



# **KING EDWARD VI CAMP HILL SCHOOL FOR BOYS**

**YEAR 12 ACADEMIC PROGRAMME**

**2019 to 2021**

# **Programme of Study 2019-21**

## **Number of subjects**

Most students start Year 12 taking three subjects. Students taking Further Maths can only do so as a fourth subject. Some students, whose GCSE profile suggests they can cope with the extra workload, start an additional subject at the beginning of Year 12.

## **AS Levels**

No students will sit AS examinations in any subject.

Some students who start four, or five, subjects will decide during the two years that they wish to reduce the number of subjects they study. They will then continue with three, or four, subjects and will not sit an AS Level in the subject they drop.

## **Number of hours**

Most subjects are taught over 9 hours a fortnight.

Students who choose to study Further Maths will have 14 hours a fortnight for Maths and Further Maths. They will study Maths A Level in Year 12 and Further Maths A Level in Year 13. They will sit all exams at the end of Year 13.

<b>Subject</b>	<b>CAREERS, INFORMATION, ADVICE AND GUIDANCE</b>
<b>Head of Department</b>	<b>Dr D. White</b>
<p>A well-equipped Careers Library is located in a dedicated section of the school Library and provides a valuable resource for personal research in the area of “Careers” and “Higher Education”.</p> <p>Guidance is available from several sources within the school. The Headmaster, Mrs S Bourne (Head of Sixth Form), Mrs Atwell (assistant Head of Sixth Form) Dr White (Head of Careers), Mrs Bevan (Careers Officer) Dr Taylor (Assistant Head for Competitive Courses) and form teachers whom all offer advice on personal statements, university and college applications and, where appropriate, advice on specific careers. Some year 12 students can attend 30min interview with a professional careers advisor from Inspiring Futures during January and February. These interviews will be limited in number and given on a ‘first come’ basis; boys who have special needs and those who are new to the school will be given priority.</p> <p>Pupils are strongly encouraged to seek work experience and work shadowing within many professions, industries, as is volunteering in charitable organizations, schools and care homes. The school supports the student in the application process and in some cases recommends them to the placements. These are available on a voluntary basis to all members of the Sixth Form although it is recommended that students complete work experience in the Lower Sixth Form. The work experience should be arranged either as an afternoon/evening a week for a period of time or, more commonly, as a block of time during a holiday period. It is strongly recommended that students undertake work experience particularly in the more vocational subjects such as Medicine, Dentistry, Law and Engineering. VERY RARELY WE WILL SUPPORT WORK EXPEREINCE DURING TERM TIME, HOWEVER IN THIS CASE ALL PLACMENTS NEED TO BE ARRANGED WITH PERMISSION OF THE SCHOOL – YOU MUST CONTACT Mrs S Bourne and Dr White. <a href="mailto:s.bourne@camphillboys.bham.sch.uk">s.bourne@camphillboys.bham.sch.uk</a> <a href="mailto:d.white@camphillboys.bham.sch.uk">d.white@camphillboys.bham.sch.uk</a></p> <p>In addition to this, the Heads of Sixth Form and the Careers Department organizes a range of activities including visiting speakers, conferences and briefing sessions in preparation for Higher Education, apprenticeships or employment. During the Lower Sixth, all students take part in two conferences, both held in March, one is based on Higher Education the other on Career options. Both conferences involve professional people invited into speak to the students, who are given a range of options and can attend three sessions as well as whole year group speaker events.</p> <p>As many of our pupils apply to universities or courses which select by interview, during the first term Year 13 students are given the opportunity to take part in a half day interview training session by an outside professionals. A mock interview scheme is also provided which gives all members of the Upper Sixth Form the opportunity to gain experience and advice on interview technique and applying for courses and jobs. These interviews are conducted in two evenings by panels of professional people including university lecturers and representatives from local industry and commerce. This makes the exercise highly realistic and taxing.</p>	

<b>Subject</b>	<b>Art &amp; Design</b>
<b>Head of Department</b>	<b>Mr R. Parkinson</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Specification Code</b>	<b>7202</b>
<b>Web Address</b>	<b><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></b>

### **Why Study Art?**

Art can make us think in novel and can help us discover and understand ideas that are as wide and broad as any subject currently taught in the national curriculum and more. Art has the flexibility and ability to reach back in time and look at the current, to make us question and wonder, to make us be shocked and in awe all at the same time!

*Remember that the relationship of a foot to a leg is no less critical than its relationship to the head. When a student says, 'I know this is right,' I ask, 'Compared to what?' Nothing stands alone in a drawing. (James Adkins)*

Drawing, Painting, sculpting and producing other types of Art is not merely about reproducing the world around us; abstracting ideas or visions and re-assembling them to fit a new idea, Art opens our own minds, questioning, searching and wondering through endless mysteries limited only by ourselves. Where other subjects question our thoughts, our origins, our past and present, Art, like an annoying younger sibling, can piggy-back onto these thoughts and questions and express them uniquely. The breadth and depth that can be explored in Art is an abyss where only the brave venture into the unknown.

At Camp Hill Boys, students are encouraged to explore the depths of creativity and imagination to discover something new and inspiring for themselves. Students will be exposed the breadth and depth that art can offer as a subject in order to make a positive impact and on their development and lives.

### **The Course Syllabus:**

The aim of the A-level course is designed to develop; your practical skills in a variety of disciplines, your contextual understanding of artists, crafts people and Art movements, and your ability to think and respond creatively to a wide range of stimulus and the wider world around you.

Coursework (the main part of the work produced over the course) is about taking you through a personal journey of exploration and discovery. The course develops student's ability to reflect on their own work and the work of others (best done through seeing Art first hand in a gallery!).

The course comprises of two components; one component of coursework and one component of exam (set by the exam board). Both components are internally assessed and at the end of the course externally moderated. A brief breakdown of the unit values is below:

- A-Level Component 1: Coursework (including written Personal Study), 60% of A-Level Grade
- A-Level Component 2: Exam, 40% of A-Level Grade

### **The New A-Level:**

Here at Camp Hill boys, students who choose Fine Art at A-Level will undertake a two year course with no examined work submitted in the first year of study.

Year 1: In the first year students will explore media, materials and techniques all based around a core of exploration and experimentation. While students develop their visual language they will tackle ideas and concepts from Art history and form their own ideas from a board starting point that each student decides through discussions with myself. Interpretations of artists work and starting points are encouraged and a natural part of the development of a personal portfolio of work. Work at the end of the first year will be presented in the form of a mid-course summer exhibition.

Year 2: In the second year, students mature and refine their work from the first year and develop a portfolio of work fit for final assessment and presentation. Students will also write an essay reflecting on their artistic influences and linking to their main portfolio of work. Written investigations are proposed and developed by the students and refined through consultation and feedback given by R. Parkinson. In the final year, students also undertake externally set examination task. These is where students select a title from a given range set by the exam board and produce a portfolio of work in response. This culminates in a 15 hour controlled exam in the Art room conducted over 3 days.

Each student must include in their portfolio:

- A selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study
- At least one extended collection of work or project, based on an idea, concept, theme or issue. This should demonstrate the student's ability to sustain work from an initial starting point to a realisation. It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials.
- Critical/contextual work, which could include written material such as journals, reviews, reflections and evaluations, annotations and historical background material. Evidence may be included from books, journals, moving images, photographs, digital presentations and the internet, as well as studies made during a residency, site, gallery or museum visit.
- Presentation of work on A1 or larger boards or as appropriate to the work produced. Additional working sketchbooks or journal can also be submitted alongside the main body of work.
- Where appropriate to the student's area of study, test pieces, samples, storyboards, models or maquettes.

There is no restriction on the scale of work produced. Students should carefully select, organise and present work to ensure that they provide evidence of meeting all four assessment objectives. Here at Camp Hill Boys we work from an ethos of quality and not quantity – so selection and presentation of work is important.

All the work submitted for this component will be marked as a whole and not on a piece by piece basis.

