore a process and needs to begin as early as GCSE and should in the Lent Term of the Lower Sixth begin to consolidate around an appropriate course and range of institutions so that candidates can begin wider reading and research where appropriate. In addition to the guidance available from staff at Ardingly all students are given a log in to a service called Unifrog which enables students to research and compare individual courses and institutions.

The actual process of UCAS application begins in June of the Lower Sixth and ends in the Michaelmas Term of the Upper Sixth. Not all Ardingly College students decide to study in the UK and the Head of Sixth Form can provide guidance and support for candidates looking to apply to universities elsewhere. Many Ardingly College students now apply to universities in continental Europe,



Introduction (cont.)

the USA, Canada and Ireland. The process of application for each of these systems is different and candidates should ensure that they commence the process as early as possible. Particularly if they are looking to apply to the USA where they will probably require SAT scores. The SAT is often met with some trepidation by non-American students who are not used to this form of assessment. Ardingly College Students are supported through the SAT process by weekly sessions run in the Maths and English Departments.

Oxbridge

Entry to Oxford and Cambridge is a highly competitive process. To apply to Oxford or Cambridge you should have 6 or more A*s at GCSE and no grades below an A. You should be aiming to score a minimum of AAA (or A*AA for science subjects) in your A levels.

All Oxbridge applications are overseen by the Head of Sixth Form and each pupil is allocated a subject specific mentor who will provide extension material. Many Oxbridge courses require students to sit entry tests such as the MAT, HAT and ELAT. Support and training for these tests will be provided in the Michaelmas Term of the Upper Sixth. In addition students will also be required to attend interview and a programme of mock interviews takes place in the Michaelmas term.

Medicine and Veterinary Medicine

Medical courses are also highly competitive and will be looking for similar entry requirements, although this varies slightly according to the university selected. In 2013 84,395 applications for medicine were received, to fill the 7,315 places available. Your subject choices are important and the most likely requirement being two Higher Level science subject choices including Chemistry.

In addition to the entry requirements students will be required to sit the UKCAT or BMAT entry test. For medicine it is also important to attend the lectures and extension sessions run through the Medical Society at Ardingly and to arrange a portfolio of appropriate work experience. If you have personal contacts, use these and ask the Head of Biology for further help.

APPLICATION TIMELINE

Lower Sixth

MICHAELMAS TERM

Tutors allocated to Sixth Form
Prospectus Available in UCAS Library
Oxbridge Information Evening and allocation of mentors
Overseas Universities information evening for pupils and parents

LENT TERM

Careers development session
Tutors discuss options with tutees
UCAS Evening for pupils and Parents

SUMMER TERM

Research university choices/ courses using prospectuses and Unifrog
Plan to attend Open Days
UCAS Day including personal statement workshops and registration on UCAS Apply
Subject references started by Subject teacher
Registration for tests: LNAT/ UKCAT

Upper Sixth

MICHAELMAS TERM

September:
UCAS predicted grades given
Tutors complete references
Oxbridge and Medics complete applications
Preparation sessions for admissions tests

October:

All remaining UCAS applications completed
Mock Interviews

December:

Oxbridge Interviews

LENT TERM

January: UCAS deadline
February: UCAS Extra Available
May: Final Offers confirmed



Introduction (cont.)

SUMMER TERM

July: August A level results

Further information concerning the application process can be found in the UCAS booklet and Overseas Universities Guide.

Careers

In addition to support with Higher Education applications, Ardingly College students also benefit from a vibrant careers programme.

Students participate in a range of workshops during the lower sixth looking at skills such as interview technique and CV writing. There are a range of information sessions with visiting speakers providing students with specialist information regarding a wide range of careers. In the summer term sixth formers are invited to a Careers Fair with over twenty companies and institutions participating.

SEN

When pupils are seen to experience a difficulty in their learning for example dyslexia or dyspraxia we seek to support them in a holistic way, through differentiation in the classroom, small-group subject clinics or specialist one to one sessions with our dedicated learning support department. Given the appropriate support, students are able to thrive and succeed in the sixth form.

Tutoring

In the Lower Sixth Pupils are allocated to a tutor who is a member of House team, who will look after their pastoral and academic wellbeing. In the Upper Sixth when pupils move to the Upper Sixth house they will be allocated a new tutor based on their subject preferences and future aspirations. This should enable the tutor to provide specialist advice to the pupil with regards to their university applications. In addition to guiding pupils through their university application our specialist Sixth Form tutor team provide pastoral support and academic guidance to pupils as they make the leap from GCSE to the independent study required in the Sixth Form.

PSHE

Following on from the Middle School Eudaimonia programme, Sixth Formers receive PSHE education through a series of lectures from visiting speakers. In the Lower Sixth pupils receive information about Study Skills and Time Management, Drugs Awareness, Safe Driving and Internet Safety and Sexual Health. In the Upper Sixth pupils attend a Health Day with speakers discussing Boys Health, Girls Health, Eating Disorders and Body Images and Gap Year Health.

