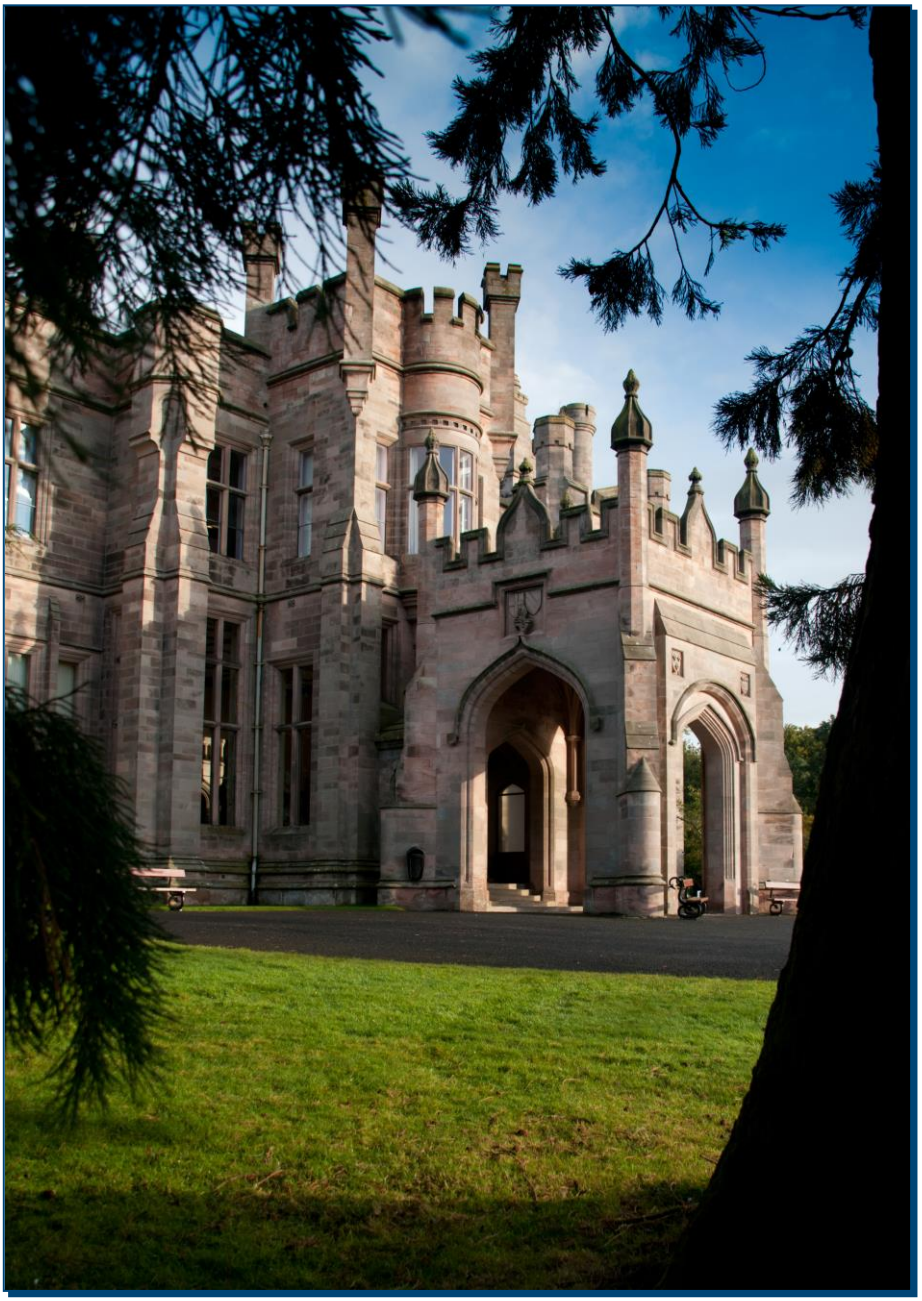
Sixth Form
Course Information



2023 – 2025

Longridge Towers School

CARPE DIEM

From the Headmaster:

I hope that you find this guide useful as you begin to make decisions about your Sixth Form study. Longridge has a strong Sixth Form tradition; we provide an excellent and tailored educational experience for individuals in their last two years of school. This has continued despite the recent Covid-19 pandemic. As a Sixth Form student, you will have the time and support at Longridge to continue your development from young person to adult, and to gain relevant skills and experience for any future plans, whether you are considering entry to a particular university, apprenticeship, employment or other training opportunities after school.

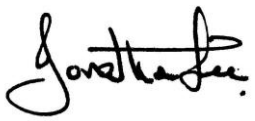
At Longridge, there is a wide choice of subjects for you to study at A' Level. As well as the traditional subjects studied at GCSE, there are other options such as Psychology or Economics & Business Studies that you may find interesting, and beneficial to consider. We have the benefit of small groups, meaning you can expect to be taught to a high standard with more time with your teachers and tutors. We encourage our students to develop their own learning styles, and to feel more comfortable with independent learning, within a full and structured timetable. We recommend that you carefully consider your subject choices early on and discuss these with us, so we can help ensure you make the most appropriate choices possible.

All students can benefit from the careers advice offered by experienced staff within the School, as well as from external, independent advisors. The School has a well-established record of Sixth Formers going on to University, and we support and mentor our students with a personalised, dedicated UCAS service to help you complete your applications. The overwhelming majority of students are accepted at their first-choice university, and we have a very good track record with those applying for apprenticeships.

Sixth Formers are encouraged to develop as individuals and leaders through taking an active role in school life and in the local community. Students arrange and lead activities for their year group, for younger students and for the community in and around the School. This may include a role on the Student Council, or perhaps the Student executive, where you will gain relevant leadership experience, as well as working with a wide range of other people.

The School has a full programme of games including competitive sports matches for students. There are extra-curricular activities that allow students to engage fully in drama, the arts and in music, along with a full enrichment programme. At the same time, students also enjoy experiences gained on DofE or expeditions, from other class trips or visits, as well from social activities such as an induction week and the Snow Ball. We believe the diversity and opportunities available at Longridge provide a whole-school experience that you will be hard pushed to find elsewhere.

As you may know, the School is also known for the excellent pastoral care it provides for its students. You can expect to be heard, encouraged and supported by school staff whether you are tackling challenges inside or outside of the classroom; and this helps build self-confidence and collaborative skills which are increasingly important in the world our students approach. We very much look forward to enabling you to follow more of your ambitions in the Sixth Form at Longridge.



J.C.E. Lee, Headmaster

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Longridge Towers School Sixth Form

The Sixth Form at Longridge Towers School aims to enable a young person to reach their full potential, by providing pathways that allow them to achieve and successfully meet their aspirations.

Academic success is core to this achievement, through A' Level course. However, equally important is the enrichment that Longridge offers through independent study, contributions to the wider school community, extra-curricular activities and opportunities for broader study and extension work.

Academic courses provide the main structure to the student's timetable, and this includes an opportunity for them to develop their personal learning skills through the Extended Project Qualification. The designated study rooms and use of the Library provide ample space for independent study. All students agree a timetable of independent study with their tutors.

Pastoral support through the tutoring system ensures that the students are guided through their transition from pupil to Sixth Form student whilst preparing them for their next steps beyond compulsory education. Vertical tutoring further facilitates this with the Upper Sixth acting as mentors to the Lower Sixth.