### **Assessment:**

Throughout the course there will be informal and formal verbal discussion and feedback about your work and its development. You will also receive written feedback about your work as part of your ongoing development. There will also be time during the year where group critiques take place. This is a great opportunity for you to share ideas, good working practice and receive feedback from a group. Generally students find this process helpful providing them with further insights into their own work. You will receive formal updates of grades and marks throughout the year, usually in conjunction with reports, but this can also be requested on a one to one basis.

All students are encouraged to keep a studio journal of their work and practices. This acts as a tool for discussion and tracking progress. Students are able to use the journal to refresh their memory and more easily pick up work when they come to the Art room.

At the end of the course work is internally assessed and marks set to the examinations board. A date is then arranged for a moderation visit where a sample of work is selected for scrutiny and final marks recorded by the examinations board.

### **What is expected of the student?**

Art is an enjoyable and demanding subject where students taking on Art will need to display a number of skills and personal qualities to be successful at A-Level. Being creative and having a willingness to experiment and try new things is important as well as excellent time management and ability to meet deadlines. As Art is a form of communication in visual and other forms, being able to express ideas and intentions both visually and in written form is important.

Art is known for its coursework and the amount of time that is required for the subject. Careful time management and keeping up with work in lessons and at home is the key to preventing work build up and stress points in the year. Students that work hard early on to develop a project that interests and motivates them to produce work, generally find that Art can be balanced with other subjects and their individual commitments.

Studying Art will develop your creativity, independence, confidence, communication, collaborative skills and analytical eye. These qualities are not only invaluable, if wishing to pursue a path within the Arts or creative industries for instance, but are transferrable skills applicable to a wide variety of other careers.

If you have passion for being creative, have dedication and want to explore the world around you in new and ever changing ways, then Art is the subject for you!

### **Higher Education and Careers**

Careers in Art and Design can span many different specialist areas. From Painting, Photography and set design, to architecture, animation and Art conservation.

Whether you love photography, graphic design, painting or any other art-related speciality, career options are limited only by your imagination. Art education propels people towards creative and unexpected destinations – many of which have not even been discovered yet. As noted in *Need a Job? Invent It*, in the New York Times:

*“...knowledge is available on every Internet-connected device, what you know matters far less than what you can do with what you know. The capacity to innovate — the ability to solve problems creatively or bring new possibilities to life — and skills like critical thinking, communication and collaboration are far more important than academic knowledge.”*

The study of Art in the eyes of universities is not a negative thing, quite the opposite, it sets you apart and usually means that you are resourceful, independent and perhaps most importantly, creative.

<b>Subject</b>	<b>Biology</b>
<b>Head of Department</b>	<b>Miss C. Brookes</b>
<b>Examination Board</b>	<b>AQA Biology/ Biology A-level</b>
<b>Specification Code</b>	<b>7402</b>
<b>Web Address</b>	<b><a href="http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7402">http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7402</a></b>

*It seems to me that the natural world is the greatest source of excitement; the greatest source of visual beauty; the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living.*

- Sir David Attenborough, naturalist

### **Why study Biology?**

Biology is the study of life- what could be more relevant? Biology involves a wide range of exciting topics, ranging from molecular biology to the study of ecosystems and from microorganisms to mammoths. Biology is never far from the headlines either...

The human genome has been sequenced and we know the complete arrangement of the three thousand million bases that make up human DNA. In Kenya, 100 people die every day from AIDS and in South East Asia the skies are dark with smoke as the last Bornean rainforests are burned to grow oil palms. Biologists are concerned with all these issues. They work in the fields of cell biology, medicine, food production and ecology... and the work they do is vital to us all.

### **The Course**

All sets are taught by two teachers. A variety of teaching and learning styles are used in lessons. These include discussion, group tasks, model making, presentations, computer animations, video clips, and as much practical work as possible. The A2 Biology topics are listed below.

### **Core Content**

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

### **Assessment**

Final examinations will take place in the summer term of 2021.

Continued on next page.

<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>
2 hour paper covering any content from topics 1-4, including relevant practical skills	2 hour paper covering any content from topics 5-8, including relevant practical skills	2 hour paper covering any content from topics 1-8, including relevant practical skills
76 marks: short and long answer questions 15 marks: extended response questions	76 marks: short and long answer questions 15 marks: comprehension question	38 marks: structured questions, including practical techniques 15 marks: critical analysis of given experimental data 25 marks: one essay from a choice of two titles
35% of A-level	35% of A-level	30% of A-level

### **What is expected of the student?**

There is no doubt that Biology is a difficult and demanding subject to study at this level. Students are expected to supplement all taught work with independent reading and research. The workload for this subject is very heavy as there is a great deal of content to cover. As a result, consistently high effort levels are expected from all students. Homework tasks include detailed practical evaluations, research, revision and preparation of material for lessons.

### **Careers and Higher Education**

Biology is a great choice of subject for people who want a career in health and clinical professions, such as medicine, dentistry, veterinary science, physiotherapy, pharmacy, optometry, nursing, zoology, marine biology or forensic science. Some students enjoy the subject so much they eventually choose a biologically related degree course. Others go on to careers in law, computing, accounting or teaching. So, whatever field you will eventually work in, you will find biology a very rewarding and challenging course which will develop many of the skills essential for a successful career.

*It has become part of the accepted wisdom to say that the twentieth century was the century of physics and the twenty-first century will be the century of biology.*

*Freeman Dyson, theoretical physicist and mathematician.*



<b>Subject</b>	<b>Chemistry</b>
<b>Head of Department</b>	<b>Dr A. J. Taylor</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Specification Code</b>	<b>7405</b>
<b>Web Address</b>	<b><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></b>

### **Why study Chemistry?**

Chemistry is an exciting, challenging and enjoyable subject to study at A level. It enables you to make sense of the material world and the challenges that have arisen as a result of human activity.

Most importantly you should have:

- an interest in and an enjoyment of Chemistry,
- an enjoyment of practical work and desire to develop your skills in laboratory procedures and techniques
- of the topics studied at GCSE it very important you are confident with moles calculations

The department has five specialist Chemistry teachers and excellent laboratory facilities.

Students have been highly successful in national competitions such as the Cambridge Chemistry Challenge and RSC Olympiad. In 2018 two students achieved roentgenium awards in the Cambridge Chemistry Challenge placing them in the top 0.8% in the country. In the RSC Olympiad in 2016, 2017 and 2018, a student from Camp Hill was selected for the UK team and went to the International Chemistry Olympiads in Georgia, Thailand and Slovakia.

In 2018, the Year 12 team also came second in the finals of the RSC Young Analyst competition.

### **The Course**

Chemistry is offered as a two year course following the AQA specification.

In Years 12 and 13 nine periods per two weeks are assigned to Chemistry. A minimum of one lesson a week will be individual practical work. Practical work is geared towards practising common laboratory techniques.

### **Assessment**

There are three papers at the end of the second year.

Practical skills will also be continually assessed throughout the course and reported separately.

<b>Subject</b>	<b>Computer Science</b>
<b>Head of Department</b>	<b>Mr N. Frost</b>
<b>Examination Board</b>	<b>OCR</b>
<b>Specification Code</b>	<b>H446</b>
<b>Web Address</b>	<b><a href="http://www.ocr.org.uk">www.ocr.org.uk</a></b>

### **Why study Computer Science?**

Computer technology is an area of massive growth and employment. It is also of strategic national importance. Reports continually highlight the impact that computer technology has already had, and continues to have, on aspects of all of our lives.

Studying Computer Science is not just about how computers work, or how to use them to do what we want: it is about learning to solve real problems, develop creative solutions, structure ideas and communicate information with logic and clarity.

While obviously seen as complementary to study of maths and traditional science subjects, or as a way to develop 'engineering'-type skills, Computer Science understanding is increasingly relevant to areas such as philosophy, geography, law, commerce.... ..and many more.

### **The Course**

This covers multiple aspects of how computers work, including aspects of maths (e.g. binary, Boolean algebra), programming (procedural languages, object-oriented programming), computer hardware, networking, legislation and ethical concerns, etc.