Supervised Study Periods:

These are lessons in which pupils are free to work independently on their homework tasks or revision activities. They are not 'free' periods, initially in the lower sixth pupils are based in classrooms where they can be supervised by a member of staff. Once we are confident that individual pupils are competent independent learners they are permitted to spend these periods in the Library or working in their rooms.

Once I have handed in my Options Form, can I change my mind?

It may be possible to change options later in the year, such as following GCSE examination results. However, some options may no longer be available owing to maximum set sizes or timetabling constraints. It is important, therefore, to make an informed choice in the Lent Term. If you do change your mind, please let the Head of Sixth Form know as soon as possible, and we will attempt to accommodate the change.



The Courses

ENGLISH LITERATURE

THE COURSE

This is a two year course, which allows you to gain a good grasp of the different genres and the different periods of English literature. Texts taught on this course are exciting, entertaining and inspiring, but also challenging and subtle. You will be introduced to a variety of literature, ranging from classic novels and Shakespeare to very recently published poems; you will learn how to analyse literature and how express your views in articulate and well-structured essays. The course is divided into three sections: drama, prose and poetry. There is also a coursework component (20%).

ASSESSMENT

The drama component counts for 30% of the total qualification, and is assessed by a written examination at the end of your course, lasting 2 hours and 15 minutes. You will be studying a Shakespeare text, for example *Hamlet* or *King Lear*, secondary criticism on this text, and one other drama, perhaps *A Streetcar Named Desire* or *The Importance of Being Earnest*. In the examination, you will have to write two essays, one on each of the plays you have studied.

The prose component counts for 20% of your total qualification, and is assessed by a one hour examination at the end of your course. You will study two prose texts, one post 1900 and one pre 1900, which are linked by a common theme. You might, for example, study the "Crime and Detection" in Mary Elizabeth Braddon's *Lady Audley's Secret* and Truman Capote's *In Cold Blood*; or "Science and Society" in H G Well's *War of the Worlds* and Margaret Atwood's *Handmaid's Tale*. In the examination, you will have to write a comparative essay on the two prose texts you have studied.

The poetry component of the course counts for 30% of your total qualification, and is assessed by a 2 hour 15 minute examination at the end of your two-year course. In this component you will study a wide range of poems that have been written within the past fifteen years. In addition you will also study poetry from a more remote period, such as "Metaphysical Poetry" or the "Poetry of Romanticism", etc. You may find yourself focussing on one particular author in that period, such as John Donne, John Keats or T S Eliot, or you may read more widely within the period, gaining a broader overview. In the examination, you will have to write two essays, one comparing two poems you have studied, the other comparing one poem you have studied to an unseen poem.

Coursework counts for 20% of the course, and is assessed through a 2500-3000 word comparative essay on two literary texts. Excitingly, you can select one, or even both, of these texts yourself (of course in consultation with your teacher), allowing you to individualise your learning experience.



The Courses (cont.)

MODERN FOREIGN LANGUAGES

THE COURSE

Modern Languages are some of the most useful subjects that one can study as their practical application is evident all around us. The study of a language broadens your horizons and opens up a world of opportunity - in terms of both work and leisure.

The countries of this world are coming closer together as companies strive for a global dimension and as we become aware of the common challenges we face. To learn a modern foreign language enhances our attractiveness to employers and is an indication of an open and adaptable mind. Culture has an impact on behaviour and the economy and senior positions in many jobs will require the ability to understand foreign attitudes and market conditions. As a linguist, you also become a communicator; you will enjoy representing both your own country and the foreign country, building links and cooperation. Learning a language is an exciting pathway into different ways of seeing the world and is always fun to learn.

Languages are a good preparation for careers such as Law, The Civil and Diplomatic Services, Accountancy, Finance and more surprisingly, Science. Many universities offer International Business and require a language, and offer combined courses of a language with many other subjects. Mastering a language is a most useful skill to include on your CV.

ASSESSMENT

A Level Modern Languages, AQA French, German, Spanish, Italian, Mandarin and Russian (subject to demand and availability)

The syllabus is an exciting mixture of topics dealing with modern issues which provide a platform for increasing speaking, reading, listening and writing skills. Our aim is to raise students' vocabulary base and confidence to the point where they can freely discuss adult issues in the foreign language. The course is topic-based; it includes social issues and trends, political and artistic cultures, literary texts and films. A strong knowledge of grammar is recommended as it gets tested in both Paper 1 and Paper 2.

Paper 1 (40%) – 2.5 hours

Listening, reading and translation skills, into and out of English.

Paper 2 (30%) – 2 hours

Writing on literary texts or film studied in class

Paper 3 (30 %) – 20 minutes (including 5 minutes preparation time)

Oral exam, including a presentation and discussion.



The Courses (cont.)