In normal circumstances, all students make a school community contribution. This might be in the form of subject-based support in Lower School lessons, helping out at Junior Department events, running an enrichment session or simply by being a supportive and critical friend to others in times of need. All students have the opportunity and are encouraged to apply to become prefects, taking responsibility in specific areas of school life.

The Head Boy and Head Girl meet regularly with the Headmaster. They are responsible for liaising with the prefects, overseeing duty rotas in the common room, organising social events where appropriate and much more besides.

University and college application and choices are supported through a comprehensive Careers programme. In the Upper Sixth a dedicated series of enrichments takes place which facilitates individualised support for university applications. External speakers from various professions and other bodies such as Universities are invited to speak to the Sixth Form in order to help the students make informed choices.

Finally, as one Sixth Former said "this is the best time ever!"

Richard Davie, Head of Sixth Form

Form Tutors are: Mrs Handley, Mrs Johnson, Mrs Mayhew and Mrs Shaw

Education Maintenance Allowance (EMA)

This is a scheme covering students living in **Scotland only**. Its purpose is to encourage more students to remain in education after the age of 16. Any student staying in full time education past age 16 and taking a course of advanced study can apply for an EMA. The award is means tested and paid directly to the student.

Those students wishing to apply for the Scottish EMA will need to contact their local authority.

The Sixth Form Curriculum and Experience

At Longridge, we offer a wide range of subjects at Advanced Level, along with a comprehensive package of PSHE and Careers, Higher Education guidance, Enrichment and all-round pastoral care. Teaching staff and tutors provide a tailored offering to help each individual student to reach their full potential and support them fully in achieving their aspirations.

The breakdown of a typical Lower Sixth Former's time allocation is shown below:

Curriculum Activity	**Lesson Allocation**
A' Level option 1	5
A' Level option 2	5
A' Level option 3	5
(A' Level option 4)	5
Extended Project (half A' Level)	1
Careers & PSHE	1
PE/Games	3
Personal Study	4
Community Service	1
TOTAL	30
After school enrichment sessions	5

There are a maximum 30 lessons per week, plus a further 5 after school enrichment opportunities and optional lunchtime enrichment sessions.

Ordinarily, Sixth Form students sit A' Level examinations at the end of their second year of study, as these are now all examined terminally. BTEC examinations take the place of A' Levels in Physical Education. Rigorous internal assessment takes place at the end of the first year and it is still possible for entries to be made at AS level in some subjects if this suits an individual's needs. As ever, we aim to be as flexible as possible in accommodating personal preferences or requirements. Any potential entry at AS level will be negotiated with students and relevant staff before or during their course of study.

Sixth Form Success

Success at Sixth Form level relies upon the development of positive attitudes to study, making wise and informed choices, good preparation for the expected challenge and a determination to 'seize the opportunities' of Sixth Form study at Longridge. It is never too early to start preparing and good study habits established now will undoubtedly stand you in good stead for the next phase.

There are huge benefits of continuing your studies into the Sixth Form at LTS. As a staff, we know you well, you know us equally well and you are on familiar ground. You will be taught in small classes by expert subject specialists and have access to a huge range of extracurricular activities, including the chance to earn a Gold DofE award or go on an overseas expedition. You have the ability to take on significant responsibilities and leadership roles and influence the educational experience of peers and younger pupils.

Longridge Sixth formers have a great record of success with students frequently exceeding expectations. You can be in control when you feel confident but know that there is support when you need it, with a programme that is tailored to individual requirements.

The next stages

❖ **Lent Term**

- Further discussions with subject staff if needed
- Initial Choices submitted
- Subject Columns Finalised

❖ **Summer Term**

- Final Choices Confirmed
- Sixth Form Induction

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Subject Options

The following subjects are currently taught to A' Level, according to demand. The names of the main teachers of each subject are also given.

Biology	Miss J McCalvey, Mrs McDougall Welch
Chemistry	Mr P Whitcombe, Mrs McDougall Welch
Computer Science	Mr A Westthorp
Design and Technology	Mr A Westthorp
Drama and Theatre Studies	Dr N Dalrymple, Mrs K Hutton
Economics and Business	Mr A Skeen
English Literature	Mrs L Johnson
Fine Art	Mr R Johnson, Mr B Jones
Geography	Mr C Johnston, Mrs K Forster
History	Mr D Crowe
Maths and Further Maths	Mr P Dodd, Mr R Davie
Modern Languages	Mr M Caddick (German) Mrs K Westthorp (French) Mrs B Mayhew (Spanish)
Physical Education	Mr D Massie, Mrs L Peters, Mrs E Shaw
Physics	Dr M Hardy, Mr R Woodrow
Psychology	Mr D Massie, Mr R Davie

Extended Project Qualification	Mr D Crowe

(The EPQ is worth half an A' Level)

Biology

What is it?
Biology is current news; why else is it featured so frequently by the media? The technology for cloning genes and transferring genes between organisms, and even species, has undergone an explosive development in the last two decades. DNA technology is used as evidence in criminal prosecutions and to study extinct animals. Threats to conservation and the degradation of our landscape and habitats have been matched by a greater understanding of the dependence of organisms on each other and the environment. In a nutshell though it could be described as the science of the interrelationship of structure and function of living organisms.

What skills and knowledge will I need?
Students wishing to study Biology will ideally have achieved a good grade at GCSE and will be expected to have a sound understanding of the subject as well as an interest in furthering their skills.

What is taught?
The A' Level in Biology aims to engage and inspire students by showing how an understanding of many contemporary issues requires a grasp of fundamental biological ideas.

Among the many benefits, A' Level Biology is designed to:

- Provide seamless progression from the GCSE Programme of Study and enable students to sustain and develop an enjoyment of, and interest in, Biology and its applications
- Develop an understanding of the link between theory and experiment and foster the development of skills in the design and execution of experiments
- Develop essential knowledge and understanding in Biology and the applications of Biology, with an appreciation of their significance and the skills needed for the use of these in new and changing situations
- Demonstrate the importance of Biology as a human endeavour which interacts with social, philosophical, economic and industrial matters
- Build on concepts and skills that will have been developed in the GCSE Science specifications, presenting Biology as exciting, relevant and challenging
- Develop practical skills alongside an understanding of concepts and principles.

How is it structured?
The Biology A' Level course is divided into topics as follows:

1. Biological molecules

2. Cells

3. Organisms exchange substances with their environment

4. Genetic information, variation and relationships between organisms

5. Energy transfers in and between organisms

6. Organisms respond to changes in their internal and external environments

7. Genetics, populations, evolution and ecosystems

8. The control of gene expression

The first four modules will be examined in the AS papers (if sat) and all eight modules in the full A' Level.

There is no coursework; practical work is assessed in the written papers, 15% of the total marks at AS and A' Level will be for practical knowledge and understanding. Your performance during practical work will also be assessed by your teacher. If you complete the full A' Level, a separate "endorsement" of practical work will be reported on your A' Level certificate.

What will it lead to?
Biology is an extremely important subject for providing a necessary grounding ready for many higher education courses. It is essential for all Biology and life science courses as well as related subjects including psychology, medicine and veterinary courses.