Alongside the theory aspects of the course lesson time will be allocated to developing programming skills (Y12) and support the programming project (Y12/13). The syllabus requires specific skills in both high and low level languages, databases manipulation (SQL) and website creation (HTML, CSS, Javascript) and time will be given to all of these.

Most boys taking the course have programmed using Python before. At A level we therefore introduce the C# programming language. This has the advantage of providing an opportunity to discuss theory associated with programming, as well as the giving the perspective to understand techniques that are common to multiple languages rather than just those specific to Python. There is no requirement to use C# in assessment situations however, nor in the programming project.

### **Assessment**

The course is assessed through two 2½ hour examinations (each worth 40%) and a practical programming project (20%). The project must be a solution to a real problem (ideally aligned with your own interests) and must include a significant amount of programming. Project work can be in any programming language, or a combination, and could include specialised hardware if needed. The project is an independent piece of work, although some of the development must be done in school so we can verify it is your own work.

### **What is expected of the student?**

You should have a demonstrable track record in the subject, which will usually mean you have a good grade in GCSE Computer Science. You should also have some experience of coding using a text-based programming language, as you might otherwise find the A level programming project a stretch too far. You will be expected to independently develop your

coding skills throughout the course, but good management of time and the ability to meet deadlines will also be particularly crucial during your work on the programming project.

### **Careers and Higher Education**

It is true to say that Computer Science A level is not required for study of Computer Science at university level (as not all schools offer it). However, whatever your choice of career direction an understanding of technology will significantly enhance your prospects and, if we are doing it right, how you think and approach problems.

If you are considering higher level study of Computer Science then this course will help you discover that that might mean, and what choices you want to make. If you are considering any STEM (science, technology, engineering, maths) related course then you will directly use skills/knowledge learned during this course. If you are intending to study in a different area you will still find concepts, ideas and skills from Computer Science useful and helpful. After all, can you name a field of employment where computer technologies have not already had impact and which are not likely to be significantly changed further during the course of your working life?

<b>Subject</b>	<b>Design &amp; Technology. Product Design</b>
<b>Head of Department</b>	<b>Mr K. Downing</b>
<b>Examination Board</b>	<b>AQA A-Level Design and Technology: Product Design.</b>
<b>Specification Code</b>	<b>7552</b>
<b>Web Address</b>	<b><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></b>

### **Why study Design?**

The study and analysis of products will enable students to develop an appreciation and understanding of materials and processes that are employed by manufacturers. Students will then begin to question and understand why certain products function in the way they do, which will facilitate their development into discerning consumers.

### **The Course**

1. Core technical principles.
2. Core designing and making principles
3. Additional specialist knowledge.

### **Core Technical Principles**

This section is broken down into the study of:

- Materials and Applications.
- Knowledge and understanding of simple comparative tests and mechanical material properties.
- Practical methods for investigating and testing material properties to assess their suitability for a range of uses.
- Product development and improvement.
- Inclusive design.
- Ergonomics and anthropometrics.
- Design illustration and communication.
- CAD.
- CAM.
- Virtual modelling.
- Rapid prototyping processes.
- Efficient use of materials.
- Health and safety inc:
  - Safe working practices, including identifying hazards and understanding the need for risk assessment. The regulatory framework.
  - Health and safety in product manufacturing.
  - Safety in products.
- Feasibility studies
- How modern products are designed to consider ease of manufacture, possible repair/maintenance and disassembly at end of life.
- Protecting design and intellectual property.
- Enterprise and marketing.

### **Core designing and making principles**

- Design methods and processes.

- Use of primary and secondary data to understand client and/or user needs.
- Historical influences
- Design movements.
- Examples of designers and their work and how their designs were influenced by design principles.
- How technology and cultural changes can impact on the work of designers
- Design processes.
- Critical analysis and evaluation.
- Selecting appropriate specialist tools, techniques and processes.
- Accuracy in design and manufacture.
- How to evaluate products, taking into account the views of potential users.
- Responsible design.
- Approaches to project management.
- Design and manufacture.
- National and international standards in product design.

### **Additional Specialist Knowledge**

- The characteristics and working properties of materials.
- Performance characteristics of materials.
- The use of adhesives and fixings.
- The use of surface finishes and coatings.
- Industrial and commercial practices.
- Modern manufacturing systems.

### **Assessment**

#### Paper 1

What's assessed:

Core technical principles and core designing and making principles.

How it's assessed:

- Written paper, 2 hrs
- 100 marks
- 25% of A level

Questions:

Mixture of short answer, multiple choice and extended response.

#### Paper 2

What's assessed:

Specialist knowledge, technical and designing and making principles

- How it's assessed:
- Written paper: 2 hrs
- 25% of A level

Questions:

Mixture of short answer, multiple choice and extended response questions.

Section A:

- Product Analysis
- Up to 6 short answer questions based on visual stimulus of product(s).

Section B:

- Commercial Manufacture.
- Mixture of short and extended response questions.

### **Non-exam assessment**

What's assessed:

Practical application of technical principles, designing and making principles and specialist knowledge.

How it's assessed:

- Substantial design and make task
- 45 hours
- 100 marks
- 50% of A level

Evidence:

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

**Product Design will be studied as a TWO year linear course.**

<b>Subject</b>	<b>Economics</b>
<b>Head of Department</b>	<b>Mr A. Gething</b>
<b>Examination Board</b>	<b>Pearson</b>
<b>Specification Code</b>	<b>9ECO</b>
<b>Web Address</b>	<b><a href="http://qualifications.pearson.com/content/demo/en/qualifications/edexcel-a-levels/economics-a-2015.html">http://qualifications.pearson.com/content/demo/en/qualifications/edexcel-a-levels/economics-a-2015.html</a></b>

*“Economics gives a real understanding of economic issues and events that happen both in our country and countries throughout the world”*

### **Why study Economics?**

The study of Economics helps to develop a logical, analytical approach to the complex problems arising from economic activity at a personal, business and national level. Economics encourages an interest in and an understanding of current economic issues and institutions. Economics is a versatile subject as it combines well with science, arts and practical subjects.

### **The Course**

Fundamentally, Economics is about how scarce resources are allocated to satisfy infinite human wants. It is a social science incorporating economic theory with the study of human behaviour.

The course is divided into microeconomics and macroeconomics. Microeconomics involves the study of how markets work and how they might fail in certain areas. Current economic issues include the fall in the price of oil and other commodities due, in part, to the slower growth of the Chinese economy and the slowdown in Europe. Other topical, domestic issues include the challenges facing the NHS with a growing and ageing population as well as the shortage of housing. Policies to address the growing inequality in the UK and the need to protect the environment will also feature prominently. In the second year of the course we will study labour markets and discuss wage differentials as well as analysing the behaviour of firms.

Macroeconomics looks at the economy on a large scale. This involves looking at unemployment and economic growth as well as international trade. A crucial issue for the government is how to reduce the budget deficit and bring spending in line with taxation receipts. The consequences of Brexit has dominated the macroeconomic landscape since June with the recent depreciation of the pound and the increase in value of the FTSE 100 index. One expects the UK's rate of inflation to increase following the falling pound as rising import prices affect cost and prices. On a global scale we will look at the world's progress in tackling poverty and the impact of globalisation on the international economy.

### **Assessment**

From September 2017 Economics will be taught as a linear course.

At Advanced Level all the content delivered over the two year course has to be examined – the AS mark will no longer count towards the final A2 score. Accordingly there are three

examinations. The first two cover micro and macro content, and the third paper covers all content.

A2 paper 1 (Markets and business behaviour) and Paper 2 (The national and global economy), are tested in two parts. Section A includes multiple choice and short answer questions; Section B involves answering data response questions set in different parts. In Section C candidates choose one from two open response questions

Paper 3 (Microeconomics and Macroeconomics)

Data response questions and candidates choose one from two open response questions

### **What is expected of the student?**

GCSE Economics or Business Studies is not offered at Camp Hill and so students are not expected to have studied either GCSE Economics or Business Studies. The course will be taught assuming that students do not have any prior knowledge of the subject. This means that students doing Economics who come to Camp Hill in the Sixth Form will not be at any disadvantage.