LATIN

(Classical Greek may also be available on request)

THE COURSE

Latin is still highly regarded by the best universities and by the professions. It is a foundation and companion to the study of English and modern foreign languages. It is a door through which can be visited the cultural achievements of the Romans in whose language, thoughts and achievements so much of our own European civilisation is rooted. Also, Latin is respected for its intellectual rigour; such a language demands careful observation, a blend of accuracy and idiom, and clarity of thought.

A good student of Latin will be able to think clearly, communicate effectively and will have a broad cultural awareness, essential in a multi-racial and Europe-orientated society. Thus Latin is a useful preparation for most careers but especially research, teaching, librarianship, museums, civil service, local government, law, management, personnel, public relations and accountancy. Useful aptitudes for studying Latin are: the confidence to participate in discussion and the self-motivation to explore issues through wider reading; a mind that enjoys problem-solving and the satisfaction of producing accurate answers; an interest in language, its content, its structure and ways of manipulating it. A willingness to discover and respond to Roman thought as expressed in a wide variety of literature, both prose and verse.

For **AS**, students will be expected to acquire a deeper understanding of the linguistic structures of Classical Latin; to read and make a personal response to a selection of Classical Latin literature drawn from a wide range of literary genres; and to develop their skills of literary criticism and appreciation. Set authors are currently the poetry of Ovid and speeches of Cicero. They will be assessed in two Language papers at the end of their AS year.

For **A2**, students will be required to study in even greater depth the following prescribed Verse and Prose texts: Propertius' elegiac poetry on life and love in Rome; Virgil's epic story of Aeneas' destiny to found the future Roman Empire; Sallust's historical account of the Roman Republic at war and Tacitus' cynical assessments of the Roman Empire. Students will also be expected to tackle unprepared passages in both Prose and Verse literature demonstrating their translation, comprehension and appreciation skills.

ASSESSMENT

Paper 1: Study of Language (35%)

1 hour 15 minutes

Both SL and HL require the study of either Ovid or Cicero to provide the basis for a translation paper, for which dictionaries are allowed. The exam consists of one passage from one prescribed author to translate into fluent English which is worth 90 marks.

Paper 2: Study of Literature (45%)

SL 1 hour 30 minutes

Candidates study two chosen topics and answer questions on three extracts from these two options, which in total is worth 45 marks.

HL 2 hours

Candidates study two chosen topics and answer questions on four extract from these two options, which is worth 40 marks. They also provide a written response to a prompt on one option, which is worth 12 marks.

SL/HL Topics include: Virgil, History, Love Poetry, Women, Social Criticism, Good Living and Villains.

Part 3: Individual Study (Coursework IA – 20%)

Option A Research Dossier

Candidates must compile a Research Dossier; an annotated collection of seven to nine primary source materials on any aspect of Classical history, religion, language, mythology, art or archaeology, which is worth 24 marks overall.

Deadline for submission: March in IB2 year.



GEOGRAPHY

THE COURSE

Candidates for Cambridge International AS Level Geography study the following topics:

Core Physical Geography

Hydrology and fluvial geomorphology
Atmosphere and weather
Rocks and weathering

Core Human Geography

Population
Migration
Settlement dynamics

Candidates for Cambridge International A Level Geography study the AS Level topics and **two** options from:

Advanced Physical Geography Options

Tropical environments
Coastal environments
Hazardous environments
Hot arid and semi-arid environments

and **two** options from:

Advanced Human Geography Options

Population, location and change
Environmental interdependence
Economic transition

ASSESSMENT

Paper 1

Core Physical Geography – 1 hour 30 minutes

As Level 50% A Level 25%

Section A: Three data response questions (30 marks)
Section B: On structured question from a choice of three (30 marks)
60 marks

Paper 2

Core Human Geography – 1 hour 30 minutes

As Level 50% A Level 25%

Section A: Three data response questions (30 marks)
Section B: On structured question from a choice of three (30 marks)
60 marks

Paper 3

Advanced Physical Geography Option – 1 hour 30 minutes

A Level 25%

Candidates answer questions on two of the optional topics. Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks)
60 marks

Paper 4

Advanced Human Geography Options – 1 hour 30 minutes

A Level 25%

Candidates answer questions on two of the optional topics. Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks)
60 marks



The Courses (cont.)

BUSINESS

THE COURSE

This course studies the interrelated nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations. The content is designed to engage students through topics and issues that are relevant in today's society, through key contemporary developments such as digital technology, business ethics and globalisation topics.

Lower Sixth Students will develop an understanding of:

- meeting customer needs
- the market
- marketing mix and strategy
- managing people
- entrepreneurs and leaders
- raising finance
- financial planning
- managing finance
- resource management
- external influences.

Upper Sixth

This develops the concepts introduced in the Lower Sixth.

Students will develop an understanding of:

- business objectives and strategy
- business growth
- decision-making techniques
- influences on business decisions
- assessing competitiveness
- managing change
- globalisation
- global markets and business
- expansion
- global marketing
- global industries

ASSESSMENT

Paper 1: Marketing People and Global Businesses (35%)
2 hour written paper

Paper 2: Business Activities, Decisions and Strategies (35%)
2 hour written paper

Paper 3: Investigating Business in a Competitive Environment (30%)
2 hour written paper



The Courses (cont.)