Chemistry

What is it?
A' Level Chemistry attempts to answer the big question "What is our world made of?" It is the study of the composition, structure and properties of matter as well as the changes it undergoes during chemical reactions. It is the study of substances, what they are made of, how they interact and the role they play in living things. It is the study of all materials and is vital to every aspect of your life.

What skills and knowledge will I need?
A' Level Chemistry builds on the work done in GCSE Chemistry and Maths, so you will need good GCSE results in both. If you are considering studying for a Chemistry degree some universities now have A' Level Maths as an entry requirement.

What is taught?

First year of A' Level
Physical chemistry: Including atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibrium and Le Chatelier's principle.
Inorganic chemistry: Including periodicity, Group 2 (the alkaline earth metals) and Group 7 (the halogens).
Organic chemistry: Including introduction to organic chemistry, alkanes, halogen alkanes, alkenes, alcohols and organic analysis.

Second year of A' Level
Physical chemistry: Including thermodynamics, rate equations, the equilibrium constant, electrode potentials and electrochemical cells.
Inorganic chemistry: Including properties of Period 3 elements and their oxides, transition metals and reactions of ions in aqueous solution.
Organic chemistry: Including optical isomerism, aldehydes and ketones, carboxylic acids and derivatives, aromatic chemistry, amines, polymers, amino acids, proteins and DNA, organic synthesis, NMR spectroscopy and chromatography.
Lessons involve a mixture of class teaching, practical investigations, class discussion and group work. Whenever, possible students carry out practical work.

How is it structured?
A' Level Chemistry lasts two years, with 6 hours of exams at the end of the second year. If taken, AS Chemistry lasts one year and there are 3 hours of exams at the end of the year.

There is no coursework; practical work is assessed in the written papers, 15% of the total marks at AS and A' Level will be for practical knowledge and understanding. Your performance during practical work will also be assessed by your teacher. A separate 'endorsement' of practical work will be reported on your A' Level certificate.

What will it lead to?
Studying an A' Level Chemistry related degree at university gives you all sorts of exciting career options, for example doctor, vet, analytical chemist, chemical engineer, clinical biochemist, pharmacologist or research scientist. The skills of numeracy, problem solving and communication are an integral part of Chemistry and therefore an A' Level in Chemistry could also lead to careers in finance and law.

Computer Science

What is it?

Computer Science is a practical subject where learners can apply the academic principles learned in the classroom to real world systems. It is an intensely creative subject that combines invention and excitement and can look at the natural world through a digital prism. OCR's A' Level in Computer Science will value computational thinking, helping learners to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. Learners will develop an ability to analyse, critically evaluate and make decisions. The project approach is a vital component of 'post-school' life and is of particular relevance to Further Education, Higher Education and the workplace. Each student is able to tailor their project to fit their individual needs, choices and aspirations. Computer Science offers a rigorous assessment structure that ensures a deep level of learning. Computer Science will encourage learners to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It will provide insight into, and experience of how computer science works, stimulating curiosity and encouraging students to engage with computer science in their everyday lives and to make informed choices about further study or career choices.

What skills and knowledge will I need?

In order to enjoy the course fully, a student should like to solve problems. The ideal person would be inquisitive in nature and creative in thought. In today's rapidly changing world, Computer Science and its use within industries and organisations is in constant flux. Those students willing to embrace new ideas and explore modern technology seem to particularly thrive in this area of study.

What is taught?

The key features of this specification encourage:

- emphasis on problem solving using computers
- emphasis on computer programming and algorithms
- emphasis on the mathematical skills used to express computational laws and processes, e.g. Boolean algebra/logic and comparison of the complexity of algorithms

The aims of this qualification are to enable learners to develop:

- an understanding of and ability to apply the fundamental principles and concepts of computer science including; abstraction, decomposition, logic, algorithms and data representation
- the ability to analyse problems in computational terms through practical experience of solving such problems including writing programs to do so
- the capacity for thinking creatively, innovatively, analytically, logically and critically
- the capacity to see relationships between different aspects of computer science
- mathematical skills
- the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology

How is it structured?

<table>
<tr><th>Content Overview</th><th colspan="2">Assessment Overview</th></tr>
<tr><td rowspan="3">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 The learner 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</td><td>Computer systems (01) 140 marks 2 hours and 30 minutes written paper</td><td>40%
of total
A’ Level</td></tr>
<tr><td>Algorithms and programming (02) 140 marks 2 hours and 30 minutes written paper</td><td>40%
of total
A’ Level</td></tr>
<tr><td>Programming project (03 or 04) 70 marks Non-exam assessment</td><td>20%
of total
A’ Level</td></tr>
</table>

What will it lead to?

The government is actively encouraging students to study computer science. Students studying the course enhance their ability to do well during further academic study. There are many opportunities to study computer science at a higher level on completion of the course. Engineering disciplines in the modern world are enhanced through a deep understanding and knowledge provided by the study of computer science. **Job opportunities within the computer science and engineering disciplines industry are plentiful.**

Design Technology

What is it?
Take a close look at everyday objects and you will realise how they have been designed and manufactured, what choices were made in specifying the materials used and processes involved. Many people talk about “designer products” – everything has been designed!

This course will look at modern design and manufacturing processes. This is a practical course with lots of hands-on experience in design and manufacturing techniques. You'll learn modern methods for aesthetic and engineering design, including CAD/CAM techniques using the latest design software, plus engineering science, material & manufacturing technologies and design methodologies.

What skills and knowledge will I need?
If you have an aptitude for drawing and practical problem solving, then this is the course for you. There are no formal entry requirements, but past experience of Design Technology and Art will be beneficial.

What is taught?
You will be in a small class. You will get lots of practical guidance and teaching. Due to the small size of the class, you will find that you have lots of opportunity to discuss your work with the teacher and make sure that you understand the subject. You will be given lots of short tasks to complete to ensure that you have fully grasped the topics.

How is it structured?
There are 2 parts to this new A’ Level course:
A written examination paper accounts for 50% of your A’ Level.

A major project where you will design and manufacture a prototype product of your own choice. You will create a portfolio of evidence as you progress through this project. This accounts for 50% of your A’ Level.

Everything is designed…
Why not get in on the act and design it yourself?

What will it lead to?
If you are interested in a career in industrial design and or engineering, then this course will give you a practical starting point for your university career. As you progress through this course you will build up a portfolio of evidence which you can use at potential university interviews to demonstrate your skills and commitment. You may be asked to attend an interview and if you have designed and manufactured an interesting project, then you will have lots to talk about and be able to describe your experience with lots of enthusiasm. Future career opportunities are very good for product designers.

Drama and Theatre Studies

What is it?
First of all, this is not designed solely for the budding Daniel Craig or Sheridan Smith; there are a range of options available in both technical and design areas. It helps if students enjoy elements of performance and the theatre, even if not intent on playing a leading role onstage. The course deals with different aspects of drama and theatre; it is not solely performance-based, and students will learn about drama theory alongside practical work.

The course includes a wide range of both written and practical activities which develop students' knowledge, understanding, and a wide range of key skills; it provides particular opportunities to develop communication skills, which are integral to the subject, and also problem-solving. There is also a requirement to evaluate work in progress and identify strengths and weaknesses. Working as part of a team, acting on advice and feedback given and meeting deadlines are all essential elements of the course. Health and safety issues are considered at every stage.