During the course of study, students need to develop a critical approach to economic models and methods of enquiry. They will develop and a good knowledge of developments in the UK economy and government policies over the past fifteen years. Accordingly a readiness to keep abreast of economic issues is desirable, through reading newspapers, and watching news and current affairs programmes.

A good standard of written English is helpful as extended writing tasks are set and candidates need to be able to develop a chain of argument and offer supported judgements. A sound level of numeracy is also important but anyone with a B grade or better in GCSE Mathematics should have no problems.

### **Careers and Higher Education**

The study of Economics at advanced level provides a highly respected academic discipline, indicating skills that combine scientific analysis and the ability to express oneself fluently and effectively on paper. It provides a good basis for entry to courses concerned with accountancy and finance, management, business related courses, banking etc. However, if students study Economics at university it is usually recommended that they have also studied Mathematics 'A' level. Economics is particularly relevant to careers in business, finance and the public services.

At Camp Hill, we have a large number of students who go to University to study the subject, as well as Business related degrees. For example, a significant number of students have gone on to study economics or related subjects, such as PPE, at the very top Universities, i.e. Oxbridge and others like the LSE, Warwick and further Russell group Universities.



<b>Subject</b>	<b>English Literature</b>
<b>Head of Department</b>	<b>Mr N. Hill</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Specification Code</b>	<b>7712 option B</b>
<b>Web Address</b>	<b><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></b>

### **Why study English Literature?**

Above all for pleasure. It is assumed that you enjoy reading and discussing fiction texts in a wide range of genres. There are relatively few direct routes from studying English Literature to jobs/employment, so it is only sensible to choose the subject because you enjoy it.

- There are many, more precise, reasons for studying English, including:
- you are interested in human behaviour, morality and ideas outside the formal academic disciplines of most school subjects (English Literature deals with such huge human subjects as love, bereavement, criminality and divided loyalties to name just four)
- you want to explore culture, society, history and the arts
- you recognise that the skills of argument and use of evidence are valuable
- you are interested in the English language and want to develop your language skills further.

### **The Course**

GCE AQA English Literature Syllabus A

### **Assessments**

Paper 1: Love through the ages

Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play.

- written exam: 3 hours
- open book in Section C only
- 75 marks
- 40% of A-level

Questions:

Section A: Shakespeare: One passage-based question with linked essay (25 marks).

Section B: Unseen poetry: Compulsory essay question on two unseen poems (25 marks).

Section C: Comparing texts: One essay question linking two texts (25 marks).

Paper 2: Texts in Shared Contexts

Choice of two options:

Option 2A: WW1 and its aftermath.

Option 2B: Modern times: Literature from 1945 to the present day.

Study of three texts: one prose, one poetry, and one drama, of which one must be written post-2000.

- written exam: 2 hours 30 minutes
- open book
- 75 marks
- 40% of A-level

#### Questions

Section A: Set texts. One essay question on set text (25 marks)

Section B: Contextual linking

- One compulsory question on an unseen extract (25 marks)
- One essay question linking two texts (25 marks)

Non-exam assessment (coursework): Independent Critical Study: Texts across Time

The essay will consist of a comparative critical study of two texts, at least one of which must have been written pre-1900 (2500 words).

- 50 marks
- 20% of A-level
- assessed by teachers
- moderated by AQA

#### **What is expected of the student?**

It is expected that you will read the set texts eagerly and without having to be nagged to finish them! You will also be expected to read independently beyond the bare minimum of set texts; extensive independent reading and research will be necessary to succeed. Active participation in class discussion and preparation of presentations to the class are essential aspects of the course.

#### **Careers and Higher Education**

In terms of Higher Education, an A level in English is regarded as a facilitating subject by Russell Group universities, and therefore is an ideal entry qualification for all Arts courses and for many 'non-school' subjects (e.g. Law, Philosophy, Media). Increasingly, many universities are looking for 'literate' doctors, dentists, scientists etc. and therefore can be readily combined with non-arts based subjects. In employment, it is very highly regarded as an indication of communication skills and literacy. Many graduates in English end up in the media, arts, civil service and publishing to name but a few.

<b>Subject</b>	<b>Geography</b>
<b>Head of Department</b>	<b>Mr D. Eckley</b>
<b>Examination Board</b>	<b>Pearson</b>
<b>Specification Code</b>	<b>9GEO</b>
<b>Web Address</b>	<b><a href="https://qualification.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html">https://qualification.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html</a></b>

In 2019 we will be offering the two-year A-level course from Edexcel. The new course covers many areas of geography you might expect to see such as geomorphology, tectonics and natural disasters, but also has a range of interesting new topics such as globalisation, changing places and superpowers which cover aspects of human geography and geopolitics, along with a strong crossover with economics.

The department also has an excellent record of international trips which are open firstly to those studying the A-level, including recent trips to China, Japan, USA and Iceland.

### Why study Geography?

- An academically challenging and rigorous course
- One of the 'facilitating subjects' of the Russell Group universities
- Wide range and breadth of material and skills covered
- Contemporary topics helping you engage with the world around you
- Develops a variety of transferrable skills
- Combines well with other science and humanities subjects
- Valued by employers as a good all-round subject
- Counts as a science on many degree courses

The structure of the new A-level from is outlined below. Your study will be complemented by at least four days of fieldwork, a range of learning activities, research projects using the department's l pads, and a broad spectrum of enrichment activities, including external talks/lectures run by the GA, trips to the Lapworth Museum at UoB and GIS training and competitions. We also ask that our Sixth Form geographers contribute to the life of the department by supporting activities and events run for students in lower school.



Geography students in Iceland 2015

## The Structure of the Course.

The two-year course includes equal elements of physical and human geography, including a significant element of compulsory field work which will involve some local trips in Year 12 and then a residential field trip as part of the work for the Year 13 course, which will encompass work towards the independent project which is 20% of the final mark.

Year 12		Year 13	
Physical Geography	Coastal systems and landscapes	Physical Geography	Water cycle and water insecurity
	Tectonic processes and hazards		Carbon cycle and energy security
Human Geography	Dynamic Places: Globalisation	Human Geography	Global development and connections
	Changing places – local area study		Superpowers
Independent fieldwork project: 3,000-4,000 word report (20%)			

## Examination and assessment

Paper 1 – Physical Geography. 2hrs 15mins (30%)

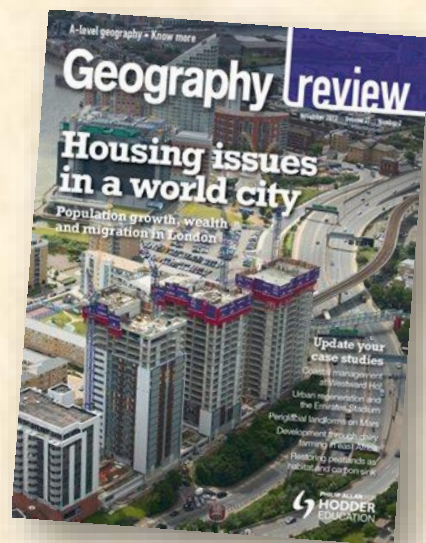
Paper 2 – Human Geography. 2hrs 15mins (30%)

Paper 3 – Synoptic skills. 2hrs 15mins (20%)

Independent fieldwork project (20%)

## Wider reading and university preparation

We encourage our students to read as widely as possible around the subject. Many choose to subscribe to Geography Review magazine which is targeted at the A-level course. We also encourage students to keep up to date with current affairs and geopolitics in the broadsheet newspapers and journals such as the Economist. The department also has a small but growing library of books.



For those who choose to study Geography and other related subjects at university we offer interview support and preparation along with the program of enrichment activities. Some students have chosen to extend their learning with EPQs in a range of geography-related topics.