PSYCHOLOGY

ASSESSMENT

Compulsory 1

1. Social influence
2. Memory
3. Attachment
4. Psychopathology

Compulsory 2

5. Approaches in Psychology
6. Biopsychology
7. Research methods
8. Issues and debates in psychology

Optional content: Must study one subject from each one of the options below (3 subjects)

Option 1

9. Relationships
10. Gender
11. **Cognition and Development**

Option 2

12. Schizophrenia
13. **Eating Behaviour**
14. Stress

Option 3

15. **Aggression**
16. Forensic Psychology
17. Addiction

Paper 1: Introductory topics in Psychology

What is assessed:

Compulsory content 1 – 4

Assessment: written exam: 2 hours – 96 marks in total (33⅓% of A level)

Questions

Section A:

Multiple choice, short answer and extended writing, 24 marks

Section B:

Multiple choice, short answer and extended writing, 24 marks

Section C:

Multiple choice, short answer and extended writing, 24 marks

Section D:

Multiple choice, short answer and extended writing, 24 marks

Paper 2: Psychology in context

What is assessed:

Compulsory Context 5-7

Assessment: written exam: 2 hours – 96 marks in total (33⅓% of A level)

Questions

Section A:

Multiple choice, short answer and extended writing, 24 marks

Section B:

Multiple choice, short answer and extended writing, 24 marks

Section C:

Multiple choice, short answer and extended writing, 48 marks

Paper 3: Issues and options in psychology

What is assessed:

Compulsory content 8 above Optional content:

- one from option 1 (9-11)
- one from option 2 (12-14)
- one from option 3 (15-17)

Assessment: written exam: 2 hours – 96 marks in total (33⅓% of A level)

Questions

Section A:

Multiple choice, short answer and extended writing, 24 marks

Section B: one topic from option 1. Multiple choice, short answer and extended writing, 24 marks

Section C: one topic from option 2. Multiple choice, short answer and extended writing, 24 marks

Section D: one topic from option 3. Multiple choice, short answer and extended writing, 24 marks



The Courses (cont.)

PHILOSOPHY

ASSESSMENT

Course: Cambridge Pre U Theology and Philosophy (9774)

Course Structure:

Paper 1 Introduction to Philosophy and Theology

2 hours 15 minutes Weighting 30%

Paper 2 Topics and Key Texts in Philosophy and Theology 1
(Philosophy of Religion)

2 hours Weighting 35%

Paper 3 Topics and Key Texts in Philosophy and Theology 2
(Ethics)

2 hours Weighting 35%

Following national changes to A Levels, Ardingly now offers the Pre U course in Theology and Philosophy. Widely recognized as an alternative to A Levels, a "gold standard" which the new courses are emulating, like all the new A Levels the Pre U is a linear two year course assessed by terminal examination. The assessment criteria are very similar to the new A Level specifications in this subject, however unlike the new A Levels the Pre U will allow us to continue our focus on the Philosophy of Religion and Ethics. The Pre U course covers the arguments for God's existence and challenges to faith from Evil, Science, Psychology and Sociology as well as a range of Ethical theories and applied topics ranging from medical issues like abortion, euthanasia and genetic engineering through to the ethics of war and business. There are four extracts of primary texts specified for study and we have chosen those from Mill, Sartre, Hick and Polkinghorne.

150 UK schools offer Pre U courses (more abroad) and the Philosophy and Theology course is increasingly popular in leading Independent Schools because it rewards them for proper critical engagement and prepares them for dealing with primary texts. Importantly, the specification is not crammed with content and leaves time for discussion, debate and proper consolidation of learning. Pre U is consistent, reliable and internationally respected as a qualification. At the present time it is much more of a known quantity than new A Levels. Developed by Cambridge University in 2008, it is now recognized by all universities in the UK and abroad. While the top D1 grade is rare, it offers the brightest student the opportunity to shine. The D2 is equivalent to an A Level A*, D3/M1 to an A, M2 to a B and and M3/P1 to a D. We have done a lot of detailed research and it all suggests that Universities like Pre U when offered in combination with A Levels and make grade-offers accordingly.



The Courses (cont.)

ECONOMICS

THE COURSE

This course applies economic theory to support analysis of current economic problems and issues, encouraging students to appreciate the interrelationships between microeconomics and macroeconomics. Microeconomics deals with the actions of individual firms or markets. Macroeconomics deals with the whole economy, focusing mainly on the UK. Lower Sixth Students will develop an understanding of:

Microeconomics

- nature of economics
- how markets work
- market failure
- government intervention.

Macroeconomics

- measures of economic performance
- aggregate demand
- aggregate supply
- national income
- economic growth
- macroeconomic objectives and policy.