What skills and knowledge will I need?
Most importantly, students need an interest in drama and the theatre. Many students will have already followed the GCSE Drama course and many will also have taken LAMDA exams. These are both useful in preparing for the course, but not essential. If students have enjoyed watching live theatre, or studying plays for GCSE English Literature, this could be the subject for them. Although a practical subject, the course is as academically demanding as any A' Level option.

What is taught?
Lessons are carried out in the classroom and the theatre, as there are both theory and practical elements. The working environment is relaxed but there is always the awareness of the discipline required for performance and exam preparation.

Unit 1 includes the study of two significant play texts and is assessed by a written examination in which students explain and analyse how they would bring the texts studied alive in performance; this includes performing, directing and design skills, and is great preparation for working in a number of roles in the theatre industry. It also involves analysing live theatre productions seen during the course (for example, during a visit to one of Edinburgh's world class venues).

Units 2 and 3 are practical-based and give students the opportunity to learn about influential practitioners in the field of drama, as well as both creating their own original drama and performing scenes from the work of leading playwrights. There are opportunities in both units to be very creative and to explore provocative, engaging and challenging ideas about theatre, human experience and reality itself!

How is it structured?
During the course, we go to the theatre both locally and further afield, to see a variety of plays.
The course is assessed through a combination of written examination, original devised drama, and practical work exploring the ideas and approaches of a number of leading theatre makers.
Across the three modules, students can specialise as performer, lighting designer, sound designer, set designer, costume designer, puppet designer, or director. As you can see, the course offers something for all interests.

What will it lead to?

This is not solely for students considering a career in the theatre; it has many advantages in other areas. Those students considering a career in teaching for instance, especially the primary sector, would find this extremely beneficial. Also, careers which involve public speaking or giving presentations would be enhanced by the confidence gained in performance, so students considering a career in law would find the skills developed advantageous. You may even want to go on and gain a degree in acting or performance studies and appear on the stage or screen, as some former students have already done.

Students studying Drama and Theatre Studies in the past have gone on to do university courses not just in Performance and Acting, but also Media, Business Management, Event Organisation, Marketing and Therapy as well as English, Art and Psychology, to name but a few. A number of our current A' Level students hope to become future stars in the world of contemporary theatre, following in the footsteps of past students who have performed on the West End stage. Watch this space!

Economics and Business Studies

What is it?
Longridge offers Economics and Business Studies to A' Level, and the course is taken over two years using the Edexcel Examination Board. The course provides opportunities for students to analyse news and events with an economist's eye and to understand social trends more deeply. If you are interested in 'Dragon's Den' or 'The Apprentice' then this is the course for you.

What skills and knowledge will I need?
Entry to the course is open. No GCSE is specifically required although it is expected that the students will have good GCSE Mathematics and English Language.

What is taught?
Economics and Business Studies is taught in small groups which encourages students to develop in confidence and to enhance their skills in analysis, application, presentation and argument.

How is it structured?
The A' Level consists of four themes. These will be examined at the end of the final year. Students will sit three separate exams, all two hours in length. Paper One will examine all four themes. Paper Two will examine themes two and three. Paper Three will examine students on all four themes but is based on a pre-release document which will be analysed in detail prior to the exam.

Theme 1: Markets, consumers and firms

Students will develop an understanding of:
- Scarcity, choice and potential conflicts
- Enterprise, business and the economy
- Introducing the market
- The role of credit in the economy
- Market failure and government intervention
- Revenue, costs, profits and cash

Theme 2: The wider economic environment

Students will develop an understanding of:
- Business growth and competitive advantage
- Firms, consumers and elasticity of demand
- Productive efficiency
- Life in a global economy
- The economic cycle
- Introduction to macroeconomic policy

Theme 3: The global economy

This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:
- Globalisation
- Economic factors in business expansion
- Impact of globalisation on global companies
- Impact of globalisation on local and national economies
- Global labour markets
- Inequality and redistribution

Theme 4: Making markets work

This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:

- Competition and market power
- Market power and market failure
- Market failure across the economy
- Macroeconomic policies and impact on firms and individuals
- Risk and the financial sector

What will it lead to?

Many of the students who have studied Economics and Business Studies at A' Level have gone on to study degree courses in this discipline or in combination with other degree subjects. Or with a little luck you may become the next Alan Sugar or Richard Branson!

Extra Curricular Opportunities

Given the vocational nature of the course it is expected that the students will visit a number of local, national and international businesses. There will also be an opportunity to partake in the Fantasy Stock Market enrichment – an opportunity for students to test their trading skills through buying and selling shares from FTSE 100 companies. This will provide valuable insight into the business world and how markets actually work.

English Literature

What is it?
You'll enjoy English Literature A' Level if you...

- Enjoy reading and discussing novels, plays and poetry;
- Like to explore the imaginative ideas of other writers;
- Want to develop analytical and creative skills;
- Relish the challenge of balancing alternative opinions and arguing your own.

A good grade in A' Level English Literature speaks volumes to universities and employers about your capacity to think for yourself and to communicate your ideas effectively. Perhaps more importantly the opportunity to study great literature offers all open-minded people a stimulating challenge. Reading English Literature is a personal voyage of discovery into human experience and imagination as expressed in written form over many years. English is an academic discipline where personal response, and the sharing of that response in discussion, is valued; it is not a subject for someone who finds discussion intimidating. What makes English enjoyable and interesting is the exchange of ideas, opinions and interpretations. You should never accept passively received ideas, but rather be prepared to share your own viewpoint and respond to new perspectives suggested by other readers. If you enjoy reading challenging and thought-provoking texts, and talking about what you have read, this course will be a stimulating experience.

What skills and knowledge will I need?
You are expected to read extensively – not only the prescribed texts but writing by critics, background on historical context and further works which will help your understanding and appreciation of the core texts. In addition, the course offers students the opportunity to examine issues that are central to a young adult's progression into intellectual and personal maturity. Studying writers whose views of life are incisive and thought-provoking is a deeply enriching and rewarding experience. We set high standards of the students and our experience is that they not only fulfil their academic potential but also gain independence of learning, a freedom of thinking and an enjoyment of studying that lies at the heart of the sixth form experience.

Pre-entry requirements necessitate a good pass in GCSE English Literature, a willingness to study independently and a desire to read extensively.

If you are considering English Literature seriously, then you should start to do some reading to discover if you have the enthusiasm that will be essential for success. You could, for instance, read a novel by any of the following modern authors: Angela Carter, Cormac McCarthy, Margaret Atwood, Alice Walker, Ian McEwan, Kazuo Ishiguro. Alongside this, you could try something by an earlier writer: Emily Bronte, Jane Austen, Charles Dickens, Christina Rossetti, or Henrik Ibsen, amongst others.

What is taught?
English Literature at A' Level is taught in small seminar-style groups by specialist teachers, involving both discussion and practical activities to bring texts to life.
Written work focuses on the close analysis of poetry, prose and drama from a wide range of authors and eras.