<b>Subject</b>	<b>History</b>
<b>Head of Department</b>	<b>Mr G. N. Hill</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Specification Code</b>	<b>7402 (paper 1 option H, paper 2 option A)</b>
<b>Web Address</b>	<b><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></b>

### **Why study History?**

History is a discipline; it is concerned with the evaluation of evidence, the detection of bias and the weighing of conflicting evidence. The mental aptitudes and habits fostered by History are of the highest value. At the same time, History involves watching human beings being human; in particular, it teaches a great deal about the behaviour of people either as individuals or in groups, and it explores the workings of institutions. By studying history, you should become a skilled and wise observer of mankind. To immerse yourself in another age, with its different values and its different perspectives, not only stimulates the imagination but also helps you to view your own society in a new light and with a deeper understanding.

In practical terms, writing about History is important. A good piece of historical writing will be a clear, logical, persuasive, well-organised and well-written statement about a highly complex matter, which is often produced under significant restraints of time and space. Achieve this, and you will have a skill that will be of service to you all your life.

### **The Course.**

#### **Unit 1 – Breadth Study on Russia 1855-1964**

This option allows students to study in depth issues of change, continuity, cause and consequence in this period through the following key questions:

- How was Russia governed during this period?
- How effective was opposition?
- How and in what ways did the economy develop and change?
- What was the extent of social change?
- How important were ideas and ideology?
- How important was the role of key individuals and groups and how were they affected by developments?

It covers the rule of the last three Tsars up to 1917 and explores the development of the World's first communist state under Lenin, Stalin and Khrushchev. A key focus of this course is to identify and analyse the strengths of different historical interpretations and the role of historians in developing an accurate window onto the past.

#### **Unit 2 – Depth Study on Angevin Kings 1154-1216**

This option provides the opportunity to study a period of major change in depth, focusing on key ideas, events and developments. This topic satisfies the need for covering an aspect of British history and to ensure that the chronological breadth of the course covers a significant time period. The rule of the early Plantagenets gives a fascinating insight into the role and nature of royal rule and statecraft during a period very different to today. It explores the challenges faced by the authority of the church, the barons, neighbouring powers and internal dynastic struggles. The course covers the reigns of Kings Henry II, Richard I and John. Landmark events such as the Murder of Thomas Becket, the Third Crusade, the loss of Normandy and the signing of Magna Carta are put under the microscope. An ability to utilise contemporary sources and understand their limitations in ensuring historical accuracy provides one of the key strands of assessment on this paper.

### **Unit 3 – Coursework Study on 20<sup>th</sup> Century US Foreign Policy**

This provides students with the opportunity to devise their own question in focusing on how the United States became a global superpower in the aftermath of two World Wars and how it was able to successfully confront the challenge from the Soviet Union in the Cold War. The course explores America's international relations from 1898 onwards and how successfully it has been able to safeguard its interest in differing parts of the World. You consider varying themes which continue to provide the pillars of America's position in and perception of the rest of the World: idealism, isolationism, interventionism, commercial interest, global security and the role of the President.

#### **Assessment.**

This consists of the three modules, both examination modules are worth 40% of the final mark and coursework makes up 20% of the overall assessment. Both examinations last two hours and thirty minutes and contain a source or interpretation analysis and selection of essay questions. The coursework will be a 3,500 word essay.

All exam modules are sat in June at the end of the two-year course.

#### **What is expected of a student?**

As is the case with any subject choice at Sixth Form level, or at University, it helps if you actually find the subject, and in this case, History, fascinating and enjoyable. You will enjoy the subject if politics or diplomacy, in particular, engage your interest. You must be willing to undertake independent reading, without which you will never achieve the necessary depth of understanding, nor will you be able to take real pleasure in studying the History. Class discussion is an essential element. This is where you can test and refine your ideas; this is where you need to have done the research which will allow you to argue your point with conviction.

#### **Careers and Higher Education.**

If you are aiming at the professions, especially Law, it is very advisable to study History at A Level. Many other subjects require a background in History - for example, politics, economics and sociology. Discounting such specialist areas as archives or museums, where employment opportunities are rather limited, teaching, either in school or in Higher Education, offers a range of opportunities. A degree in History has long been rated very highly as evidence of a thoroughly trained mind and Historians are to be found in very significant numbers, running major companies, in the higher echelons of the Civil Service, in ICT, in publishing, journalism, commerce - the list is endless. History is also able to offer a useful complement for those otherwise following a science route: developing communication skills, scrutiny of evidence and justifying interpretations add to the competences needed for the well-rounded undergraduate. Many of our finest A Level Historians have successfully gone on to thrive in mathematics, natural sciences and medicine at university.

<b>Subject</b>	<b>Mathematics</b>
<b>Head of Department</b>	<b>Mrs J. V. Garg</b>
<b>Examination Board</b>	<b>OCR</b>
<b>Specification Code</b>	<b>OCR (MEI) H640</b>
<b>Web Address</b>	<b><a href="http://www.ocr.org.uk">www.ocr.org.uk</a></b>

### **Why study Mathematics?**

$7! = 7 \times 6 \times 5 \times 4 \times 3 \times 2 \times 1 = 5040$ . How many zeros does  $100!$  end with?

Could you throw a ball so high that it stays in the air for five seconds?

A contestant has got through to the final of a game show. There are three doors. Behind one there is a sports car, and behind the other two, there are goats. The contestant picks a door. The host opens another door, revealing a goat. The contestant can then stick with the door he's picked, or switch to the third door. What should he do?

These are typical of questions that you are unlikely to encounter in the playground. Nevertheless, Mathematics is a very popular Sixth Form choice at Camp Hill and is taken to 'A' Level by the vast majority of each year group: in 2018, 112 boys took A2 Mathematics, with 65.2% gaining A\* or A grades.

Why might you wish to study Mathematics? Apart from your genuine love of the subject (and you're more likely to do well in something you like) Mathematics might be a requirement for what you want to study at university, for example, Accountancy and Finance, Business, Biology, Geography and Psychology, to name only a few subjects. Potential university mathematicians, physicists, chemists, computer scientists and engineers should also consider Further Mathematics (see separate section). Also (not that money is in any way important) studies have shown that people with A level Mathematics tend to earn more on average than people without it. And it allows you to develop important and valued skills, including problem solving, logic and the ability to analyse situations.

### **Requirements**

You need to have at least a Grade 7 (equivalent to the "old" A or A\* grade) in GCSE Mathematics. A good result in the FSMQ Additional Mathematics is an advantage, but is not essential and knowledge of this material will not be assumed. Access to a computer is required as much of the internal assessment will be conducted via our support website, Integral.

### **The Course**

Following the changes with the A-Level, we currently follow the OCR (MEI) H640 course, which is the natural successor to the modular course we used to follow since 1995. Its content is 100% compulsory and is the same for all awarding bodies. It has three elements, Pure Mathematics, Mechanics and Statistics. The Pure Mathematics element will comprise about two-thirds of the course, and the Mechanics and Statistics one-sixth each. The Pure content is roughly the same as in the old modular specifications. There will be a greater emphasis on problem solving, modelling and reasoning in the new A levels but they are intended to be at the same level of difficulty as those they replace.

Modelling in Mathematics is about starting with a real life situation, making assumptions to simplify and decide what features are important and which are not. This allows Mathematics to be used to provide information about the real situation. The new A level will place more emphasis on thinking about modelling assumptions and will include more modelling using pure Mathematics.

The Pure element of the course aims to develop and extends the algebra and trigonometry you meet at GCSE and to introduce new topics such as calculus and functions. In statistics, the emphasis will be on interpretation and the ability to use calculator technology rather than tedious pencil and paper calculations. You will also be expected to become familiar with a large data set and investigate it, via, for example, a spreadsheet. Mechanics will cover kinematics (how things move) and forces (why things move), and further stresses the importance of mathematical modelling. The mechanics element of the course may well have some overlap with Physics, but no knowledge of Physics will be assumed and the jokes will be different.

There is no coursework and the entire course will be assessed via final examinations after two years. There are three 2 hour papers: one will assess Pure Maths and mechanics, one Pure Maths and statistics, and the third will be mostly Pure Maths but will also contain a Comprehension, in which candidates will be expected to read a piece of Mathematics and answer questions on it. All the papers will require a calculator. You will need a calculator, which has an iterative function (an ANS key) and the ability to compute summary statistics and access probabilities from standard statistical distributions. The most common Casios (the fx-83 and fx-85) have the first feature only. There is a new Casio, the fx-991ex, which does the job well.