Upper Sixth

Students will build on their Lower Sixth, developing an understanding of:

- business economics and the labour market
- business growth
- business objectives
- revenues, costs and profits
- market structures
- labour market
- government intervention.

Macroeconomics

- international economics
- poverty and inequality
- emerging and developing economies
- the financial sector
- role of the state in the macroeconomy.

ASSESSMENT

Paper One: Markets and Business Behaviour (35%)
2 hour written paper

Paper Two: The Global Economic (35%)
2 hour written paper

Paper Three: Microeconomics and Macroeconomics (30%)
2 hour written paper



The Courses (cont.)

ANCIENT HISTORY

THE COURSE

Many aspects of our own society have their origin in or have been influenced by the ancient world: our language, history, legal and political systems, education, philosophy, art and literature. The legacy of the ancient world to European culture is immense and someone with knowledge of such a legacy acquires a valuable historical perspective to anything else he or she studies. Ancient History allows us to study human behaviour and interaction critically – to examine an entire culture which is so remote in time from our own that we can look at it objectively and without bias. We can then draw parallels with more recent societies, and use what we have learned to engage with contemporary issues such as imperialism, international relations, government and justice, refugees, asylum and citizenship.

Ancient History also combines well with other subjects in the Sixth Form curriculum: Government & Politics, Economics, History, English, Divinity and Philosophy are particularly appropriate. A student of Ancient History is open to a wide range of ideas, acquires an appreciation of the writing of history, and has a broad cultural understanding of the influence of the past on the present. The critical study of an ancient culture also provides the student with mental tools; skills such as research, enquiry, organisation, logic, and code-breaking. These skills will equip such a student for many different types of university course and career.

Useful attributes for the prospective student of Ancient History would be an interest in the past, a willingness to read and explore, careful observation, the ability to draw conclusions from evidence and to argue viewpoints both orally and on paper and the lateral thought to be able to make connections between different disciplines. No knowledge of Latin or Greek is required and it is not necessary to have studied Classical Civilisation for GCSE, however, at least a B grade in GCSE History, Latin or Classical Civilisation will be an advantage.

ASSESSMENT

Students will undertake **two compulsory period studies**, one **Greek** and one **Roman**, to show breadth of learning over a span of around 75 years of Greek and Roman History from a chronological range of at least 400 years in order to gain a broad and coherent historical perspective on the ancient world. Students also gain an understanding of the nature and purpose of ancient history as a discipline and analyse historians' interpretations of the key historical debates about significant individuals, events, developments and issues within this period.

Students will also select **two** of the six **optional depth studies**, one **Greek** and one **Roman**, to show a greater understanding of the complexity of historical events during a substantial and coherent time span and the interplay of different factors within it.

Component Group 1 (2hrs 30mins): Greek Period Study plus ONE Greek Depth Study

Greek Period Study 492 BC – 404 BC focusing on the interrelations between Sparta, Athens and Persia during the 5th Century BC.

Greek Depth Study: the Politics and Society of Sparta 478-404BC; or the Politics and Culture of Athens 460–399 BC; or the Rise of Macedon (Philip and Alexander) 359–323 BC.

Component Group 2 (2hrs 30 mins): Roman Period Study plus ONE Roman Depth Study

Roman Period Study 31 BC – AD 68 focusing on the reigns of the Julio-Claudian Emperors: Augustus, Tiberius, Gaius, Claudius and Nero.

Roman Depth Study: the Fall of the Roman Republic 88–31BC; or the Flavian Emperors AD 68–96 BC; or Ruling Roman Britain from AD 43–128.



HISTORY

THE COURSE

The A level history course has a dual focus on modern 19th and 20th Century topics such as the Causes of World War I and the rise and fall of Communism in the USSR, alongside two early modern papers looking at the Tudor monarchs in England, alongside the contemporaneous Dutch Revolt. The dual focus of the course not only satisfies the new OFQUAL guidelines that require breadth, but also crucially provides an excellent grounding across a broad base of material for students looking to study History not only at A level but also for those wishing to pursue the subject at university.

ASSESSMENT

Option 1B: England 1509 – 1603: authority, nation and religion (30% of the A Level) – Exam lasting 2 hours 15 minutes – a unit on the reign of the Tudors, including Henry VIII's "great matter", religious changes during the era, and the crisis in Elizabeth's reign including the Spanish Armada.

L6 – Option 38.1: The making of modern Russia 1855 – 1991 (30% of the A level) Exam lasting 2 hours 15 minutes – a unit on the collapse of the Tsarist regime, the rise and then subsequent fall of communism. Topics include the 1917 revolutions, the end of Stalin's dictatorship, and the end of the Cold War.

U6 – Option 2B.2: The Dutch Revolt 1563 – 1609 (20% of the A Level) – Exam lasting 1 hour 30 minutes – a unit on the "foreign policy" side of the Elizabethan era, with a focus on the rise and fall of the Spanish empire, including the causes of Anglo-Spanish rivalry and the Armada.