Content Overview	Assessment Overview	
Component 01 • Shakespeare • Drama and poetry pre-1900	Written paper	40% of A' Level
Component 02 • Close reading in chosen topic area • Comparative and contextual study from chosen topic area	Written paper	40% of A' Level
Component 03 • Close reading or re-creative • Comparative essay	Non-examined assessment	20% of A' Level

How is it structured?
Most assessed work takes the form of analytical essays, but the A' Level offers scope for students to produce creative responses to literature as well.
Students study a minimum of eight texts over the two years, drawn from a range of fine writing.

What will it lead to?
As scholars of one of the oldest and most longstanding of academic subjects, students will have access to a wide range of courses at university. Popular degree choices for previous students have included: History, Law, Drama, Teaching, Media Studies, Business, Marketing, Sociology, Creative Writing and, of course, English Literature. An A' Level in English Literature provides a good foundation for careers in law, journalism, media industries, teaching, publishing, librarianship, public relations, theatre management, business, administration, marketing and advertising.

Fine Art

What is it?
At Longridge, we provide the AQA Fine Art qualification. Most students will spend two years studying for the full A' Level qualification. However, AS Level is still available if more appropriate for a particular individual.

Students produce practical and critical/contextual work in one or more areas, including drawing, painting, sculpture, installation, mixed media and printmaking.

The qualification has an emphasis on drawing. This is a skill that Higher Education representatives place a lot of importance on when they are consulted.

How is it structured?

A' Level - Component 1
This personal investigation consists of coursework with no time limit and is worth 60% of the marks.
Students develop work based on an idea, issue, concept or a series of related outcomes. It must be supported by written work of between 1,000 and 3,000 words.

A' Level - Component 2
This is an assignment that AQA set and is worth 40% of the A' Level. At the beginning of February students are given papers with a choice of titles to be used as starting points; students will choose one.

After completing preparatory work students have 15 hours of supervised time to produce a final piece. Work can be presented in any suitable format, such as design sheets, sketchbooks, models or workbooks. Moderation visits to schools usually take place in June.

Fine Art has four different assessment objectives:

AO1: To develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: To explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3: How a pupil records ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4: How they present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

We encourage students to develop:

- primary sources and a critical appreciation of secondary sources
- an understanding of issues, themes and concepts that inspire their practice
- an understanding of the properties of different media and materials
- a range of techniques and processes
- their own strengths in the subject and identify and sustain their own lines of enquiry.

What will it lead to?

The A' Level Art course is an excellent preparation for Art and Design foundation studies as well as degree courses in Fine Art, Architecture, Graphic Design, Automotive Design, Product Design, Theatre Design and many other art related degrees.

For others, Art is a subject increasingly valued by admissions tutors. They recognise that the skill, discipline and imagination required are of value in many fields of study.

Geography

What is it?
Geography is unique in its study of human and physical patterns and the interaction of people and their environment in shaping the landscape. It also makes a wider contribution to the curriculum in the skills, personal development and the moral, social and cultural development it fosters.
The department aims to:

- Provide a relevant and interesting geographical course
- Ensure excellent standards of achievement across the whole ability range in Geography
- Engender good attitudes towards work and foster a desire to appreciate the learning process
- Through specific management of people and resources provide a curriculum that is challenging, interesting and relevant to the current needs of society and which satisfies the requirements of the school, examination boards and national demands.

As a non-vocational subject, Geography encompasses many study areas. As a science, an art and a humanity, Geography allows candidates to keep their options open in readiness for university and life beyond.
Sixth Form geographers at Longridge enjoy the challenge that A' Level brings; not only is a breadth of topics studied but also new skills are acquired.

What skills and knowledge will I need?
Whilst GCSE Geography is desirable, it is not essential. Several candidates in the past have achieved top grades, despite having not taken the subject at GCSE level.

What is taught?
Teaching at A' Level is a more relaxed environment than at GCSE. Group discussion is encouraged as this allows individuals to develop their own unique points of view. Geographical skills are an important element of A' Level and these are developed as an on-going aspect of classroom teaching. The main skills encouraged are map drawing, complex graphical representation, and the interpretation of these.

You will continue with an in-depth study of our ever-changing world, what physical characteristics differ and what effects this can have on the human population. You will focus on the formation and features of the Water and Carbon Cycles and how this impacts different locations and habitats.

With regard to the Human Geography element, you will explore the differing financial contributors to various world organisations and explore global governances and the interconnections of the world's economy. Additionally, the study of Changing Places investigates the ever-changing environments and characteristics of two areas; one near and one far place, scrutinising why the changes have occurred and encompassing your comparison skills you have developed throughout Geography.

Furthermore, there is the opportunity for you to take control of what you choose to study further from three very different modules as there are three modules that you to decide to study as an A-Level class. This aspect of the course needs careful consideration as this will determine what questions are answered in the exams.

At Longridge we adopt a hands-on approach to Geography. Not only are local areas utilised but there is also an option of a **residential field trip**. In the past, these trips have included visits to Yorkshire and The Lake District. As a department we are constantly enhancing this aspect of study. Students are allowed to apply the key skills they have

learned throughout their studies. Although Geography is one of the more popular subjects at this level, class sizes allow for individual assistance when required.

Fieldwork is an essential part of the A' Level course. There is a requirement for students to have taken part in 4 days fieldwork over the duration of the two-year course in order to complete their Geographical Investigation.

The Department itself is well resourced in terms of equipment and resources. Fieldwork is a vital and compulsory element of Geography and we do have a varied range of fieldwork equipment for use during our residential field trip. Group work and presentations allow students to develop and use their presentational skills.

How is it structured?

Component 1 - Exam Physical Geography	• Water and Carbon Cycle • **EITHER** Coastal Systems & Landscapes **OR** Glacial Systems & Landscapes **OR** Hot Desert Systems & Landscapes • **EITHER** Hazards **OR** Ecosystems Under Stress
Component 2 - Exam Human Geography	• Global Systems and Global Governance • Changing Places • **EITHER** Contemporary Urban Environments **OR** Population and the Environment **OR** Resource Security
Component 3 – Non-Exam Assessment Geographical investigation	• 3,000 word investigation • 20% of A' Level

What will it lead to?

Careers in Geography are varied and are constantly expanding. Environmental concerns, climatic issues and the growth in the tourist industry worldwide have contributed significantly to this growth; this is particularly prominent with the contemporary issues regarding renewable energy and the future. Geography is an A' Level option which provides students with greater opportunities as it keeps their options open and can lead into a variety further study and employment industries. Popular courses pursued at third level education by our geographers include: Environmental Science, Town & Country Planning, Geographical Engineering, Leisure & Tourism, Geology, Geophysics and Education.

History

What is it?
History is the study of human societies and how they have changed through time. Therefore, for those who want to understand how the modern world works, there are few better subjects to study. As historians, we seek to question what we know about the world and our place in it. History aims to provide intellectual and personal enrichment for students, and this is particularly true at A' Level.

A' Level History also provides students with a rich tapestry of historical events and individuals from which they can draw. From flawed kings to religious zealots, empire-building statesmen to the ordinary men and women who drove revolutions, the A' Level course is filled with people and groups worth learning about. We will study conflicts, theologies, economies, gender relations, race relations and much more. A thrilling scholarly journey awaits those with the enthusiasm and interest to make the most of it.