There are three or four classes in each year group. The number of classes and the numbers in each class vary according to the popularity of the subject and other timetable choices. In September 2018 class sizes varied between 23 and 26. The classes are usually taught by one teacher for nine hours per fortnight, but are sometimes shared.

### **What is expected of the student?**

Lively lessons are the norm. Where possible we aim, at Camp Hill, to teach topics in an exploratory style so that the Mathematics emerges from a consideration of specific problems. Students are encouraged to discuss these problems with the teacher and with each other.

Success requires not just ability but consistent determination. Students are expected to develop self-discipline in completing daily work and meeting deadlines with regular assessments via our support website, Integral.

To gain the highest grades, students must become fluent with a variety of methods and approaches, which may not be immediately obvious when confronted with a problem. These skills develop through perseverance and practice.



<b>Subject</b>	<b>Further Mathematics</b>
<b>Head of Department</b>	<b>Mrs J. V. Garg</b>
<b>Examination Board</b>	<b>OCR</b>
<b>Specification Code</b>	<b>OCR (MEI) H645</b>
<b>Web Address</b>	<b><a href="http://www.ocr.org.uk">www.ocr.org.uk</a></b>

### **Why study Further Mathematics?**

Further Mathematics is a separate A level from Mathematics. The qualification is extremely well regarded, and warmly welcomed by top universities. Success here is clear evidence of proven mathematical ability and first class degree potential. For someone who enjoys Mathematics, it provides a challenge and a chance to explore new and more sophisticated mathematical concepts. If you are planning to take a degree such as Mathematics, Engineering, Chemistry, Physics or Computer Science, you will benefit enormously from taking Further Mathematics: students who have studied FM find the transition to such degrees far more straightforward. Some prestigious university courses require you to have a Further Mathematics qualification while others may adjust their grade requirements more favourably to students with Further Mathematics, although potential medical students should be aware that there are still some medical schools which do not count Further Maths and Mathematics as two separate qualifications. For up-to-date information see <http://www.furthermaths.org.uk/medicine> and follow the links.

### **Requirements**

You need to have at least a Grade 8 (equivalent to the "old" A\* grade) in GCSE Mathematics. A good result in the FSMQ Additional Mathematics is an advantage, but is not essential and knowledge of this material will not be assumed. Please talk to your Mathematics teacher about your suitability for Further Mathematics before you opt for it.

Note: Mathematics and Further Mathematics must be taken with TWO other subjects.

### **The Course**

Like Mathematics, the course was completely revamped for September 2017. All the new A levels in Further Mathematics have half their content the same, which has been decided nationally. As with Mathematics, there is a greater emphasis on problem solving, modelling and reasoning in the new A levels but they are intended to be at the same level of difficulty as those they replace.

We have chosen OCR (MEI) H645, which is the closest in content and intention to the very successful modular specification we followed since 1995. There will be three terminal papers: a 2 hour 40 minute paper covering the core pure content, a 2 hour 15 minute paper in mechanics, and a 1 hour 15 minute statistics paper. The core pure content, which is common to all awarding bodies, includes further algebra, calculus and vectors, and introductions to new topics such as complex numbers, matrices and hyperbolic functions. The mechanics content includes collisions and circular motion and applications of calculus to such things as centres of mass. The statistics paper will include work on new probability distributions, correlation and regression, and the chi-squared test (which may overlap with statistical work in, say, Biology and Geography).

Further mathematicians will continue, as now, to complete the Mathematics A level content in Year 12, and then study the Further Mathematics content afterwards. However, we have

decided that we will not enter candidates for the Mathematics A level examinations in Year 12. Resitting would require candidates to do all three Mathematics examinations again, probably at considerable cost.

You will need a calculator which has an iterative function (an ANS key), the ability to compute summary statistics and access probabilities from standard statistical distributions, and the ability to perform calculations with matrices up to  $3 \times 3$ . The Casio fx-991ex satisfies these requirements.

### **What is expected of the student?**

Further mathematicians who are prepared to struggle with miscellaneous challenges and research interesting extensions are the ones who will truly discover the wonder of Mathematics. They will also have to work their socks off! The material, especially in the early stages, can seem to be arriving very thick and fast, but be determined and organised, and you will cope.

<b>Subject</b>	<b>Modern Foreign Languages</b>
<b>Head of Department</b>	<b>Mrs E. Wells</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Specification Code</b>	<b>7652(French) and 7662(German)</b>
<b>Web Address</b>	<b>www.aqa.org.uk</b>

### **Why study a language?**

Studying a language is an intellectually stimulating activity, which allows you not only to communicate with people from another country, but also to acquire knowledge of the culture of that country. It is also useful to become more aware of linguistic structures through the study of the grammar of a European language in order to reinforce your ability to communicate at a more sophisticated level in your own language. Students with a language qualification at AS or A Level are highly regarded by university admissions tutors, as the study of a MFL at this level is perceived as an academic challenge. Furthermore, graduates with a MFL competence are also highly employable.

### **Established contacts**

We have a partner school in Germany, Schule am Ried in Frankfurt. As part of our exchange programme, students in Year 12 and 13 have opportunities to establish links with students in our partner school in Germany and undertake work experience.

### **The course**

In order to study a foreign language at this level, candidates should normally have acquired the knowledge, understanding and skills specified for GCSE at Higher Tier in the relevant language. The progression through year 12 and 13 is assured by increased difficulty in texts and tasks as well as grammar content.

There are currently 9 periods per fortnight in Years 12 and year 13. In addition there is one period a week with a French and/or German assistant to develop speaking skills.

#### **Year 12 topics:**

Reading and listening materials used in the AS units are drawn from the following broad topic areas and are firmly rooted in the culture of the target-language country:

- Family, The Digital World, Youth Culture, Festivals and Traditions, Art and Architecture, a book or a film

#### **Year 13 topics:**

Reading and listening material used in A2 is drawn from the following broad areas and is firmly rooted in the culture of the target-language country:

- Immigration, Integration, Racism, Politics and Youth, a book or a film.

### **Assessment**

The course will be assessed in year 13:

- A Speaking examination lasting 16 -18 minutes. Discussion of a stimulus card, followed by a conversation of a topic chosen by the candidate and related to one of the A level themes. (25%).
- A Reading, Listening and Writing paper lasting two hours thirty minutes (42%). Pupils will have to demonstrate comprehension skills as well as the ability to summarise and translate.

- A written exam that lasts for two hours (33%). They will be required to write an essay on each of the works they have studied.

### **What is expected of the student?**

Students are expected to develop an interest in the country studied. An interest in current affairs and general intellectual curiosity are a definite advantage for students of Modern Languages at an advanced level. In addition to regular homework, students should read independently on a regular basis about topics studied in class as well as topics that interest them personally. Wider reading is critical if students wish to access a top grade.

### **Careers and Higher Education**

It is possible to study French and German with almost any other subject to degree level, ranging from Law to Engineering, Management, Economics, Physics, etc. As fewer students opt for languages post-16 in the country, people with the ability to communicate in one or more of the major European languages are at a definite advantage when looking for a job.

<b>Subject</b>	<b>Music</b>
<b>Head of Department</b>	<b>Mr S. Palmer</b>
<b>Examination Board</b>	<b>OCR</b>
<b>Specification Code</b>	<b>H543</b>
<b>Web Address</b>	<b><a href="http://www.ocr.org.uk">www.ocr.org.uk</a></b>

### **Why study Music?**

A Level music is an enjoyable course which will appeal to pupils who are enthusiastic about music and want to extend their skills and knowledge. As well as broadening pupils' musical horizons, the study of music is valuable in developing transferable skills such as concentration, self-discipline, working to the best of one's ability, and working with others.

### **The Course**

A Level music gives pupils the opportunity to further develop their performing, composing and listening/appraising skills. A wide variety of music is studied, particularly from the classical tradition and jazz, and there is considerable freedom on the choice of repertoire in performing and composing. Lessons are taught jointly with King Edward VI Camp Hill Girls' School, and classes are given in a relaxed yet studious atmosphere in our well-equipped specialist music blocks.