U6 – Coursework unit – the causes of World War One (20% of the A Level) – An essay of between 3,000 and 4,000 words which is an independent investigation into the different ways in which this major event in European history has been interpreted. This will require the student to work independently and be able to assess and compare interpretations through research.



The Courses (cont.)

POLITICS

THE COURSE

The Politics course is being reformed, with the new linear A level being introduced in 2017. The new specifications have not been fully accredited so this information is subject to change. However, the intention is to study the new Edexcel course which follows the format outlined below.

ASSESSMENT

Component 1: UK Politics

Written examination: 2 hours

33½% of the qualification

84 marks

Content overview

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

Component 2: UK Government

Written examination: 2 hours

33½% of the qualification

84 marks

Content overview

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

Component 3: Comparative Politics

Written examination: 2 hours

33½% of the qualification

84 marks

Students study US Politics

Content overview

Students will study the US Constitution and federalism, US congress, US presidency, US Supreme Court, democracy and participation and civil rights.

Politics sits well in combination with a wide range of subjects, including History, Economics and Geography. A level Politics is a well-regarded qualification and students progress to a wide variety of degree courses, including: Law, Economics, History, Politics, International Relations, PPE and Philosophy



BIOLOGY

ASSESSMENT

Paper 1 (30%)

1 hour and 45 minutes

There are 90 marks on this paper it covers half the A level topics and some AS content. Broad topics include: biological molecules, cells, viruses and reproduction of living things, classification and biodiversity, exchange and transport, experimental methods (including questions on core practicals), energy for biological processes, microbiology and pathogens, modern genetics. The examination will be taken in June of the second year of the course.

Paper 2 (30%)

1 hour and 45 minutes

There are 90 marks on this paper it covers half the A level topics and some AS content. Broad topics include: biological molecules, cells, viruses and reproduction of living things, classification and biodiversity, exchange and transport, experimental methods (including questions on core practicals), energy for biological processes, microbiology and pathogens, modern genetics. The examination will be taken in June of the second year of the course.

Paper 3 (40%)

2 hours and 30 minutes

This paper will 120 marks and will cover all AS and A level topics as above. It has particular emphasis on experimental methods (including questions on core practicals).

Assessment of Practical skills and Mathematical skills

A level is 100% externally assessed (no coursework). 16 Core practicals appear in the specification content, which cover 12 techniques required for the practical competency measure. Whilst practical-based questions are also in the exams to test knowledge of all core practicals. A teacher-assessed practical competency based on core practical activities is reported alongside the A level grade. This is recorded in a lab book and through an online student blog.

10% of the assessment is based on Maths at GCSE Higher tier level or above.

COURSE REQUIREMENTS

A grade or higher in GCSE Biology or equivalent. If candidates have taken Dual Award Science AA or higher is required.



The Courses (cont.)

CHEMISTRY

THE COURSE: Linear A Level

Chemistry at A level provides the pupil with a good deal of depth and breadth in advanced chemistry. Much of the course builds on courses studied in the fifth form, with a great deal of new material not previously studied. Topics include Atomic structure and bonding, acid-base reactions, redox chemistry and the periodic table. Pupils will also study quantitative and qualitative chemistry, rates of reaction, equilibria and aspects of the second law including entropy and free energy. Pupils will also study a wide range of organic reactions used in the pharmaceutical, dyes and explosives industries.

The Course content is split into six teaching modules:

- Module 1 – Development of practical skills in chemistry
- Module 2 – Foundations in chemistry
- Module 3 – Periodic table and energy
- Module 4 – Core organic chemistry
- Module 5 – Physical chemistry and transition elements
- Module 6 – Organic chemistry and analysis

ASSESSMENT

Paper 1: Written Paper (37%)

2 hours 15 minutes

Periodic table, elements and physical chemistry
100 marks

This paper assesses knowledge of the development of practical skills in chemistry, foundations in chemistry, periodic table and energy, core organic chemistry and physical chemistry and transition elements.

Paper 2: Written Paper (37%)

2 hours 15 minutes

Synthesis and analytical techniques
100 marks

This paper assesses knowledge of development of practical skills in chemistry, foundations in chemistry, core organic chemistry, chemistry and analysis.

Paper 3: written paper (26%)

1 hour 30 minutes

Unified chemistry
70 marks

This paper assesses knowledge of development of practical skills in chemistry, foundations in chemistry, table and energy, core organic chemistry, physical chemistry and transition elements and organic chemistry and analysis.

Practical Endorsement in Chemistry

This enables a pupil to show that they have a level of ability in practical chemistry. Each pupil will complete a number of practical tasks throughout the course, enabling them to achieve the twelve competencies required to achieve the practical endorsement. Pupils will get several attempts to meet each competency. This is recorded separately to the A Level grade and does not in any way affect the grade outcome for the A Level. Pupils are not required to pass the Practical Endorsement to pass the A Level course.