What skills and knowledge will I need?
As stated above, interest and enthusiasm in History and the topics we will study is essential. To study any A' Level course for two years, and to give all that it demands, takes staying power, and you must come to lessons willing to learn and engage. A GCSE in History is also desirable, as are GCSEs in other humanities subjects and English. However, no prior knowledge of the taught options is needed or expected

There are a number of key additional skills which would be preferable in candidates for this course. The A' Level History course places great stress on reading, and so it is important that prospective students enjoy reading and are willing to stretch and challenge themselves as readers. Organisation, good time management, and a good attitude to independent work are all advisable. Students will develop their essay writing and source evaluation skills through the course, although no prior experience of these elements is strictly required.

What is taught?
The A' Level History course at Longridge Towers will see you study Britain in the seventeenth century, the Russian Revolutions of 1917, and the history of civil rights in the United States over the past 150 years. You will engage with crucial turning points from three key centuries of global history, and grapple with substantial historical concepts such as revolution, class structures, the fight for racial equality, and the relationship between ruler and ruled in a variety of contexts.

The study of British history between 1625 and 1701 looks at the key features of monarchical and republican rule in our country and the broader context of social, economic, and religious change in a period that saw a substantial shift in the relationship between crown and parliament.

Students will also look in depth at the causes, course, and consolidation of the Russian Revolution of 1917, a sequence of events which changed the outlook of the twentieth century across the world. We will seek to understand the roots of the fall of Tsarist Russia, and assess the factors which brought about the world's first communist state, under Vladimir Lenin and the Bolsheviks.

The final element of the A' Level course is an exploration of civil rights and race relations in the USA, from 1850 to 2009. Our scholars will be able to plot the development of racist laws and attitudes in American society, as well as the battles won to break down those

laws. Additionally, this course will investigate how perceptions of race relations were altered through literature and film.

How is it structured?

Option 1C: Britain 1625-1701: Conflict, revolution and settlement	Examined at the end of the second year, 1h45m exam	60 marks (30% of the course)
Option 2C.2: Russia in revolution, 1894-1924	Examined at the end of the second year, 1h30m exam	40 marks (20% of the course)
Option 39.1: Civil rights and race relations in the USA, 1850-2009	Examined at the end of the second year, 1h45m exam	60 marks (30% of the course)
Coursework: An aspect of the Russian Revolutions or the Russian Civil War (students choose a question)	An essay of 3,000 to 4,000 words, completed at home by March of the second year, with support and skills-based teaching in school	40 marks (20% of the course)

What will it lead to?

Fundamentally, students who successfully engage with an A' Level History course will gain a better understanding of themselves, British society, and the modern world. They will become more critical thinkers, better readers, and more questioning of the assumptions and norms on which societies are constructed. These are skills which are of critical importance in a wide variety of learning and career paths, and A' Level History is a highly sought-after qualification as a result.

On a more practical basis, A' Level History is a strong gateway into any humanities or liberal arts degree, from History of Art to Law to International Relations. For those students who decided to pursue History itself to degree level, a wide range of careers are on offer. History undergraduates have gone on to the very highest levels in business, finance, the charity and voluntary sector, writing, journalism, media, the legal profession, and politics - including four prime ministers. So, whether you have your sights set on Westminster or Waterstones, an A' Level in History will take you places.

Maths and Further Maths

What is it?
Maths A' Level is a challenge to be relished. It is not like GCSE, and it contains three very different disciplines.

Pure Maths deals with the day-to-day algebra and number work, and soon expands into the fascinating world of calculus. This is the section of Maths which deals with how things change, as well as how to deal properly with problems such as finding exact areas under curves.

Mechanics is the maths of how things move and balance. You look at things like the forces involved with cars towing caravans uphill, collisions between balls and the motion of projecting objects off tall buildings. There is a lot of overlap between Mechanics and Physics

The third discipline is Statistics. This is an extension of GCSE initially but soon expands into other topics such as linear regression (the exact equation of the line of best fit) and the hypothesis testing. This is the ideal foundation for those who want to go on to management, finance or some science courses.

Maths is an ideal choice for anyone who is thinking of studying Physics, Chemistry, Geography, Biology and Psychology as these subjects have some sort of mathematical content.

What skills and knowledge will I need?
The easy answer to that is a good pass at GCSE, with the higher tier essential. It is also beneficial to be able to solve more practical problems and have a confidence with numbers.
For Further Maths, you should really talk to the Head of Maths before undertaking this course and be expecting a minimum of level 7 at GCSE.

Maths is a skill which needs to be developed by all students. It is different to most post-GCSE subjects as it is easy to come up against a brick wall and not be able to progress with the work. If this happens, wait for a while, and try again later. If you still can't solve the question, all we ask is that you come and ask any of the Maths staff at any time during the day and we will explain the problem to you. You will benefit more by doing this than you would by tearing your hair out on your own!

What is taught?
Each class has two dedicated staff for Maths sharing five lessons per week. Lessons are structured in a way that a section of the theory is presented, along with a few examples of questions which you might come across. You are then asked to make yourself familiar with the work before progressing in the next lesson.
Formal assessments of each chapter of work are undertaken when the end of the section is reached. Each year, students must study a compulsory Pure Maths unit, and a joint Mechanics and Statistics paper.

How is it structured?

Course	Lower 6th	Upper 6th
A' Level Mathematics	Pure Maths 1, Applied Maths	Pure Maths 1 & 2, Applied Maths
AS Further Mathematics	Core Pure Maths 1 plus 1 options from Pure, Statistics, Mechanics or Decision	-
A' Level Further Mathematics	-	Core Pure Maths 1 & 2, plus 2 options from Pure, Statistics, Mechanics or Decision

The units are assessed formally in exams, and there is NO COURSEWORK REQUIREMENT at all in Maths. You are allowed a calculator for all exams, and students will probably need to update their calculator in order to meet the requirements of the new specification.

The exams are structured as follows:

A' Level Maths	-	Upper 6th	-	2 x Pure Maths	2 hours
				1 x Applied Maths	2 hours
AS Further Maths	-	Lower 6th	-	1 x Further Pure Maths	2 hours
				1 x option*	1 hour
A' Level Further Maths	-	Upper 6th	-	2 x Further Pure Maths	2 hours
				2 x options*	2 hours

**(options consist of a combination of Pure Maths, Mechanics, Statistics and Decision Maths)*

What will it lead to?

An A' Level in Maths opens a great many doors. Most universities will expect a pass in Maths for entry to a Pure Science or Engineering course, but Maths is also helpful for courses like Geography, Psychology and anything to do with Finance, Banking or Economics. Most other courses which are not studied at A' Level (such as Law) look favourably on Maths too.

Modern Languages
(German, French and Spanish)

What is it?
The course is with the AQA Examination Board and aims to consolidate and extend the foreign language skills developed at GCSE. The ability to be able to think in a foreign language will give students higher powers of analysis and communication as well as opening up new horizons in social and job opportunities.

What skills and knowledge will I need?
Students require a good GCSE in the relevant language, and this, combined with a positive desire to speak the language, will provide a solid foundation. If you have any questions please discuss this further with the Head of Department.