Keen musicians have the opportunity to participate in a wide variety of school orchestras, bands, choirs and ensembles, and free instrumental tuition is given to A Level musicians.

### **Assessment**

For A level there are three components: recital, composition and listening/appraising. Pupils may choose to concentrate on recital or composition, and choose either 75 or 105 marks for each.

- Recital: a performance of two contrasting pieces (minimum 6 minutes). Recorded on video. (75 marks) OR
- Recital: a performance of three contrasting pieces (minimum 10 minutes). Recorded on video. (105 marks)
- Composition: one to a brief set by OCR, one free choice, plus exercises. (105 marks) OR
- Composition: one to a brief set by OCR, one free choice. (75 marks)
- Listening and appraising: a listening examination of two and a half hours tests aural skills, and has questions and an essay based upon unfamiliar music and the 'prescribed works'. The candidate listens to the extracts on a personal CD player. (120 marks)

### **What is expected?**

Much of the work is practically based and pupils should generally be of at least grade 5 standard on an instrument at the start of the course. Grade 5 Theory is also an advantage.

### **Careers and Higher Education**

Many subjects combine well with Music, from Humanities and Languages to Mathematics and Sciences. It is an excellent subject to study in its own right, and will also equip musicians for further study of music at University or Conservatoire.

<b>Subject</b>	<b>Physics</b>
<b>Head of Department</b>	<b>Miss R. Li</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Specification Code</b>	<b>7408</b>
<b>Web Address</b>	<b><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></b>

### **Why study Physics?**

Physics is the most fundamental of the Sciences, being a study of the natural world from the heavens to sub-atomic particles. It is an important subject in its own right, but it is also a suitable compliment to the other Sciences as well as Engineering and Technology. If you have an interest in the subject and enjoy problem solving, this will provide you with excellent motivation and allow you to achieve a top grade.

### **The Course**

This covers sub-atomic particles, through forces and fields to Gravitation. It includes Electricity, Motion, Thermodynamics and Nuclear Physics. Practical work is an integral part of the course and links with theory to develop a full understanding of the subject. The mathematical content is demanding, but is not beyond anyone who has achieved an A grade at GCSE Maths and help can be given to students who need it. The emphasis is always on understanding and application in new situations, although there is still a requirement to learn basic facts.

### **Assessment**

In the first year, Year 12 students study Particles, Waves, Mechanics, Materials and Electricity. In Year 13 students study Further Mechanics, Thermal Physics, Gravitational and Electric Fields, Nuclear Physics and an Option Topic. For the full A level, there are three 2 hour papers, with a mixture of multiple choice and short answer questions. Also there is a separate teacher assessment of practical skills over the two years, leading to a pass or fail.

### **What is expected of the student?**

You should have an A\* or A grade in GCSE Physics or A\*A\* grade in Dual award, anything less than this will mean you will struggle with the course. You are expected to be well motivated, keen to self-study and be prepared to hand in completed work each week.

### **Careers and Higher Education**

Physics A level is very useful for many courses, including Medicine, Dentistry, Optometry, Radiography, Physiotherapy and all branches of Engineering. The skills you acquire in studying physics will mean you have demonstrated that you can understand scientific concepts and apply yourself to problem solving.

<b>Subject</b>	<b>Religious Studies</b>
<b>Head of Department</b>	<b>Ms J. Freeman</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Specification Code</b>	<b>7062 (option B)</b>
<b>Web Address</b>	<b>www.aqa.org.uk</b>

## **A2 Religious Studies**

***“The unexamined life is not worth living”*** Socrates

To choose AS Religious Studies is to choose to live the 'examined' life, to question everything, to explore all possibilities and justify your view in the face of objections.

**Study RS at A level and join the wonder!**

### **What will you study?**

The A level offered follows the AQA Speciation for Religious Studies, ([www.aqa.org.uk](http://www.aqa.org.uk)).

### **At A2 you will study from two units:**

#### *Philosophy of Religion and Ethics*

You will study a broad range of Philosophical arguments and ethical frameworks. In Philosophy you will examine traditional arguments for the existence of God, the Philosophy of language and identity. In Ethics, you will study ethical frameworks such as normative ethics and meta ethics and apply them to classical ethical issues.

In both of these disciplines, you will consider the dialogue between them and Buddhism.

#### *The Study of Religion: Buddhism*

In this unit you will learn about the fundamental principles and practices within Buddhism. You will also consider the place of Buddhism in the world considering broader themes such as Religion and sexuality.

In this unit, you will also need to consider the dialogue between Buddhism, Philosophy and Ethics.

### ***How will I be examined?***

**A2** You will have two 3 hour exams.

**Paper 1:** Philosophy and Ethics – Four 2 part questions – two in Philosophy and two in Ethics.

**Paper 2:** Buddhism and Dialogues – two 2 part questions on Buddhism, one question on Buddhism and Philosophy in dialogue, and again on Buddhism and Ethics in dialogue.

In both you will be assessed in two ways: your ability to explain and analyse, and your ability to examine and critique and development your own arguments.

### ***Where can RS lead me?***

Boys who choose to study RS have a wide range of opportunities available to them. RS can give breadth to students who are pursuing medicine or science based subjects. In particular, the rigours of philosophy develop skills of logic and academic expression of arguments. Ethics naturally supports those wishing to pursue a career in medicine. You will be grappling with questions about what it means to be human, who has responsibility for that life, and what you should do with that responsibility. RS naturally complements other essay-based subjects developing critical thinking skills. Students who study RS can go into Law, social work, teaching, research, journalism as well as further study.

<b>Subject</b>	<b>Drama &amp; Theatre Studies (available at Camp Hill Girl's)</b>
<b>Head of Department</b>	<b>Mrs P. Morgan-Long</b>
<b>Examination Board</b>	<b>OCR</b>
<b>Syllabus Code</b>	<b>H459 (option BA)</b>
<b>Web Address</b>	<b><a href="http://www.ocr.org.uk">www.ocr.org.uk</a></b>

*"I look forward to every drama lesson. The teachers are so knowledgeable about what the examiners look for and the balance between written practice for the exams and the actual practical side of drama is great. I feel like I am delving into the different aspects of plays and productions; my understanding has grown and I definitely feel ready for the challenge of studying Drama at university."*

### **Introduction**

- Studying A Level Drama and Theatre Studies will enable you to:
- Gain an entry qualification for a variety of courses in higher education
- Develop vital life skills which will be recognised by institutions and employers
- Pursue your interests and develop your skills in a range of practical drama elements
- Work collaboratively with other students
- Analyse set texts and communicate ideas for performances in written contexts
- Choose your own areas of interest for research and work within a theatrical context.

### **The Course**

This course is rich and rewarding; it requires independent research and learning and a desire to see and experience as much theatre as possible.

Visiting the theatre is an obligatory part of the course. The course combines elements of written exams, and practical and written coursework.

Although aspects of the course are completed within groups, all marking is individual. Throughout the A Level course, students will study a range of set texts in order to respond to essay questions in written exams. Examinations will also require students to respond to the live theatre experienced during the course, and the set texts will be used as stimuli to create devised and scripted performance work.

Students will gain understanding of at least two practitioners when preparing for the written and practical aspects of the course and will apply their knowledge and understanding of these practitioners in their work.

### **Assessment**

Assessment will be based on end of course written examinations (essay style answers) regarding the set texts studied across the course, and the live theatre examples seen. Students will also be assessed on internally examined performances of both a devised and scripted nature. These performances will be accompanied by a written component. All performances will be marked individually.

### **Additional Opportunities**

Alongside participation in the department trips and visits students will be able to take part in a number of other additional opportunities including running of Drama clubs for younger years, participation in school shows and mentoring in main school lessons.



### **Careers and Higher Education**

Opting for Drama and Theatre Studies at A Level does not mean that a student will necessarily be aiming for a career in performance. Previous students have used this qualification to gain entry into Oxbridge to read English while some have taken quite contrasting subjects at University such as Maths and Business Studies.