COURSE REQUIREMENTS

A grade or higher in GCSE Chemistry or equivalent. If candidates have taken Dual Award Science AA or higher is required.



The Courses (cont.)

PHYSICS

THE COURSE: Linear A Level

Ardingly have chosen to study the AQA linear A level. This course in our view allows the student to acquire the necessary skills to undertake science, engineering or medicine at university. The course is extremely rigorous with a high level of mathematical and analytical content. Also the option choice allows the student to pursue a particular interest. We know that top universities prefer the AQA course and have been heavily involved in the syllabus development along with defining the practical assessments. At Ardingly we want to bridge the gap between universities and schools and to give our students the best possible start in their next venture.

The Course content is split into 8 teaching sections and one option:

- 1 Measurements and their errors
- 2 Particles and radiation
- 3 Waves
- 4 Mechanics and materials
- 5 Electricity
- 6 Further mechanics and thermal physics
- 7 Fields and their consequences
- 8 Nuclear physics

Options (one of the below)

- 9 Astrophysics
- 10 Medical physics
- 11 Engineering physics
- 12 Turning points in physics
- 13 Electronics

The option choice is dependent on the cohort but usually topic 9 or 12.

ASSESSMENT

Paper 1: Written Paper 85 marks (34%)

2 hours

Questions

60 marks of short and long answer questions and 25 multiple choice questions.

What is Assessed

Sections 1 to 5 and 6.1(Periodic motion)

Paper 2: Written Paper 85 marks (34%)

2 hours

Questions

60 marks of short and long answer questions and 25 multiple choice questions.

What is Assessed

Sections 6.2 (Thermal Physics), 7 & 8, with assumed knowledge from sections 1 to 6.1

Paper 3: Written Paper 80 marks (32%)

2 hours

Questions

45 marks of short and long answer questions on practical experiment and data analysis.

35 marks of short and long answer questions on an optional topic.

What is Assessed

Section A Compulsory: Practical skills and data analysis

Section B Students complete questions on their option.

Practical Assessment

PPhysics is a practically based subject and at Ardingly the practical work forms an important part of the A level course. In addition, 12 practicals are teacher assessed to various skill levels.



The Courses (cont.)

The assessment criteria cover aspects such as applying investigative approaches and working safely. The student will receive a practical endorsement which is accepted by universities.

Within the written question papers, a minimum of 15% of Marks will be on practical work and the necessary skills Developed by completing them.

COURSE REQUIREMENTS

A grade or higher in GCSE Physics or equivalent. If candidates have taken Dual Award Science AA or higher is required.



The Courses (cont.)

MATHEMATICS

A Level Mathematics (7890) OCR.

THE COURSE

For AS Mathematics (3890) students cover two core Pure Mathematics units and one unit in either Statistics, Mechanics or Decision Mathematics. Pure Mathematics covers topics in algebra, spatial computations and calculus. In Statistics students develop more advanced skills in data handling and investigate basic probability distributions. Mechanics covers the basics of forces, motion and equilibrium. Decision Mathematics looks at algorithms for solving optimisation problems that might occur in business.

ASSESSMENT

For A Level Mathematics (7890) students are required to take six units; four core Pure Mathematics units and two applied units from either Statistics, Mechanics or Decision Mathematics.

COURSE REQUIREMENTS

A grade or higher in GCSE Mathematics or equivalent.

Further Mathematics (7892) OCR.

THE COURSE

The AS Further Maths course (3892) covers three additional units in Further Pure Mathematics, or a combination of one of these units with two Applied Mathematics units.

ASSESSMENT

For Further Mathematics (7892) students are required to take six units in addition to the six for A Level Mathematics; three Pure Mathematics and the other three units from Statistics, Mechanics or Decision Mathematics. Each unit extends ideas already seen at A level and introduces a variety of new topics.

COURSE REQUIREMENTS

Further Mathematics is available upon request and with the agreement of the Head of Mathematics and the Head of Sixth Form who will base their decision on GCSE performance, where a strong A* grade is essential, plus performance in FSMQ and admissions tests.



The Courses (cont.)

ART

THE COURSE

Art, Craft and Design: a broad-based course of study, developed through a range of 2D, 3D and time-based processes and media; drawn from disciplines from **at least two** of Edexcel's five endorsed titles – Fine Art, Graphic Communication, Textile Design, Three-dimensional Design and Photography. This broad option allows our students to discover their personal pathways without restriction.

The course is structured thus:

Component One – Personal Investigation (60%)

Overview of assessment

- Incorporates three major elements: supporting studies, practical work, and a personal study.
- Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.
- The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images. The personal study comprises 12% of the total qualification
- Work must cover all four Assessment Objectives (below)

Component Two – Externally Set Assignment (40%)

Overview of assessment

- Incorporates two major elements: preparatory studies and the 15–hour period of sustained focus (exam/main piece).
- Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment set theme.
- During the 15–hour period of sustained focus under examination conditions, students will produce final outcome(s) extending from their preparatory studies.
- The Externally Set Assignment is released on **1 February of the Upper Sixth** and contains a theme and suggested starting points.