What is taught?
Longridge provides small friendly Sixth Form classes where students can discuss in detail with the teaching staff any points arising during their studies. They will deal with many wide-ranging topics such as social issues and trends in the target language country, artistic culture including film and literature. Students will need to be able and willing to take a position on these topics and justify their viewpoints.

How is it structured?
Students will have three exams at A' Level. One of the exams will be an oral exam so a lot of emphasis is put on spoken language.

A' Level
Unit One: (40%)
Listening, and Reading material in the target language and translation into English (*Listening Exam controlled by the student*) and translation from English into the foreign language.

Unit Two: (30%)
This has two essays about a chosen book and a film with the response in the target language. There are two questions to choose from.

Unit Three: (30%)
Speaking Exam based on stimulus material from the exam board and an individually prepared research topic based in the target language culture.

AS Level (if taken)
Unit One: (40%)
Listening, and Reading material in the target language and translation into English (Listening Exam controlled by the student)

Unit Two: (30%)
This is a translation from English into the foreign language and an essay about a chosen book or film. Response is in the target language from a choice of two questions.

Unit Three: (30%)
Speaking Exam based on stimulus material from the exam board

What will it lead to?
There are a wide range of opportunities open to modern language students. A few examples are provided below:

Students can go on to further education at university and study **German** either as a sole language or with another subject such as Business Studies, Law etc. Students are also more able to pursue another new language such as Swedish, Norwegian, Danish or Dutch from a base of German. German is the language the CBI (Confederation of British Industry) requires the most for use in business and trade in Europe as Germany is the major economy in Europe and is spoken and understood across much of Europe.

With A' Level **French** students can study French at university or can opt for a range of courses where French is studied in conjunction with another subject such as Business Studies or Law or a second language which may be *ab-initio*. In an increasingly global economy, proficiency in a foreign language is a highly marketable job skill. French is integral to or complementary with a huge number of careers including international business, computers, travel and tourism, public administration, law, banking, medicine, accountancy, journalism, education and social work. In fact, a sound working knowledge of a modern European language has become an important differentiator when it comes to recruitment. The study of other European languages develops cultural awareness and sensitivity, improves one's ability to communicate and promotes greater appreciation of European business environments. French is a major working language in the bureaucracy of the European Union.

A' Level **Spanish** helps students develop confident, effective communication skills in Spanish and a thorough understanding of the culture of countries and communities where Spanish is spoken. It develops an interest in, and enthusiasm for, language learning and encourages students to consider their study of the language in a broader context. As with French and German, A' Level Spanish students can follow a degree course at university or can opt for a range of courses where Spanish is studied in conjunction with another subject such as History, Business Studies or Marketing.
A degree in Spanish or combined Modern Languages will provide you with a fantastic platform from which to enter a range of interesting sectors including Advertising, Marketing & PR, Banking, Finance & Accountancy, Hospitality & Tourism and Teaching & Education, to name but a few.

Physical Education

Course Title: BTEC Level 3 National Extended Certificate in Sport

What is it?
The overall aims of the course are to:

- Address current contemporary topics in sport.
- Equip students with skills and knowledge for entrance into higher education or into the world of work.
- Maintain the academic rigour of this subject.
- To enhance knowledge from GCSE and increase the understanding of the factors that affect performance and participation.

What skills and knowledge will I need?
Candidates will need to have a genuine interest in sport, playing at least one sport competitively will be very beneficial as a point of reference. They should also possess a motivation to develop their understanding of anatomy, physiology, health and fitness. There is an advantage to having studied this topic at GCSE. There are also close links to some topic areas in Biology. Candidates will be expected to produce pieces of coursework and where applicable respond to feedback.

What is taught?
The subject is delivered by shared teaching between subject specialists. The allocation is 5 periods a week, not including practical time. There would be an expectation to keep up with sporting current affairs.

How is it structured?
The course will be studied over two years with candidates completing 4 units and being awarded the extended certificate, which is equivalent to an A-Level. However, there is an option to complete the certificate in one year. This is equivalent to an AS award.

<table>
<tr><td rowspan="4">Pearson BTEC Level 3 National Extended Certificate in Sport</td><td>Equivalent in size to one A' Level</td><td>A broad basis of study for the sport sector</td></tr>
<tr><td>Four units of which three are mandatory and two are external</td><td rowspan="3">This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A' Levels.</td></tr>
<tr><td>Mandatory content (83%)</td></tr>
<tr><td>External Assessment (67%)</td></tr>
</table>

Unit 1 (Year 1) - Anatomy and Physiology: a written exam of 1.5 hours. This will be set and marked by Pearson, with re-sit allowed.

Unit 2 (Year 2) - Fitness Training and Programming for Health, Sport and well-being: the second externally assessed unit where pre-released information is released 1 week prior to a controlled assessment in exam conditions. After this, on a date specified by Pearson, learners will then spend a further 2.5 hours applying this within controlled exam conditions

Unit 3 (Year 2) – Professional Development in the Sports Industry: an internally assessed module where learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

Unit 7 (Year 1) Practical Sports Performance: A further internally assessed unit, where learners study the skills, techniques, tactics and rules of selected sports through active participation in individual/team sports.

BTEC / A-Level Equivalence:

BTEC Award	UCAS Points		A-Level Award
Distinction *	**56**	**56**	**A***
Distinction	**48**	**48**	**A**
Merit	**32**	**40**	**B**
Pass	**16**	**32**	**C**

What will it lead to?
A pathway into the sports industry and to appropriate sports related courses in higher education. It provides a sound basis for degrees in Sports Science, Physiotherapy, Teaching and Sports development. Physical Education is also a useful way of topping up UCAS points as part of a general application.

Exam board: Edexcel/Pearson

Exam Board web site: www.edexcel.com (generic)

www.btec.co.uk (BTEC specific)

BTEC 2016 Specification (pearson.com)

Physics

What is it?
At its heart, Physics is about discovering what lies behind everyday phenomena such as rainbows and red sunsets, as well as the more revolutionary concepts of quantum theory, relativity and cosmology. Physics forms the basis of much present and future technology and is a fascinating and stimulating area of study, requiring creative thinking. Physicists explore the fundamental nature of almost everything we know of. They probe the furthest reaches of the earth to study the smallest pieces of matter. Join them to enter a world deep beneath the surface of normal human experience.

What skills and knowledge will I need?
The course is designed to provide a seamless transition to A' Level, for students, from their previous studies in the subject.
Whilst no specific grade at GCSE is stipulated as a requirement for entry to the A' Level course, students will be expected to have a full working knowledge and understanding of the topics covered at GCSE. Mathematical competence is also important to help students to access parts of the Physics curriculum.

What is taught?
The Physics course chosen is a flexible approach where the specification is divided into topics, each covering different key concepts of Physics. As learners progress through the course, they will build on their knowledge of the laws of Physics, applying their understanding to solve problems on topics ranging from sub-atomic particles to the entire universe. For A' Level only, the practical endorsement will also support the development of practical skills.

How is it structured?