Many students have pursued Drama at Degree level in Universities or drama schools, which has included studying aspects of theatre outside of acting, including stage management and theatrical make up. There are many transferable skills to be gained from the study of Drama and Theatre Studies; these are recognised by a wide range of institutions and courses, making drama and theatre studies an excellent choice at A Level.

<b>Subject</b>	<b>Spanish (available at Camp Hill Girl's)</b>
<b>Head of Department</b>	<b>Mrs H. Price</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Syllabus Code</b>	<b>7692</b>
<b>Web Address</b>	<b><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></b>

*"Studying Spanish at A Level has definitely been one of my most challenging subjects, but one of the most enjoyable: it has allowed me to experience other cultures, ideas and points of view, and has opened up the possibility of working or perhaps studying overseas, later in life."*

### **Introduction**

Studying Spanish at A Level gives students the chance to further develop their knowledge of Spanish-speaking culture, politics, history and traditions. We follow the AQA specification which offers students the opportunity to demonstrate their developing ability in speaking, listening, reading and writing. Students will need to be well organised and consistently disciplined in their approach to learning vocabulary and practising grammar.

### **The Course**

We use a wide range of contemporary materials to broach many thought-provoking themes, such as artistic and political culture, current trends and issues, literature and film of the Spanish-speaking world. As with the study of any language at advanced level you will need to develop and update your contextual knowledge on many issues.

### **Assessment**

The course is linear and all examinations are taken at the end of Year 13 to include an oral examination and two written papers incorporating listening and reading comprehension tasks, translation into English and into Spanish and two critical essays based upon literature and/or film. We also currently offer all students the opportunity to sit the AS examination at the end of Year 12.

### **Additional Opportunities**

To immerse students in the Spanish language and culture we have developed a link with Salamanca and students will have the chance to visit this beautiful and deeply historical area of Spain during the course. Within the department we hold a vast number of resources, including magazines, books and self-study materials. We encourage pupils to read authentic Spanish as much as possible. Students will also spend designated time at least once a week with our Spanish language assistant, with the aim of perfecting their spoken Spanish.

### **Careers and Higher Education**

In terms of its number of native speakers, Spanish is second worldwide only to Mandarin Chinese. The ability to understand and communicate in Spanish is widely valued among employers in many areas, for example in Finance and Banking; International Sales and Marketing; Pharmaceuticals; Law; Travel and Tourism and the catering industry at all levels, from sourcing produce to its import and export. Studying a language at advanced level will help you to develop the kind of personal and communication skills so highly prized by universities and employers. There are simply no limits to the possibilities open to you if you incorporate languages into your studies!

<b>Subject</b>	<b>Politics (available at Camp Hill Girl's)</b>
<b>Head of Department</b>	<b>Mr P. Cox</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Syllabus Code</b>	<b>7152</b>
<b>Web Address</b>	<b><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></b>

*"Studying Government and Politics in class has broadened my perspectives. After all, today's politics is tomorrow's history. It is such a relevant topic in our society, and helps us to gain a deeper understanding of what otherwise isn't explained."*

### **Introduction**

Has our Prime Minister got too much power? Is Jeremy Corbyn a realistic potential Prime Minister? Are we entering into an era of multi-party politics? What does Brexit really mean for Britain? Should the voting system be changed? What influence does ideology have on day-to-day life?

These are some of the questions we grapple with in AS and A Level Government and Politics. If you have an interest in current affairs, then this is the course for you!

### **The Course**

The AS course helps us to understand how our British democratic, representative political system works by looking at election systems, voting behaviour, political parties, pressure groups and parliament.

A Level provides an opportunity to study different ideologies, such as Socialism and conservatism, the ways in which they affect British politics in practise and the also the potential to look at US politics, and how it differs from our system. This course will appeal to you if you enjoy being actively involved in the lesson, expressing your opinion in discussion, listening to a range of viewpoints and being aware of current affairs on a daily basis.

### **Assessment**

Assessment at both AS and A Level is by terminal examination.

### **Additional Opportunities**

In Year 12 there is an annual visit to London to visit the Houses of Parliament and the UK Supreme Court, as well as opportunities to question and debate with politicians at a local Democracy Forum.

### **Careers and Higher Education**

The study of Politics will help you to develop a range of analytical skills and provides an excellent foundation for a range of university courses including Law. It is good grounding for those seeking entry to the Oxford Politics, Philosophy and Economics course and the Cambridge Social and Political Science course. As an A Level subject, Government and Politics provides an excellent combination with a wide range of subjects including History, Business and Economics, Geography, Languages, Religious Studies, English, Theatre Studies and Psychology.

<b>Subject</b>	<b>Psychology (available at Camp Hill Girl's)</b>
<b>Head of Department</b>	<b>Mrs S. Morris</b>
<b>Examination Board</b>	<b>AQA</b>
<b>Syllabus Code</b>	<b>7182</b>
<b>Web Address</b>	<b><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></b>

### **Introduction**

AQA Psychology A Level introduces students to a broad range of psychological topics. The emphasis is on applying knowledge and understanding, thereby developing students' transferable skills of analysis, evaluation and critical thinking.

Core areas of psychology are studied as well as current issues and debates in the field. These include: Cognitive Psychology (memory and forgetting), Developmental Psychology (attachment theory), Biological Psychology (including brain function and biorhythms), Social Psychology (conformity and obedience) and Psychopathology (including depression, phobias and suitable treatments).

Students will develop a critical understanding of research methods and techniques of data handling including statistical analysis. Stress, addiction and gender are the options studied in year 13 along with issues relating to gender, culture and debates surrounding reductionism, nature/nurture, free will and determinism. A good level of written English and mathematics is required.

### **The Course**

Psychology is taught through a variety of teaching methods to encourage independent, creative and flexible learners. Students will make presentations and posters to share with their peers, analyse data, research novel topic areas, participate in class discussion and in order to enhance their examination technique they will answer many past papers. There are a variety of on-line quizzes and short films made by other students to enhance understanding.

Learners are encouraged to find memorable ways to recall information through the use of mnemonics and even song!

Psychology is a popular choice at A Level as it is frequently a new area of study for students and sits between the traditional sciences and humanities subjects. Approximately a fifth of the course covers biological and neurochemical influences, linking neatly to scientific areas of study and debates touch on philosophy and ethics.

### **Assessment**

Assessment is through a combination of multiple choice, short and extended answer-style questions via three 2 hour papers for A Level, and two 1 ½ hour papers at AS Level.

### **Additional Opportunities**

Enrichment opportunities are available to extend learning beyond the curriculum including attendance at conferences. Occasionally, theatre and cinema opportunities arise.

### **Careers and Higher Education**

A significant number of our students go on to study Psychology at Russell Group universities while other examples of further study include: Law, History, Politics, Business, Medicine, English, Dance, Art and Biomedical Sciences. Career options are limitless and psychological understanding is required in many fields.

<b>Subject</b>	<b>Senior Games</b>
<b>Head of Department</b>	<b>Mr. M. Duncan</b>
<p>At Camp Hill, Physical Education has always been at the heart of pupils' learning and experience. We aim to nurture physical skills and self-confidence, stimulating both mind and body in an enthusiastic manner. In this way we look to provide the opportunity for all pupils to discover their capabilities, their potential and their limitations, learning how to work with and to respect others within a sound and safe environment. All school work can benefit from the stimuli within physical education, and the experience in the school environment encourages active, healthy participation out of school and on into adult life.</p> <p>The main focus of the programme is to encourage participation and the development of an active, healthy lifestyle.</p> <p>The senior games programme offers boys a range of options. Local facilities are utilised at Cocks Moors Badminton, Billesley Tennis and Kings Heath Squash.</p> <p>Winter games are currently badminton, basketball, personal fitness, football, hockey, rugby, squash, swimming and tennis.</p> <p>Summer games added are cricket and athletics.</p> <p>The school runs teams in many of the above throughout the year. In addition there is a thriving House system that creates a lot of intra-mural activity.</p>	