- Students have from 1 February until the commencement of the final 15–hour period of sustained focus (early May) to develop preparatory studies.
- The 15–hour period of sustained focus under examination conditions takes place over multiple sessions (a maximum of five).
- Work must cover all four Assessment Objectives (below)

ASSESSMENT

AO1 (25%)

Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

AO2 (25%)

Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

AO3 (25%)

Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

AO4 (25%)

Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements



The Courses (cont.)

MUSIC

THE COURSE

Music is both a creative and an academic subject which requires active participation in performing, composing (both free and in the style of other composers) and listening, as well as historical and analytical study of composers and their work. For those who are looking to pursue other interests as an academic study at university, Music is often the subject choice for a creative topic in an otherwise purely theoretical curriculum. For those who wish to go on to study Music in further education the subject can be studied with many others; sciences, modern foreign languages and social sciences are all possible combinations.

From September 2016, Music will be taught as a linear subject with candidates preparing towards examination in the summer of 2018, following the specification as provided by Edexcel.

ASSESSMENT

UUnit 1: Performing (30%): In this unit you will develop your skills as a musical performer. You can perform on any musical instrument or sing and will have the opportunity to take part in ensemble performances as well as performing solo. In this unit you will perform a recital of solo and/or ensemble music which will last between 8-12 minutes. The standard of difficulty required for this unit is approximately grade 7/8. This performance is recorded in the form of a continuous recital, and is marked externally.

Unit 2: Composition and Technical Study (30%): This unit encourages students to develop their composition skills leading to the creation of a four-minute piece either in response to a chosen brief or purely in a style as chosen by the candidate. You are also asked to write CD sleeve notes to describe the process of composition and how other pieces of music have influenced it. This composition is undertaken during periods of controlled coursework. In addition, you must complete a technical study.

The technical studies require composition in the style of common practice harmony, counterpoint or popular song. In total, the submission of a composition and technical study must total a minimum of 6 minutes.

Unit 3: Analysing Music (40%): This unit tests all the knowledge, understanding and skills you have developed across the whole course. Students will study a huge variety of musical topics including Vocal Music, Instrumental music, Music for Film, Popular Music and Jazz, Fusions and New Directions in Music. This will be examined in a single exam (100 marks) to be taken in the U6 Trinity Term. Students will be assessed in a variety of different ways including listening exercises on both familiar and unfamiliar music, short answer questions and longer essay questions (50 Marks). In the longer essay questions, students are asked to compare historical and stylistic aspects of the prescribed scores and also respond to an unseen work, comparing it to other such works which they have studied, performed or listened to throughout the course.

The College follows the Edexcel exam board syllabus. This means that 60% of the A2 is completed as coursework and 40% is written exams.

COURSE REQUIREMENTS

A GCSE in music and at least grade 6 standard on one instrument although those without a GCSE in music may take the course following consultation with the Director of Music.



The Courses (cont.)

DRAMA

THE COURSE

The course will develop your practical skills in drama and academic understanding of theatre through the creative and rigorous study of texts and practitioners through the eyes of an actor, designer or director.

Component 1 Drama and Theatre. Students must develop knowledge and understanding of the following analytical framework for making, performing, interpreting and understanding drama and theatre:

- The theatrical processes and practices involved in interpreting and performing theatre. How conventions, forms and techniques are used in drama and live theatre to create meaning. How creative and artistic choices influence how meaning is communicated to an audience.
- How performance texts are constructed to be performed, conveying meaning
- How performance texts are informed by their social, cultural and historical contexts and are interpreted and performed for an audience

Students will study 2 set texts from different time periods from the perspective of either an actor, designer or director for the written examination. They will be examined on a piece of live performance they have seen.

ASSESSMENT

Written exam: **40% of A level**

- 3 hours
- Open book
- 80 marks

Component 2 Creating Devised Drama. Students must learn how to create and develop original devised ideas to communicate meaning as part of the theatre making process. Students must develop their ability to:

- develop their own ideas
- research relevant processes and practices of theatre making to inform their own practice
- apply what they have learnt from live theatre to their own work in practice
- collaborate with other theatre makers
- explore devising and rehearsal methods

Students must also study for this component the work and methodology of **one** influential theatre practitioner chosen from the list of prescribed practitioners.

How it's assessed – Practical – Written coursework
30% of A level

- Working notebook (40 marks)
- Devised performance (20 marks)
- 60 marks in total

See Component 3: Making theatre. Students must learn how to contribute to text-based drama in a live theatre context for an audience. They must develop their ability to:

- interpret texts
- create and communicate meaning
- realise artistic intention in text-based drama
- analyse and evaluate their own work.

How it's assessed – Practical – Written coursework
30% of A level

- Performance of Extract 3 (40 marks)
- Reflective report (20 marks)
- 60 marks in total



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