Module 1 – Development of practical skills in Physics 1.1 Practical skills assessed in a written examination 1.2 Practical skills assessed in the practical endorsement	**Module 4 – Electrons, waves and photons** 4.1 Charge and current 4.2 Energy, power and resistance 4.3 Electrical circuits 4.4 Waves 4.5 Quantum Physics
Module 2 – Foundations of Physics 2.1 Physical quantities and units 2.2 Making measurements and analysing data 2.3 Nature of quantities	**Module 5 – Newtonian world and astrophysics** 5.1 Thermal Physics 5.2 Circular motion 5.3 Oscillations 5.4 Gravitational fields 5.5 Astrophysics and cosmology
Module 3 – Forces and motion 3.1 Motion 3.2 Forces in action 3.3 Work, energy and power 3.4 Materials 3.5 Newton's laws of motion and momentum	**Module 6 – Particles and medical Physics** 6.1 Capacitors 6.2 Electric fields 6.3 Electromagnetism 6.4 Nuclear and particle Physics 6.5 Medical imaging

A' Level Physics

Paper 1	**Marks**	**Duration**	**Weighting**
Modelling Physics Content – Modules 1,2,3,5	**100**	**135 mins**	**37%**
Section A – Multiple choice	15		
Section B – Structured questions covering theory and practical skills	85		
Paper 2			
Exploring Physics Content – Modules 1,2,4,6	**100**	**135 mins**	**37%**
Section A – Multiple choice	15		
Section B – Structured questions covering theory and practical skills	85		
Paper 3			
Unified Physics Content – all modules	**70**	**90 mins**	**26%**
Structured questions and extended response questions covering theory and practical skills	70		
Practical endorsement for Physics			
Candidates complete a minimum of 12 practical activities to demonstrate practical competence. Performance reported separately to the A' Level grade.	Pass/Fail	**Non – exam assessment**	**Reported separately**

AS Level Physics (if taken)

Paper 1	***Marks***	***Duration***	***Weighting***
Breadth in Physics *Content – Modules 1,2,3,4*	***70***	***90 mins***	***50%***
Section a – Multiple choice	*20*		
Section B – Structured questions covering theory and practical skills	*50*		
Paper 2			
Depth in Physics *Content – Modules 1.2.3.4*	***70***	***90 mins***	***50%***
Structured questions and extended response questions covering theory and practical skills	*70*		

What will it lead to?

The specification provides a smooth pathway from GCSE through to university courses in Physics and other related subjects where Physics is a key component. According to bestcourse4me.com the top seven degree courses taken by students who have A' Level Physics are:

Mathematics, Physics, Mechanical Engineering, Computer Science, Civil Engineering, Economics and Business Studies.

With an AS or A' Level in Physics there are many available career paths and physicists can be found in many fields of work, actively contributing to the development of the world we live in.

Psychology

What is it?
This is a two year course leading to the full A' Level. It is intended to provide a broad introduction to the scope and nature of Psychology as a science. The emphasis is on applying knowledge and understanding rather than just acquiring knowledge, thereby developing students' transferable skills of analysis, evaluation and critical thinking.

The course aims to encourage students to:

- develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- develop competence and confidence in a variety of practical, mathematical and problem-solving skills
- develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society

What skills and knowledge will I need?
The syllabus does not require any prior knowledge of Psychology although a good GCSE pass in English and Biology/Science would be most beneficial.

What is taught?
Students are taught Psychology using a wide range of approaches. These include presentations, analysing and explaining scenarios using psychological terminology, discussing real life behaviour and linking this to theories and conclusions based on lab experiments.

How is it structured?
These qualifications are linear. Linear means that students sit two AS exams in the Lower Sixth (if AS papers are sat) and three-level papers at the end of their A' Level course which examines the material covered across the two years.

Lower Sixth:

Unit 1: Introductory Topics in Psychology
Cognitive Psychology – Memory
Developmental Psychology – Early Social Development
Social Influence

Unit 2: Psychology in Context
Approaches in Psychology
Psychopathology
Research Methods

Upper Sixth:

Compulsory content

1. Social influence
2. Memory
3. Attachment
4. Psychopathology
5. Approaches in Psychology
6. Biopsychology
7. Research methods
8. Issues and debates in Psychology

Optional Content (1 from each option)

Option 1

Relationships
Gender
Cognition and development

Option 2

Schizophrenia
Eating behaviour
Stress

Option 3

Aggression
Forensic Psychology
Addiction

What will it lead to?

Psychology is a popular subject which is attractive to students because it develops a range of valuable skills, including critical analysis, independent thinking, and research. These skills are particularly relevant to young people and are transferable to further study and the workplace.

Studying A' Level Psychology will be of a considerable benefit for students wishing to pursue a career that involves working with people or children. E.g., teaching, health professions, Psychology, counselling, business, in fact all walks of life and careers.

Broader Studies & Extension - Extended Project Qualification

What is it?
The Extended Project is a stand-alone qualification which offers students the chance to explore in depth an area of a subject which they are studying or a topic of particular personal interest. Completion of the project will stretch and challenge the most able students while complementing the portfolio of discrete academic examination subjects that they are studying.

Students are required to plan, develop and deliver a piece of independent research, presenting their findings as a written report of approximately 5000 words or as a 1000 word report supported by an alternative media form presentation.

What skills and knowledge will I need?
There is no pre-requisite knowledge required from GCSE studies, but students will need to be highly self-motivated, have an enquiring mind and an ability to work independently.

What is taught?
The project should occupy about 120 hours of guided learning time, which is the equivalent of an AS Level qualification. However, the EPQ is half a full A' Level, so an A* grade is possible.
This is broken down into 30 hours of direct tuition, which concentrates on furnishing the students with the necessary skills to develop their own research project. These include planning, organisation, academic research and writing, recording and presentation skills.
The remaining 90 hours will involve the pupil furthering their project through independent study, supported by a personal supervisor. The supervisor will agree a title with the pupil and give advice, guidance and tuition at key moments during the completion of the tasks. At the end of the process the students should aim to be critical, self-reflective, independent learners.

How is it structured?
The Extended Project Qualification will be initiated by students agreeing a title with their supervisors, which will then be submitted to the EPQ coordinator for submission.
Students will then produce the assessment pieces that will combine to form their Extended Project. These include:

- A production log. This provides evidence of the students planning, organisation and time management during the completion of the tasks involved
- Research supported by appropriate evidence in the form of a journal of activities or events, a multimedia presentation, a performance or activities
- A written report (5000 words) or a project where the majority of the evidence is provided in other formats supported by a report which is at least 1000 words
- A presentation at the end of the research and writing phase which will summarise the project

Recent examples have included:
To what extent is the Honourable East India Company a good role model for a modern transnational corporation?
How has the state dealt with schizophrenia in the past and where might this lead in the future?

What will it lead to?

The skills that are targeted by the Extended Project Qualification are in demand by providers of Higher education and will be built on during a student's undergraduate studies. As such, the qualification has been credited with a UCAS tariff. University Admissions Tutors (according to the 1994 group) are most interested in the EPQ. Some will use it as a discriminator for the most able students while other universities are more interested in the process a pupil has gone through in completing the project and the skills that this has developed. The EPQ demonstrates a capacity for independent learning and an ability to engage with something beyond the confines of the curriculum.

Some top Russell Group universities (including Oxford & Cambridge) view it as an attractive addition to students learning:

".....our support for its introduction is primarily because of the benefit we recognise in the skills it will develop in learners and the consequent easing of the transition from study in secondary to higher education."

Dr Geoff Parks, Director of Admissions for the Cambridge Colleges.